**General Programme**

**Islands 3**

**Primary Education Mandatory**

**Third Grade**

**Second cycle**

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Modern Foreign Languages**

**English**

**Unit *Welcome***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Identifying and introducing the characters of Islands.
* Introducing themselves and say their age.
* Say numbers from 21 to 50.
* Saying the days of the week.
* Saying the months of the year and mention the month in which they were born.
* Saying the ordinal numbers
* Saying the chants of the unit.
* Singing a song (**The Quest song**).
* Activities for interaction: cut-outs, games, etc.
* Understand simple oral texts within the classroom context:
	+ Recognize greetings and introductions.
	+ Recognize numbers from 21 to 50.
	+ Asking and answering questions about their favourite days of the week.
	+ Identify and ask about the months of the year.
	+ Chants.
	+ A song (**The Quest song**).

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Be able to read greetings and introductions, numbers from 21 to 50, the days of the week and the months of the year.
* Write phrases and small texts about common things following an example:
* Be able to write phrases expressing greetings and introductions, the days of the week and the months of the year, numbers from 21 to 50 and ordinal numbers.
* Be able to trace and copy numbers from 21 to 50.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
	+ Greetings: *Hi, I’m (Samuel). I’m (nine).*
	+ Numbers from 21 to 50.
	+ The days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
* The months of the year: *January, February, March, April, May, June, July, August, September, October, November, December*.
	+ Ordinal numbers: 1st-31st.
* Understand and apply grammar concepts correctly:
* Language structures: *Hi, I’m (Samuel). I’m (nine). How are you? What’s your favourite day? My favourite day is Monday. Monday is the first day of the week. When were you born? Were you born in May? Yes, I was. No, I wasn’t. I was born in June of the first day of the week*.
* Recognize and reproduce sounds, rhythm, accentuation, and intonation::
* Rhymes to practice songs and chants
* Develop useful learning strategies.
* Use prior knowledge.
* Ask and answer questions.
* Following instructions.
* Use logical thinking: getting information from images, guessing games.
* Learn to use critical thinking: identifying and comparing.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Greetings and farewells.
* Working in pairs or small groups.
* Welcome new students, learn their names, ages, and their favourite month of the year.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play.
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures.
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Review the sounds, rhythm, accentuation, and intonation:
* Rhymes to practice songs and chants.
* Identify and use the key vocabulary of the unit
* Greetings: *Hi, I’m (Samuel). I’m (nine).*
* Numbers from 21 to 50.
	+ The days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
* The months of the year: (*Months of the year*: J*anuary, February, March, April, May, June, July, August, September, October, November, December*.
* Ordinal numbers: 1st-31st.
* Understand and apply grammar concepts correctly:
* Language structures: *Hi, I’m (Samuel). I’m (nine). How are you? What’s your favourite day? My favourite day is Monday. Monday is the first day of the week. When were you born? Were you born in May?. Yes, I was. No, I wasn’t. I was born in June of the first day of the week*.
	+ Global association of the written, pronunciation and meaning based on written models.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Ask and answer questions.
* Following instructions.
* Use logical thinking: getting information from images, guessing games.
* Learn to use critical thinking: identifying and comparing.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Greetings and farewells.
* Working in pairs or small groups.
* Welcome new students, learn their names, ages, and their favourite month of the year.
* Learn to share.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Music: song and chants.
* Maths: numbers and numeric sequencing. Numbers from 21 to 50. Ordinal numbers.
* P.E: actions use in the classroom.
* Communication and linguistic abilities: ask and answer questions, following instructions, playing games, etc.

### BLOCK 5- Literacy Education

**Literacy genders:**

* *Chants* (PB, page 9 and 10)
* A song: Quest song (PB page 8)

**Oral and written texts production:**

* Reproduction of dialogues
* *Chants* (PB, page 9 and 10)
* A song: Quest song (PB page 8)

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and read (PB page6 and 7), Listen, point and repeat (PB page 8). Listen and sing (PB page 8), Listen and repeat (PB page9). Listen and chant (PB page 9), Listen and say (PB page 11), ask and answer (PB page10 and 11).

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply and the reading and communication skills:
	+ Stickers, cut-out, etc. (connect the visual information with the text).
* Get information from a table.
	+ Look! (PB page 10 and 11).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Reading and Writing booklet, Grammar Booklet.
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Interactive version of Board games, a downloadable PDF with worksheets, tests, etc.).
* Digital Activity Book (to use at home)
* Online Family Islands
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB page 9, 10 and 11) and TG activities.
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: (Ask and answer, PB page 9, 10 and 11). All games proposed and the Optional Activities in the TG.
* Be able to communicate effectively the results of their own work.

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing songs and chants
* *Chants* (PB, page 9,10 and 11)
* A song (Quest Song, PB page 8)
* Develop and value initiative, imagination, and creativity by completing the activities from the TG.
* Immerse in the language, traditions and culture of an English speaking country. (introductions, greetings, and common courtesy).

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Understand and use good practices and learning techniques in class: create a portfolio with the vocabulary of the unit (PB).
* Get started in the use of a set of strategies, resources and working techniques for reasoning and critical thinking.
* **Quest item** (PB page 8).
* Develop their own capacities completing activities on their own (AB, Unit *Welcome,* page2 to 7) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit *Welcome* pages 2 to 7).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet.
* Develop social abilities like respect, cooperation and team work: (Ask and answer, PB pages 9,10 and 11). All games proposed and the Optional Activities in the TG.
* Getting use to complete work that include planning , brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* **Quest item** (PB page 8).

**Interaction with the physical world competence**

This competence is formed band the adequate perception of the physical space where they live and the ability to interact.

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc.
* Learn numbers from 21 to 50 (PB pages 9 and 11, AB pages 4, 6 and 7).
* Practice ordinal numbers (PB page 11, AB page 7).

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions (Ask and answer, PB pages ,10 and 11)
* Using language to express emotions: All the optional activities of the TG.
* Overcome inhibitions through songs and music (Singing songs and chants (*Chants,* PB, pages 9, 10 and 11), (Quest song, PB page 8).

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit *Welcome* – pages 6 to 11)
	+ Reference bar at the bottom of each page.
	+ Activity Book (Unit *Welcome*- pages 2 to 7).
	+ Reading and writing activities.
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.
	+ Waldo Puppet

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit *Welcome*) pages 2 to 7.

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Identifying and introducing the characters of Islands.
* Introducing themselves and say their age.
* Say numbers from 21 to 50.
* Saying the days of the week.
* Saying the months of the year and mention the month in which they were born.
* Saying the ordinal numbers
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
* Recognize greetings and introductions.
* Recognize numbers from 21 to 50.
* Asking and answering questions about their favourite days of the week.
* Identify and ask about the months of the year.

**BLOCK 2- Written communication: reading and writing**

* Read and identify different texts: Be able to read greetings and introductions, numbers from 21 to 50, the days of the week and the months of the year.
* Write phrases and small texts: phrases expressing introductions and greetings, the days of the week and the months of the year, numbers from 21 to 50 and ordinal numbers.

**BLOCK 3 - Knowledge of the language**

Recognize and use the vocabulary and language structures in common contexts of communication.

**Vocabulary**

Learn and develop vocabulary:

* + Greetings: *Hi, I’m (Samuel). I’m (nine).*
	+ Numbers from 21 to 50.
	+ The days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
* The months of the year: *January, February, March, April, May, June, July, August, September, October, November, December*.
	+ Ordinal numbers: 1st-31st.

**Grammar**

* Understand and use the grammar structures of the unit correctly:
* Language structures: *Hi, I’m (Samuel). I’m (nine). How are you? What’s your favourite day? My favourite day is Monday. Monday is the first day of the week. When were you born? Were you born in May? Yes, I was. No, I wasn’t. I was born in June of the first day of the week*.

**Phonics**

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: Rhymes to practice songs and chants.

**Reflections on learning**

* Use basic learning to learn strategies, asking for help, using gestures, use visual dictionaries and identifying some personal aspects that will help them learn.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* To show interest and curiosity for learning a foreign language and to recognize the linguistic diversity as an opportunity to enrich their life.

**BLOCK 5- Literacy Education**

* Reproduction of oral texts with some autonomy:
* Reproduction of dialogues
* *Chants* (PB, pages 9 and 10)
* A song: (Quest song, PB page8)

**Unit 1: *Nature***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral communications:
* Using the vocabulary of the unit: nature, animals and numbers.
* Describing things we can see in nature.
* Saying and acting out, the chant, the song (about nature and animals) and the Quest song: (Look for a ball).
* Saying a riddle.
* Acting out the story of the unit and learning values from it (the importance about playing outdoors and playing safely).
* Participating in activities of interaction:
* Expressing quantities.
* Asking and answering questions about people.
* Talk about places where children can play.
	+ Listen and understand oral challenges of progressing difficulty:
	+ Identifying words from nature.
	+ Identifying what is and what isn’t in a picture.
	+ Understanding specific information in a song about elements of nature.
	+ Understanding general and specific information in the story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information in a phrase (*there is/there are*).
* General and specific information in a comic strip.
* A riddle
* Texts about places where children play around the world.
* Writing phrases and texts about daily live situations following an example:
* key vocabulary words on the unit: nature.
* relate two half’s of a phrase to write sentences
* Phrases to describe nature.
* A riddle about numbers.

# BLOCK 3 - Knowledge of the language

* Identify and use the key vocabulary of the unit:
* Nature:(*Nature: rock, pond, animal, flowers, mushrooms, insects, sun, trees, clouds, birds, ants, worms, spiders, butterflies, roses, wind, sky, rainbow*)
* Maths: (*Maths: plus, minus, equals*).
* Places (*Places: library, museum*)
* Understand and apply grammar concepts correctly:
	+ Language structures:

*How many (birds) are there? There is one (red bird), How many (flowers) are there? There are (ten purple flowers), There are some (flowers). There aren’t any (birds). Are there any (insects)? Yes, there are/No, there aren’t. Is there any wind? Yes, there is some wind/No, there isn’t any wind. Is there a rainbow? Yes, there is/No, there isn’t.*

*Where are they? At the park/playground/library/museum.*

* + Language for reviewing: *birds, numbers, park, playground*.
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –**air** and –**ear.**
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use prior knowledge.
* Memorizes new words.
* Identify the rules of the following structure: *There is/There are*.
* Using logical thinking: problem solving.
* Use critical thinking: inferring and comparing cultures.
* Cooperative learning: Working in pairs or small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Find and learn about places where other children in the world play.
* Comparing customs and traditions.
* Reflect on the influence of the environment when playing.
* Become aware of the importance of playing and sharing with others.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing inters in expressing themselves orally in individual or group activities.
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures, .
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Nature:(*Nature: rock, pond, animal, flowers, mushrooms, insects, sun, trees, clouds, birds, ants, worms, spiders, butterflies, roses, wind, sky, rainbow*)
* Maths: (*Maths: plus, minus, equals*).
* Places (*Places: library, museum*)
	+ Language for reviewing: *birds, numbers, park, playground*.
* Understand and apply grammar concepts correctly:
	+ Language structures:

*How many (birds) are there? There is one (red bird), How many (flowers) are there? there are (ten purple flowers), There are some (flowers). There aren’t any (birds). Are there any (insects)? Yes, there are/No, there aren’t. Is there any wind? Yes, there is some wind/No, there isn’t any wind. Is there a rainbow? Yes, there is/No, there isn’t. Where are they? At the park/playground/library/museum.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –**air** and –**ear.**
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Memorizes new words.
* Identify the rules of the following structure: *There is/There are*.
* Using logical thinking: problem solving.
* Use critical thinking: inferring and comparing cultures.
* Cooperative learning: Working in pairs or small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Find and learn about places where other children in the world play.
* Comparing customs and traditions.
* Reflect on the influence of the environment when playing.
* Become aware of the importance of playing and sharing with others.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Maths: Symbols of + (*plus*) and – (*minus*).
* Sciences: Nature
* Music and arts: songs, rhythm and intonation.
* Linguistic abilities: : read a story, acting out a story, tell a story.
* Skills of communication: ask and answer questions, read a riddle, etc.

### BLOCK 5- Literacy Education

**Literacy genders:**

* A chant (PB page 12)
* Songs; (Quest song PB page 13) and (PB page 14)
* A story (PB page 16)
* A riddle (PB page 18)
* Texts cross-cultural (PB page 19).

**Oral and written texts production:**

* Reproduction of dialogues
* A chant (PB page 12)
* Songs; (Quest song PB page13) and (PB page14)
* A story (PB page 16)
* A riddle (Mini Project-PB page18)
* Descriptions on how and where other children play(Portfolio, PB page19).

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), Have Fun! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page104).
	+ Observe photos as a mean to get information: (CLIC: Maths , PB page 18) (Wider World: Where we play, PB page 19).
* Get information from a table.
	+ Look! (PB page 13 and 15), Values (PB page16), Think! (PB page 18).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Interactive version of Board games, a downloadable PDF with worksheets, tests, etc.).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding (Ask and answer, PB page13, 15,19)
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 20). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 1 (PB page 16) learning about the values it teaches (**Values**: the importance of playing safely outdoors).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: Maths: practice solving operations Maths: in English and developing skills Maths: (PB, page 18, AB page14, Photocopiable Worksheet 1.6).
* **Wider World** (Where we play): learning how and where other children around the world play (PB page 19, AB page 15)
* Be able to communicate the results of their own work: (Mini-Project, PB page 18).

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc. (PB pages 12 and 14)
* Read and act-out a story: (*Story*, PB page 16).
* Read and work with a riddle (PB page 18)
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: A riddle about numbers, PB page 18 and Wider World (Portfolio-Think and write)**:** Descriptions of the places students usually play , PB page 19).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (how and where other children play).

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 13).
* **Think!** (PB page 18)
* **Mini-Projects** CLIL: A riddle about numbers, PB page 18
* **Portfolio (Think and write):** Descriptions of the places students usually play, PB page19),
* Develop their own capacities completing activities on their own (AB, pages 8 to 17) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 104).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation an the end of Unit 1.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 1 pages 8-17).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 104).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page 18 and all the optional TG activities
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page 16)
* **Picture Dictionary** (AB page 104).
* **Quest item** (PB page 13).
* Completing the **Mini-Projects:** CLIL: A riddle about numbers, PB page18 and activities for the **Portfolio** (Think and write):Descriptions of the places students usually play , PB page19),
* Exercises for **Fast finishers** (Extensive Reading PB, page 104)
* Use their own abilities like self-evaluation and personalization:
* AB: Self-evaluation activity at the end of each unit, page 17
* **Picture Dictionary**, AB page 104

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Maths:** practice solving operations Maths: in English and developing skills Maths: (PB, page 18, AB page 14, Photocopiable Worksheet 1.6).
* **Wider World** (Where we play): learning how and where other children around the world play (PB page19, AB page 15).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc. )

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Practice solving addition and subtraction exercises in English Maths: (PB, page 18 and AB page 14)
* Sequencing and saying numbers to play a game (Have Fun!, page 20).

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions del PB, by acting out a story (PB page 16).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 14).
* Overcome inhibitions through songs and music (Singing chants, songs, etc.).

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 1 – pages 12 to 21)
	+ Reference bar at the bottom of each page.
	+ Grammar summary.
* Extensive reading and Fast finishers (PB, page 104).
	+ Activity Book (Unit 1- pages 8-17).
	+ Reading and writing activities.
	+ Unit Review activities (related to the Grammar summaries in the PB),
	+ Picture Dictionary (Unit 1, page 104).
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards (colours, actions).
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet ( 3 pages per unit for better development of reading comprehension and writing abilities).
	+ Grammar Booklet (3 pages per unit to extend and reinforce grammar).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank: *Colour race*
	+ Printable worksheets
	+ Worksheets for the portfolio
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Island
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 1).

Grammar summary (PB)

Unit 1 review (AB)

Picture Dictionary (AB page 104).

Summative evaluation

Progress Check (page 21).

**Tests** 1, (Test Booklet)

**Self-evaluation**

Activity Book: Self-evaluation activity at the end of each unit (page 17)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

Participate in directed oral interactions about common topics in predictable situations, respecting the normal rules of interaction, like listening and making eye contact (**Test 1**, Test Booklet).

* Using the vocabulary of the unit: nature, animals and numbers.
* Describing things we can see in nature.
* Expressing quantities.
* Talk about where people are.
* Talk about places where children can play.

Capture a global sense, and identifying specific information in oral texts about familiar and topics of interest. (**Test 1**, Test Booklet).

* + Identifying words from nature.
	+ Identifying what is and what isn’t in a picture.
	+ Understanding specific information in a song about elements of nature.
	+ Understanding general and specific information in the story of the unit.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 1**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and a established format, on paper and digitally. (**Test,1**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 1**-Test Booklet):

* Nature:(*Nature: rock, pond, animal, flowers, mushrooms, insects, sun, trees, clouds, birds, ants, worms, spiders, butterflies, roses, wind, sky, rainbow*)
* Maths: (*Maths: plus, minus, equals*).
* Places (*Places: library, museum*)

### Grammar

* Understand and use the grammar structures of the unit correctly: (**Test 1**-Test Booklet):

*How many (birds) are there? There is one (red bird), How many (flowers) are there?, there are (ten purple flowers), There are some (flowers). There aren’t any (birds). Are there any (insects)? Yes, there are/No, there aren’t. Is there any wind? Yes, there is some wind/No, there isn’t any wind. Is there a rainbow? Yes, there is/No, there isn’t. Where are they? At the park/playground/library/museum.*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce –**air** and –**ear.**
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Dialogues
* A chant (PB page 12)
* A song (PB page 14)
* A story (PB page 16)
* A riddle (Mini Project-PB page 18)
* Descriptions on how and where other children play(Think and write-Portfolio, PB page 19).

**Unit 2: *Me***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Using vocabulary about the parts of the body.
* Describing theirs and others personal appearance.
* Describing a painting (a portrait).
* Saying and acting out a chant.
* Singing and acting out the song of the unit: Song (describing physical appearance) and Quest song: (Look for a rock).
* Acting out the story of the unit and learning values from it (Having good habits; cleaning and healthy habits).
* Participating in activities of interaction:
* Talk about others personal appearances.
* Ask and answering questions about family.
* Understand simple oral texts within the classroom context:
	+ Dialogues about people physical characteristics.
	+ Identify parts of the body in recordings.
	+ Information to recognize people by their descriptions.
	+ The chants and songs of the unit.
	+ the story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information in phrases (about physical appearance).
* General and specific information in a comic strip.
* Read and understand a description about a painting.
* Texts about family pictures.
* Writing phrases and texts about daily live situations following an example:
* The key vocabulary words of the unit: parts of the body and physical appearance.
* Complete phrases about physical appearances.
* Answering questions.
* Describing a painting.
* Finding mistakes and correcting sentences.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
	+ Physical appearance (*Physical appearance 1: a small nose, a black moustache, a short beard, red hair, brown eyes, grey hair, thick eyebrows, blond hair, small glasses*)
	+ Physical appearance (*Physical appearance 2: a round chin, a strong chest, a flat stomach, broad shoulders, strong arms, long eyelashes, a long neck, short fingernails*)
	+ Language for reviewing: *Young, old, big, small, short, long, blond, man, woman.*
* Understand and apply grammar concepts correctly:
	+ Language structures:
	+ *I’ve got (a small nose). I haven’t got (thick eyebrows). He’s got (a small nose). She hasn’t got (thick eyebrows). We’ve got (a small nose). We haven’t got (thick eyebrows). Have you got (a round chin)? Yes, he/she has. No he/she hasn’t. Have you got brother or sister? Yes, I’ve got (one sister) and (two brothers). Has your (mum) got (black hair)?*
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**ay** and -**er*,*** correctly.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use prior knowledge.
* Use images/illustrations to infer the meaning of words.
* Classify words in categories to remember them better.
* Identify grammar rules about the use of: *Have got*.
* Use creative thinking: to create a painting.
* Use logical thinking: getting information from images, guessing games.
* Learning to use critical thinking: making choices about pictures based on personal opinions.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Finding and describing information about families in other parts of the world.
* Compare different types of families.
* Identify physical characteristics of family members in other parts of the world.
* Taking acre and respecting families.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). Identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures.
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Physical appearance (*Physical appearance 1: a small nose, a black moustache, a short beard, red hair, brown eyes, grey hair, thick eyebrows, blond hair, small glasses*)
* Physical appearance (*Physical appearance 2: a round chin, a strong chest, a flat stomach, broad shoulders, strong arms, long eyelashes, a long neck, short fingernails*)
	+ Language for reviewing: *Young, old, big, small, short, long, blond, man, woman.*
* Understand and apply grammar concepts correctly:
	+ Language structures:
	+ *I’ve got (a small nose). I haven’t got (thick eyebrows). He’s got (a small nose). She hasn’t got (thick eyebrows). We’ve got (a small nose). We haven’t got (thick eyebrows). Have you got (a round chin)? Yes, he/she has. No he/she hasn’t. Have you got brother or sister? Yes, I’ve got (one sister) and (two brothers). Has your (mum) got (black hair)?*
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**ay** and -**er*,*** correctly.
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Use images/illustrations to infer the meaning of words.
* Classify words in categories to remember them better.
* Identify grammar rules about the use of: *Have got*.
* Use creative thinking: to create a painting.
* Use logical thinking: getting information from images, guessing games.
* Learning to use critical thinking: making choices about pictures based on personal opinions.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language.
* Finding and describing information about families in other parts of the world.
* Compare different types of families.
* Identify physical characteristics of family members in other parts of the world.
* Taking acre and respecting families.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Sciences: body and personal appearances.
* Arts: paintings from famous painters.
* Artistic language: read and act out a story. Narrating a story in a song.
* Communication and linguistic abilities: ask and answer questions, following instructions, read and understand information to research and discover information on paintings, etc.

### BLOCK 5- Literacy Education

**Literacy genders:**

* A chant: (PB page 22)
* Songs: Unit song (PB page 24) Quest song (PB page 23)
* A story (PB page 26)
* Texts cross-curricular and cultural (PB page 28 and 29)

**Oral and written texts production:**

* Reproduction of dialogues
* A chant: (PB page 22)
* Songs: Unit song (PB page 24) Quest song (PB page 23)
* A story (PB page 26)
* Describing a painting (Mini Project-PB page 28)
* Description of the student’s family (Think and write-Portfolio, PB page 29)

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), *Have Fun*! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page 105).
	+ Observe photos as a mean to get information: (CLIC: Arts, PB page 28 (Wider World: Family portraits, PB page 29).
* Get information from a table.
	+ Look! (PB page 23 and 25), Values (PB page 26), Think! (PB page 28).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer PB pages 23, 25, 28 and 29).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 30). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 2 (PB page 26) learning about the values it teaches (**Values**: the importance of healthy habits and good hygiene).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: **Arts**: learn to identify famous paintings (portraits) (PB, page 28, AB page 24, Photocopiable Worksheet 2.6).
* **Wider World** (Family portraits): learn about families from other parts of the world (PB page 29, AB page 25).
* Be able to communicate the results of their own work: (Mini-Project, PB page 28)

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc. (PB pages 22 and 24)
* Read and act-out a story: (*Story*, PB page 26).
* Learn about art, paintings and famous portraits (CLIC,PB page 28-AB page 24)
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: Describing a painting chosen by the student PB page 28 and Wider World (Portfolio-Think and write)**:** A description of their family, PB page29).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (families around the world, PB page 29-AB page 25)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 23).
* **Think!** (PB page 8)
* **Mini-Projects** CLIL: a painting’s description, PB page 28
* **Portfolio (Think and write):** The student’s family description, PB page 29),
* Develop their own capacities completing activities on their own (AB, page 18 to 27) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 105).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation and the end of Unit 2.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 2 pages 18-27).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 105).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page 30 and all the optional TG activities.
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page 26)
* **Picture Dictionary** (AB page 105).
* **Quest item** (PB page 23).
* Completing the **Mini-Projects:** CLIL: a painting’s description, PB page 28 and **Portfolio project (Think and write):** The student’s family description, PB page 29),
* Exercises for **Fast finishers** (Extensive Reading PB, page 105)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* AB: Self-evaluation activity at the end of each unit, page 27
* **Picture Dictionary**, AB page 105

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Arts**: learn to identify famous paintings (portraits) (PB, page 28, AB page 24, Photocopiable Worksheet 2.6).
* **Wider World** (Family portraits): learn about families from other parts of the world (PB page 29, AB page 25).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc. )

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Sequencing and saying numbers to play a game (Have Fun!, page 30).

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions of PB, by acting out a story (PB page 26).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 26)
* Overcome inhibitions through songs and music (Singing chants, songs, etc)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 2 – pages 22 to 31)
	+ Reference bar at the bottom of each page.
	+ Grammar summary
	+ Extensive reading and Fast finishers (PB page 105)
	+ Activity Book (Unit 2- pages 18-27).
	+ Reading and writing activities.
	+ Unit 2 Review activities (linked with the Grammar Summary in the PB)
	+ Picture Dictionary (Unit 2, page 105)
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet ( 3 pages per unit for better development of reading comprehension and writing abilities).
	+ Grammar Booklet (3 pages per unit to extend and reinforce grammar).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Printable worksheets
	+ Worksheets for the portfolio
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**vI. EVALUACIÓN**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 2).

Grammar summary (PB).

Photocopiable Unit 2 worksheet 7 (final consolidation)

Unit 2 review (AB)

Picture Dictionary (AB page 105).

**Summative evaluation**

Progress Check (page 31).

**Tests** 2, (Test Booklet)

Self-evaluation

Activity Book: Self-evaluation activity at the end of each unit (page 27)

Pupil’s Book: **I can** (page 31)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Describing personal physical appearance.
* Talk about people personal appearance.
* Talk about family.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
	+ Identifying the parts of the body.
	+ Information to identify people.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 2**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and a established format, on paper and digitally. (**Test, 2**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 2**-Test Booklet):

* Physical appearance (*Physical appearance 1: a small nose, a black moustache, a short beard, red hair, brown eyes, grey hair, thick eyebrows, blond hair, small glasses*)
* Physical appearance (*Physical appearance 2: a round chin, a strong chest, a flat stomach, broad shoulders, strong arms, long eyelashes, a long neck, short fingernails*)

### Grammar

* Understand and use the grammar structures of the unit correctly: **(Test 2-**Test Booklet):

*I’ve got (a small nose). I haven’t got (thick eyebrows). He’s got (a small nose). She hasn’t got (thick eyebrows). We’ve got (a small nose). We haven’t got (thick eyebrows). Have you got (a round chin)? Yes, he/she has. No he/she hasn’t. Have you got brother or sister? Yes, I’ve got (one sister) and (two brothers). Has your (mum) got (black hair)?*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce: -**ay** and -**er*,*** correctly.
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Dialogues
* A chant (PB page 22)
* A song (PB page 24)
* A story (PB page 26)
* Describing a painting (Mini Project-PB page 28)
* Description of the student’s family (Think and write-Portfolio, PB page 29)

**Unit 3: *Pets***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Using vocabulary about the parts in the body of animals.
* Describing the body parts and characteristics of animals.
* Saying and acting out a chant.
* Singing and acting out the song of the unit: Song (about animals) and Quest song: (Look for glasses).
* Acting out the story of the unit and learning values from it (Taking care of pets and animals).
* Participating in activities of interaction:
* Talk about animals.
* Exchanging information about pets and their characteristics.
* Expressing their opinion on pets.
* Understand simple oral texts within the classroom context:
	+ Dialogue about animals.
	+ Identify the parts of the body of animals through a recording
	+ Information about the life cycle of the frog.
	+ The chants and songs of the unit.
	+ the story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information in phrases (about animal characteristics).
* Specific information about a tarantula.
* General and specific information in a comic strip.
* Read and understand a description about the sequence of the life cycle of the frog.
* Writing phrases and texts about daily live situations following an example:
* The key vocabulary words of the unit: body parts and characteristics of animals.
* Descriptions on animals and pets.
* Complete phrases and short texts about animal characteristics.
* Answering questions about the life cycle of frogs and butterflies.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
	+ Animal body parts(*Animal body parts: tail, beak, wings, fins, paws, whiskers, skin, feathers, claws, fur)*
	+ Physical characteristics of animals(*Physical characteristics of animals: spotty, stripy, soft, smooth, hard, sharp, cute, scary, fast, slow)*
	+ Animals and life cycle(*Animals and life cycle: tadpoles, caterpillars, cocoons, diagram, tarantula, iguana, hamster wheel)*
	+ Language for reviewing*: cat, dog, fish, rabbit, snake, dog, parrot, hamster, duck, spider, butterflies.*
* Understand and apply grammar concepts correctly:
	+ Language structures:

*What does it look like? It’s got (a tail). It hasn’t got (feathers). What do they look like? They’ve got (feathers). Have you got (a tortoise) Yes I have. No I haven’t. Has it got (spotty fur)? Yes it has. No it hasn’t. Has it got a cage? Yes it has. No it hasn’t. Do you like (hamsters)? Why do you like them?*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**ea** and -**oi*,*** correctly.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use the title and illustrations to infer and make predictions about a text.
* Say new words based on words they already know.
* Identify grammar rules about the use of: *Have got*.
* Use logic thinking: understanding patterns and sequencing.
* Learning to use critical thinking: write down personal opinions.
* Become aware of the importance of cooperative learning: Dialogues and activities of interaction.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Knowledge and interaction with the physical world: animals life cycle
* Learn about pets around the world.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). Identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures, .
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Animal body parts (*Animal body parts: tail, beak, wings, fins, paws, whiskers, skin, feathers, claws, fur)*
* Physical characteristics of animals(*Physical characteristics of animals: spotty, stripy, soft, smooth, hard, sharp, cute, scary, fast, slow)*
* Animals and life cycle (*Animals and life cycle: tadpoles, caterpillars, cocoons, diagram, tarantula, iguana, hamster wheel)*
* Language for reviewing*: cat, dog, fish, rabbit, snake, dog, parrot, hamster, duck, spider, butterflies.*
* Understand and apply grammar concepts correctly:
	+ Language structures:

*What does it look like? It’s got (a tail). It hasn’t got (feathers). What do they look like? They’ve got (feathers). Have you got (a tortoise) Yes I have. No I haven’t. Has it got (spotty fur)? Yes it has. No it hasn’t. Has it got a cage? Yes it has. No it hasn’t. Do you like (hamsters)? Why do you like them?*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**ea** and -**oi*,*** correctly.
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use the title and illustrations to infer and make predictions about a text.
* Say new words based on words they already know.
* Identify grammar rules about the use of: *Have got*.
* Use logic thinking: Understanding patrons and chronological sequences.
* Learning to use critical thinking: write down personal opinions.
* Become aware of the importance of cooperative learning: Dialogues and activities of interaction.
* Reflect on their own learning, self-evaluation at the end of the unit.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Knowledge and interaction with the physical world: animals life cycle
* Learn about pets around the world.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Sciences: the life cycle of animals.
* Artistic language: read and act out a story. Narrating a story. Singing songs.
* Communication and linguistic abilities: read and understand information to follow a sequence of images.

### BLOCK 5- Literacy Education

**Literacy genders:**

* A chant: (PB page 32)
* Songs: Unit song (PB page 34) Quest song (PB page 33)
* A story (PB page 36)
* Cross-curricular and cultural texts (PB page 38 and 39)

**Oral and written texts production:**

* Reproduction of dialogues
* A chant: (PB page 32)
* Songs: Unit song (PB page 34) Quest song (PB page 33)
* A story (PB page 36)
* A description of the life cycle of an animal (Mini Project-PB page 38)
* A description of a pet (Think and write-Portfolio, PB page 39)

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), *Have Fun*! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page 106).
	+ Observe photos as a mean to get information: (CLIC: Sciences, PB page 38 (Wider World: Do you like pets?, PB page 39).
* Get information from a table.
	+ Look! (PB page 33 and 35), Values (PB page 36), Think! (PB page 38).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB pages 33, 35, and 39).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 40). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 3 (PB page 36) learning about the values it teaches (**Values**: the importance of taking care of pets and animals)
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: **Sciences:** the life cycle of animals (PB, page 38, AB page 34, Photocopiable Worksheet 3.6).
* **Wider World** (Do you like pets?): learn about pets around the world (PB page 39, AB page 35).
* Be able to communicate the results of their own work: (Mini-Project, PB page 38)

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc (PB pages 32 and 34)
* Read and act-out a story: (*Story*, PB page 36).
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: a life cycle of a snake diagram PB page 38 and Wider World (Portfolio-Think and write)**:** A description of a pet, PB page 39).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (pets around the world, PB page 39-AB page 35)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 33).
* **Think!** (PB page 38): learn to make a diagram.
* **Mini-Projects** CLIL: a life cycle of a snake diagram, PB page 38
* **Portfolio (Think and write):** A description of a pet, PB page 39),
* Develop their own capacities completing activities on their own (AB, page 28 to 37) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 105).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation at the end of Unit 2.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 3 pages 28-37).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 105).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page40 and all the optional TG activities
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page 36)
* **Picture Dictionary** (AB page 106).
* **Quest item** (PB page 33).
* Completing the **Mini-Projects:** CLIL: a life cycle of a snake diagram PB page 38 and Wider World (Portfolio-Think and write)**:** A description of a pet, PB page 39).
* Exercises for **Fast finishers** (Extensive Reading PB, page 106)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* Activity Book: Self-evaluation activity at the end of each unit, page 37
* **Picture Dictionary**, AB page 106

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Sciences:** the life cycle of animals (PB, page 38, AB page 34, Photocopiable Worksheet 3.6).
* **Wider World** (Do you like pets?): learn about pets around the world (PB page 39, AB page 35).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Sequencing and saying numbers to play a game (Have Fun!, page 40).
* Sequencing images/ideas (life cycle) (PB page 38 and AB page 34)

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions of PB, by acting out a story (PB page 36).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 36)
* Overcome inhibitions through songs and music (Singing chants, songs, etc)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 3 – pages 32 to 41)
	+ Reference bar at the bottom of each page.
	+ Grammar summary
	+ Extensive reading and Fast finishers (PB page 106)
	+ Activity Book (Unit 3- pages 28-37).
	+ Reading and writing activities.
	+ Unit 2 Review activities (linked with the Grammar Summary in the PB)
	+ Picture Dictionary (Unit 3, page 106)
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet (3 pages per unit for better development of reading comprehension and writing abilities).
	+ Grammar Booklet (3 pages per unit to extend and reinforce grammar).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Printable worksheets
	+ Worksheets for the portfolio
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 3).

Grammar summary (PB).

Photocopiable Unit 3 worksheet 7 (final consolidation)

Unit 3 review (AB)

Picture Dictionary (AB page 106).

Summative evaluation

Progress Check (page 41).

**Tests** 3, (Test Booklet)

Self-evaluation

Activity Book: Self-evaluation activity at the end of each unit (page 37)

Pupil’s Book: **I can** (page 41)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Describing the parts of the animal body.
* Talk about the physical characteristics of animals.
* Expressing preferences on pets.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
	+ Identifying the parts of the animal body.
	+ Information on the life cycle of animals.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 3**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and an established format, on paper and digitally. (**Test, 3**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 3**-Test Booklet):

* + Animal body parts (*Animal body parts: tail, beak, wings, fins, paws, whiskers, skin, feathers, claws, fur)*
	+ Physical characteristics of animals (*Physical characteristics of animals: spotty, stripy, soft, smooth, hard, sharp, cute, scary, fast, slow)*
	+ Animals and life cycle (*Animals and life cycle: tadpoles, caterpillars, cocoons, diagram, tarantula, iguana, hamster wheel)*

### Grammar

* Understand and use the grammar structures of the unit correctly: **(Test 3-**Test Booklet):

*What does it look like? It’s got (a tail). It hasn’t got (feathers). What do they look like? They’ve got (feathers). Have you got (a tortoise) Yes I have. No I haven’t. Has it got (spotty fur)? Yes it has. No it hasn’t. Has it got a cage? Yes it has. No it hasn’t. Do you like (hamsters)? Why do you like them?*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce: -**ea** and -**oi*,*** correctly.
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Dialogues
* A chant (PB page 32)
* A song (PB page 34)
* A story (PB page 36)
* A description of the life cycle of an animal (Mini Project-PB page 38)
* A description of a pet (Think and write-Portfolio, PB page 39)

**Unit 4: *Home***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Using vocabulary about furniture and prepositions of place.
* Describing the position of furniture in a room.
* Saying and acting out a chant.
* Singing and acting out the song of the unit: Song (about the places the pets are located) and Quest song: (Look for a hamster Wheel)
* Acting out the story of the unit and learning values from it (Helping with house chores).
* Participating in activities of interaction:
* Talk about furniture and objects in the house.
* Ask and answer questions about furniture and rooms.
* Understand simple oral texts within the classroom context:
	+ Dialogues about furniture in a house and where they are located.
	+ Identify furniture through recordings.
	+ People describing furniture and the place where they are located.
	+ The chants and songs of the unit.
	+ the story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information in phrases (about furniture and household items).
* General and specific information in a comic strip.
* Description of a room (skills).
* A text describing a mosaic.
* A text about a sleepover party with friends.
* Writing phrases and texts about daily live situations following an example:
* The key vocabulary words of the unit: furniture in a house and prepositions of place.
* Write phrases describing images.
* Design and complete a word search.
* Describe a personal photograph.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
	+ Furniture (*Furniture: plant, mirror, picture, wardrobe, bin, shower,*
	+ *Prepositions of place (Prepositions of place: in front of, behind, next to, above, below, opposite*.
	+ Household items (*Household items: computer, cupboard, toothbrush, shampoo, towels, comb, plates, pots, pans, blankets, broom.*
	+ Parts of a house (*Parts of a house: garage, balcony, basement)*
	+ Language for reviewing: *kitchen, living room, bathroom, bedroom house, garden, TV, bed, bath, lamp, fridge, sofa, oven*. Prepositions: *in, on, under,* Shapes: *rectangles, squares, triangles, circles*.
* Understand and apply grammar concepts correctly:
	+ Language structures:

*There’s a (plant) in the (living room). There are (two plants) in the (living room). The plant is below the (mirror).The (plants) are below the mirror. It’s/They’re next to the (sofa). Is the (broom) in the (wardrobe)? Yes, it is. No, it isn’t. It’s in the kitchen. Are the (pots) in the (sink)? Yes, they are. No, they aren’t. They’re in the (cupboard).*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: **-a\_e, -i\_e, -o\_e** correctly.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use the Picture Dictionary to remember the meaning of the words.
* Use the Look Box! to review language structures.
* Identify grammar rules about the use of: prepositions of place.
* Use creative thinking: making a mosaic.
* Use logic thinking: become aware of the place where furniture and household items are located.
* Learning to use critical thinking: express their opinion after reading a text.
* Become aware of the importance of cooperative learning: check answers in pairs.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Find and describe information about sleepover parties among friends in different parts of the world.
* Compare different parties.
* Taking care and respect our friends.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures, .
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Furniture (*Furniture: plant, mirror, picture, wardrobe, bin, shower,*
* *Prepositions of place(Prepositions of place: in front of, behind, next to, above, below, opposite*.
* Household items (*Household items: computer, cupboard, toothbrush, shampoo, towels, comb, plates, pots, pans, blankets, broom.*
* Parts of a house (*Parts of a house: garage, balcony, basement)*
* Language for reviewing: *kitchen, living room, bathroom, bedroom house, garden, TV, bed, bath, lamp, fridge, sofa, oven*. Prepositions: *in, on, under,* Shapes: *rectangles, squares, triangles, circles*.
* Understand and apply grammar concepts correctly:
	+ Language structures:

*There’s a (plant) in the (living room). There are (two plants) in the (living room). The plant is below the (mirror).The (plants) are below the mirror. It’s/They’re next to the (sofa). Is the (broom) in the (wardrobe)? Yes, it is. No, it isn’t. It’s in the kitchen. Are the (pots) in the (sink)? Yes, they are. No, they aren’t. They’re in the (cupboard).*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: **-a\_e, -i\_e, -o\_e** correctly.
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use the Picture Dictionary to remember the meaning of the words.
* Use the Look Box! to review language structures.
* Identify grammar rules about the use of: prepositions of place.
* Use creative thinking: making a mosaic.
* Use logic thinking: become aware of the place where furniture and household items are located.
* Learning to use critical thinking: express their opinion after reading a text.
* Become aware of the importance of cooperative learning: check answers in pairs.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language.
* Find and describe information about sleepover parties among friends in different parts of the world.
* Compare different parties.
* Taking care and respect our friends.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Maths: count numbers of shapes.
* Arts: art mosaic.
* Artistic language: read and act out a story. Narrating a story. A song.
* Communication and linguistic abilities: Reading and understanding of a text about mosaics.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant: (PB page 42)
* Songs: Unit song (PB page 44) Quest song (PB page 43)
* A story (PB page 46)
* Cross-curricular and cultural texts (PB pages 48 and 49)

**Oral and written texts production:**

* Reproduction of dialogues
* A chant: (PB page 42)
* Songs: Unit song (PB page 44) Quest song (PB page 43)
* A story (PB page 46)
* Description of a sleepover with friends. (Think and write-Portfolio, PB page 49)

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), *Have Fun*! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page 107).
	+ Observe photos as a mean to get information: (CLIC: Arts: Mosaics, PB page 48 (Wider World: Sleepover party, PB page 49).
* Get information from a table.
	+ Look! (PB page 43 and 45), Values (PB page46), Think! (PB page 48).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB pages 43, 45).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 50). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 4 (PB page 46) learning about the values it teaches (**Values**: the importance of taking care and respect our friends).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: **Arts**: learn about mosaics (PB, page 48, AB page 44, Photocopiable Worksheet 4.6).
* **Wider World** (Sleepover party): learn how sleepovers are celebrated around the world (PB page 49, AB page 45).
* Be able to communicate the results of their own work: (Mini-Project, PB page 48)

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc (PB pages 42 and 44)
* Read and act-out a story: (*Story*, PB page 46).
* Learn about Arts; Mosaics (CLIC,PB page 48-AB page 44)
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: a mosaic about the student’s favourite animal PB page 48 and Wider World (Portfolio-Think and write)**:** Description of a Sleepover PB page 49).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (children parties around the world, PB page 49-AB page 45)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 43).
* **Think!** (PB page 48)
* **Mini-Projects** CLIL: making a mosaic, PB page 48
* **Portfolio (Think and write):** A description of a sleepover of the students with his/her friends, PB page 49),
* Develop their own capacities completing activities on their own (AB, pages 38 to 47) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 107).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation at the end of Unit 4.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 4 pages 38-47).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 105).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page40 and all the optional TG activities
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page 46)
* **Picture Dictionary** (AB page 107).
* **Quest item** (PB page 43).
* Completing the **Mini-Projects:** CLIL, making a mosaic, PB page 48 and **Portfolio project (Think and write):** A description of a sleepover of the students with his/her friends, PB page 49),
* Exercises for **Fast finishers** (Extensive Reading PB, page 107)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* AB: Self-evaluation activity at the end of each unit, page 47
* **Picture Dictionary**, AB page 107

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Arts**: learn about mosaics (PB, page 48, AB page 44, Photocopiable Worksheet 4.6).
* **Wider World** (Sleepover party): learn how sleepovers are celebrated around the world (PB page 49, AB page 45).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc. )

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Sequencing and saying numbers to play a game (Have Fun!, page 50).
* Count the geometric shapes in a mosaic (CLIC: PB page 48).

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions del PB, by acting out a story (PB page 46).
* Using plastic language to express feelings and emotions . Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 46)
* Overcome inhibitions through songs and music (Singing chants, songs, etc)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 4 – pages 42 to 51)
	+ Reference bar at the bottom of each page.
	+ Grammar summary
	+ Extensive reading and Fast finishers (PB page 107)
	+ Activity Book (Unit 4- pages 38-47).
	+ Reading and writing activities.
	+ Unit 4 Review activities (linked with the Grammar Summary in the PB)
	+ Picture Dictionary (Unit 4, page 107)
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet ( 3 pages per unit for better development of reading comprehension and writing abilities).
	+ Grammar Booklet (3 pages per unit to extend and reinforce grammar).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Printable worksheets
	+ Worksheets for the portfolio
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 4).

Grammar summary (PB).

Photocopiable Unit 4 worksheet 7 (final consolidation)

Unit 4 review (AB)

Picture Dictionary (AB page 105).

**Summative evaluation**

Progress Check (page 51).

**Tests** 4, (Test Booklet)

Self-evaluation

Activity Book: Self-evaluation activity at the end of each unit (page 47)

Pupil’s Book: **I can** (page51)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Talk about furniture and household items.
* Describe where things are located in a house.
* Talk about people personal appearance.
* Ask and answer questions about rooms, furniture and household items.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
	+ Identify furniture and prepositions of place.
	+ People describing the location of furniture and household items in a house.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 4**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and to established format, on paper and digitally. (**Test, 4**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 4**-Test Booklet):

* + Furniture (*Furniture: plant, mirror, picture, wardrobe, bin, shower,*
	+ *Prepositions of place(Prepositions of place: in front of, behind, next to, above, below, opposite*.
	+ Household items (*Household items: computer, cupboard, toothbrush, shampoo, towels, comb, plates, pots, pans, blankets, broom.*
	+ Parts of a house (*Parts of a house: garage, balcony, basement)*

### Grammar

* Understand and use the grammar structures of the unit correctly: **(Test 4-**Test Booklet):

*There’s a (plant) in the (living room). There are (two plants) in the (living room). The plant is below the (mirror).The (plants) are below the mirror. It’s/They’re next to the (sofa). Is the (broom) in the (wardrobe)? Yes, it is. No, it isn’t. It’s in the kitchen. Are the (pots) in the (sink)? Yes, they are. No, they aren’t. They’re in the (cupboard).*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce: **-a\_e, -i\_e, -o\_e** correctly.
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Dialogues
* A chant (PB page 42)
* A song (PB page 44)
* A story (PB page 46)
* Description of a sleepover with friends. (Think and write-Portfolio, PB page 49)

**Unit 5: *Clothes***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Using vocabulary about clothing, it’s characteristics and materials.
* Describing clothes.
* Talk about what people are wearing.
* Expressing preferences on clothes.
* Saying and acting out a chant.
* Singing and acting out the song of the unit: Song (about clothes) and Quest song: (Look for a lamp).
* Acting out the story of the unit and learning values from it (Been polite).
* Participating in activities of interaction:
* Asking and answering questions about clothes and about what they are wearing.
* Expressing preferences on clothes
* Understand simple oral texts within the classroom context:
	+ Dialogues about clothes.
	+ Identify clothes and it’s characteristics through recordings.
	+ Describe what other people are wearing.
	+ The chants and songs of the unit.
	+ The story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information in phrases (about clothes, materials, and styles, etc.).
* General and specific information in a comic strip.
* Information about costumes (Costume party).
* Talk about clothes and the materials they are made of.
* Writing phrases and texts about daily live situations following an example:
* The key vocabulary words of the unit: clothes and their characteristics.
* Complete phrases about what other people are wearing.
* Describe adjectives in a phrase in the correct order.
* Answering questions about what the characters of the story are wearing.
* Describe each other’s clothes.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
	+ Clothes (*Clothes: a baseball hat, a belt, a sweatshirt, a tracksuit, flip flops, sandals, a T-shirt, a uniform, a blouse, shorts, scarf, beanie, ski jacket, woolly jumper, tights, hiking boots, school uniform*.
	+ Characteristics of clothes (*Characteristics of clothes: leather, fancy, plain, colourful.*
	+ Materials (*Materials: wool, leather, cotton, polyester*)
	+ Language for reviewing: T*-shirt, skirt, hat, jeans, trainers, dress, shoes, socks, trousers, boots, sweater, pyjamas, coat.*
* Understand and apply grammar concepts correctly:
	+ Language structures: Present continuous

*What are you wearing? I’m wearing (a hat). What is he/she wearing? He’s/She’s wearing shorts. Are you wearing (a T-shirt)? Yes, I am. No I’m not. Is she/he wearing (shorts)? Yes, he/she is, No, he/she isn’t.*

*This is my favourite (scarf). These are my favourite (tights). I love my (scarf). What a fancy hat! What big shoes!*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**sc, -sk, -sm, -sn, -spage–squ, -st, -sw** correctly.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use prior knowledge to learn new words.
* Identify grammar rules about the present continuous with “wearing”.
* Use logic thinking: become aware of the position of adjectives in a sentence.
* Use creative thinking: draw and describe their drawings.
* Learning to use critical thinking: reflect on their own progress.
* Become aware of the importance of cooperative learning: projects in small groups.
* Self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Find and describe information about school uniforms around the world.
* Compare the schools that have uniforms with the ones that don’t.
* Learn to be polite and respectful.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures, …
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Clothes (*Clothes: a baseball hat, a belt, a sweatshirt, a tracksuit, flip flops, sandals, a T-shirt, a uniform, a blouse, shorts, scarf, beanie, ski jacket, woolly jumper, tights, hiking boots, school uniform*.
* Characteristics of clothes (*Characteristics of clothes: leather, fancy, plain, colourful.*
* Materials (*Materials: wool, leather, cotton, polyester*)
* Understand and apply grammar concepts correctly:
	+ Language structures: Present continuous

*What are you wearing? I’m wearing (a hat). What is he/she wearing? He’s/She’s wearing shorts. Are you wearing (a T-shirt)? Yes, I am. No I’m not. Is she/he wearing (shorts)? Yes, he/she is, No, he/she isn’t.*

*This is my favourite (scarf). These are my favourite (tights). I love my (scarf). What a fancy hat! What big shoes!*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**sc, -sk, -sm, -sn, -spage–squ, -st, -sw** correctly.
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use prior knowledge to learn new words.
* Identify grammar rules about the present continuous with “wearing”.
* Use logic thinking: become aware of the position of adjectives in a sentence.
* Use creative thinking: draw and describe their drawings.
* Learning to use critical thinking: reflect on their own progress.
* Become aware of the importance of cooperative learning: projects in small groups.
* Self-evaluation at the end of the unit.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Find and describe information about school uniforms around the world.
* Compare the schools that have uniforms with the ones that don’t.
* Learn to be polite and respectful.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Sciences: learn about the materials clothes are made of.
* Artistic language: read and act out a story. Narrating a story. A song.
* Communication and linguistic abilities: Read and understand information about school uniforms.

### BLOCK 5- Literacy Education

**Literacy genders:**

* A chant: (PB page 52)
* Songs: Unit song (PB page 54) Quest song (PB page 53)
* A story (PB p page 56)
* Cross-curricular and cultural texts (PB pages 58 and 59)

**Oral and written texts production:**

* Reproduction of dialogues
* A chant: (PB p page 52)
* Songs: Unit song (PB page 54) Quest song (PB page 53)
* A story (PB page 56)
* A poster about clothes and what they are made of. (Mini-Project, PB page 58).
* A description about clothes children wear to school. (Think and write-Portfolio, PB page 59)

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), *Have Fun*! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page 108).
	+ Observe photos as a mean to get information: (CLIC: Sciences, PB page 58 (Wider World: School uniforms, PB page 59).
* Get information from a table.
	+ Look! (PB pages 53 and 55), Values (PB page56), Think! (PB page 58).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB pages 53, 58 and 59).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 60). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 5 (PB page 56) learning about the values it teaches (**Values**: the importance of been polite).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: **Sciences:** learn about the materials in which clothes are made of. (PB, page 58, AB page 54, Photocopiable Worksheet 5.6).
* **Wider World** (School uniforms): learn about school uniforms in other parts of the world. (PB page 59, AB page 55).
* Be able to communicate the results of their own work: (Mini-Project, PB page 58)

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc (PB pages 52 and 54)
* Read and act-out a story: (*Story*, PB page 56).
* Learn about costumes (PB page 55)
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: a poster about clothes students like and the material in which they are made of PB page 58 and Wider World (Portfolio-Think and write)**:** A description of what the student is wearing to school, PB page 59).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (school uniforms, PB page 59-AB page 55)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 53).
* **Think!** (PB page 58)
* **Picture Dictionary** (AB page 105).
* **Mini-Project:** CLIL: a poster about clothes students like and the material in which they are made of PB page 58
* **Wider World** (Portfolio-Think and write)**:** A description of what the student is wearing to school, PB page 59).
* Develop their own capacities completing activities on their own (AB, pages 48 to 57) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 108).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation at the end of Unit 5.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 5 pages 48-57).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 108).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page 60 and all the optional TG activities
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page 56)
* **Picture Dictionary** (AB page 108).
* **Completing the Mini-Project:** CLIL: a poster about clothes students like and the material in which they are made of PB page 58 and Wider World (Portfolio-Think and write)**:** A description of what the student is wearing to school, PB page 59).
* Exercises for **Fast finishers** (Extensive Reading PB, page 108)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* AB: Self-evaluation activity at the end of each unit, page 57
* **Picture Dictionary**, AB page 108

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Sciences:** learn about the materials in which clothes are made of. (PB, page 58, AB page 54, Photocopiable Worksheet 5.6).
* **Wider World** (School uniforms): learn about school uniforms in other parts of the world. (PB page 59, AB page 55).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Sequencing and saying numbers to play a game (Have Fun!, page 60).

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions del PB, by acting out a story (PB page 56).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 56)
* Overcome inhibitions through songs and music (Singing chants, songs, etc)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 5 – pages 52 to 61)
	+ Reference bar at the bottom of each page.
	+ Grammar summary
	+ Extensive reading and Fast finishers (PB page 105)
	+ Activity Book (Unit 5- pages 48-57).
	+ Reading and writing activities.
	+ Unit 5 Review activities (linked with the Grammar Summary in the PB)
	+ Picture Dictionary (Unit 5, page 108)
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet (3 pages per unit for better development of reading comprehension and writing abilities).
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 5).

Grammar summary (PB).

Photocopiable Unit 5 worksheet 7 (final consolidation)

Unit 5 review (AB)

Picture Dictionary (AB page 108).

Summative evaluation

Progress Check (page 61).

**Tests** 5, (Test Booklet)

**Self-evaluation**

Activity Book: Self-evaluation activity at the end of each unit (page 57)

Pupil’s Book: **I can** (page 61)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Talk about clothes, characteristics and materials.
* Ask and answer questions about what people are wearing.
* Expressing tastes on clothes.
* Talk about uniforms and school clothes.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
	+ Identifying clothes, their characteristics and their material.
	+ Information about descriptions about what other people are wearing.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 5**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and to established format, on paper and digitally. (**Test, 5**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 5**-Test Booklet):

* + Clothes (*Clothes: a baseball hat, a belt, a sweatshirt, a tracksuit, flip flops, sandals, a T-shirt, a uniform, a blouse, shorts, scarf, beanie, ski jacket, woolly jumper, tights, hiking boots, school uniform*.
	+ Characteristics of clothes (*Characteristics of clothes: leather, fancy, plain, colourful.*
	+ Materials (*Materials: wool, leather, cotton, polyester*)

### Grammar

* Understand and use the grammar structures of the unit correctly: **(Test 5-**Test Booklet):
	+ Language structures: Present continuous

*What are you wearing? I’m wearing (a hat). What is he/she wearing? He’s/She’s wearing shorts. Are you wearing (a T-shirt)? Yes, I am. No I’m not. Is she/he wearing (shorts)? Yes, he/she is, No, he/she isn’t.*

*This is my favourite (scarf). These are my favourite (tights). I love my (scarf). What a fancy hat! What big shoes!*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce: -**sc, -sk, -sm, -sn, -spage–squ, -st, -sw** correctly.
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Reproduction of dialogues
* A chant: (PB page 52)
* Songs: Unit song (PB page 54) Quest song (PB page 53)
* A story (PB page 56)
* A poster about clothes and what they are made of (Mini-Project, PB page 58).
* A description about clothes children wear to school. (Think and write-Portfolio, PB page 59)

**Unit 6: *Sports***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Use vocabulary about sports, sport activities and sport installations.
* Express their abilities related to sports.
* Give information about actions they are doing while they are talking.
* Information about where other people are and what they are doing.
* Saying and acting out a chant.
* Singing and acting out the song of the unit: Song (about sports) and Quest song: (Look for a short).
* Acting out the story of the unit and learning values from it (The importance of been active and exercise daily).
* Participating in activities of interaction:
* Ask and answer questions about abilities.
* Ask and answer questions about sport activities.
* Understand simple oral texts within the classroom context:
	+ A dialogue about sports, activities and sport facilities.
	+ Identify actions through recordings.
	+ Information about where they are and what they are doing at the moment.
	+ Understand questions and answers.
	+ The chants and songs of the unit.
	+ The story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information on phrases and short texts about actions they are doing at the moment.
* A text about dolphins.
* General and specific information in a comic strip.
* Read and understand specific information about sports and activities children do in other parts of the world.
* Writing phrases and texts about daily live situations following an example:
* The key vocabulary words of the unit: activities and sport actions.
* Complete phrases with the correct form of: “can” + verb.
* Complete a short text with: *and but*.
* Answering questions about abilities.
* A composition about favourite sports and physical activities around the world.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Actions (*Actions: run, jump, ride a bike, catch a ball, play football, play tennis, play basketball, do taekwondo, play badminton.*
* Sport facilities (*Leisure facilities: gym, basketball, court, running track, stadium, skating rink, ski slope, bowling alley, beach, swimming pool, football pitch.*
* Actions (*stretch, bend, twist, turn around)*
* Language for reviewing:  *jumping, running*, *swimming.*
* Understand and apply grammar concepts correctly:
	+ Language structures:

*I/he/she can/can’t run and jump age I/he/she can run but I/he/she can’t jump age Can you/he/she play tennis? Yes I/he/she can. No, I/he/she can’t.*

*I/he/she was at the gym. I/he/she wasn’t at the gym.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: **-bl, -fl, -gl, -pl, -sl*,*** correctly.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Observe an illustration and predict the content of a text.
* Use prior knowledge to understand a text.
* Identify the grammar rules for: “can” and the past tense of the verb “be”.
* Following instructions.
* Organize information on a table (“can”).
* Using logical thinking: problem solving.
* Learning to use critical thinking: reflect on their own abilities.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Find information and learn about cricket and baseball.
* Understand the basic rules to play some sports.
* Become aware of popular sports in other parts of the world.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures, .
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Sports: (*Sports: run, jump, climb trees, ride a bike, catch a ball, play football, ply tennis, play basketball, do taekwondo, play badminton.*
* Sport facilities (*Leisure facilities: gym, basketball, court, running track, stadium, skating rink, ski slope, bowling alley, beach, swimming pool)*
* Actions (Actions: *stretch, bend, twist, turn around*)
* Understand and apply grammar concepts correctly:
	+ Language structures:

*I/he/she can/can’t run and jump age I/he/she can run but I/he/she can’t jump age Can you/he/she play tennis? Yes I/he/she can. No, I/he/she can’t.*

*I/he/she was at the gym. I/he/she wasn’t at the gym.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: **-bl, -fl, -gl, -pl, -sl*,*** correctly.
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Observe an illustration and predict the content of a text.
* Use prior knowledge to understand a text.
* Identify the grammar rules for: “can” and the past tense of the verb “be”.
* Following instructions.
* Organize information on a table (“can”).
* Using logical thinking: problem solving.
* Learning to use critical thinking: reflect on their own abilities.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Find information and learn about cricket and baseball.
* Understand the basic rules to play some sports.
* Become aware of popular sports in other parts of the world.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Knowledge and interactions with the world: ven in shape.
* Sciences: find information about dolphins.
* Artistic language: read and act out a story. Narrating a story. A song.
* Communication and linguistic abilities: read and understand instructions.

### BLOCK 5- Literacy Education

**Literacy genders:**

* A chant: (PB page 62)
* Songs: Unit song (PB page 64) Quest song (PB page 63)
* A story (PB page 66)
* Cross-curricular and cultural texts (PB page 65 and 69)

**Oral and written texts production:**

* Reproduction of dialogues
* A chant: (PB page 62)
* Songs: Unit song (PB page 64) Quest song (PB page 63)
* A story (PB page 66)
* A list of things you can do to stay in shape. (PB page 68)
* A composition about their favourite sport. (PB page 69).

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), *Have Fun*! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page 109).
	+ Observe photos as a mean to get information: (CLIC: Sciences socials, PB page 68), (Wider World: Sports in the world, PB page 69).
* Get information from a table.
	+ Look! (PB page 63 and 65), Values (PB page 66), Think! (PB page 68).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB pages 63 and 69).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 70). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 6 (PB page 66) learning about the values it teaches (**Values**: the importance of exercising everyday and staying active).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: **Social Sciences:** learn about activities and physical instructions to stay in shape (*Stay fit! Stay healthy*!) (PB, page 68, AB page 64, Photocopiable Worksheet 6.6).
* **Wider World** (Sports in the world): learn about sports in different parts of the day. (PB page 69, AB page 65).
* Be able to communicate the results of their own work: (Mini-Project, PB page 68)

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc (PB pages 62 and 64)
* Read and act-out a story: (*Story*, PB page 66).
* Learn about Social Sciences; been in shape exercising daily. (CLIC, PB page 68-AB page 64)
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: a list of things you can do to stay in shape. PB page 68 and Wider World (Portfolio-Think and write)**:** A composition about the student’s favourite sport. , PB page 69).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (extra curricular activities in other parts of the world, PB page 69-AB page 65)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 63).
* **Think!** (PB page 68)
* **Mini-Projects** CLIL: a list of things you can do to stay in shape. (PB page 68)
* **Portfolio (Think and write):** A composition about the student’s favourite sport. , (PB page 69).
* Develop their own capacities completing activities on their own (AB, pages 58 to 67) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 105).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation at the end of Unit 6.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 6 pages 58-67).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 105).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page 70 and all the optional TG activities
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page 66)
* **Picture Dictionary** (AB page 109).
* **Quest item** (PB page 63).
* Completing the **Mini-Projects:** CLIL: a list of things you can do to stay in shape. (PB page 68)
* and **Portfolio** **project (Think and write):** A composition about the student’s favourite sport. , (PB page 69).
* Exercises for **Fast finishers** (Extensive Reading PB, page 109)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* AB: Self-evaluation activity at the end of each unit, page 67
* **Picture Dictionary**, AB page 109

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Social Sciences:** learn about activities and physical instructions to stay in shape (*Stay fit! Stay healthy*!) (PB, page 68, AB page 64, Photocopiable Worksheet 6.6).
* **Wider World** (Sports in the world): learn about sports in different parts of the day. (PB page 69, AB page 65).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Sequencing and saying numbers to play a game (Have Fun!, page 70).

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions del PB, by acting out a story (PB page 66).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 66)
* Overcome inhibitions through songs and music (Singing chants, songs, etc)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 6 – pages 62 to 71)
	+ Reference bar at the bottom of each page.
	+ Grammar summary
	+ Extensive reading and Fast finishers (PB page 109)
	+ Activity Book (Unit 6- pages 58-67).
	+ Reading and writing activities.
	+ Unit 6 Review activities (linked with the Grammar Summary in the PB)
	+ Picture Dictionary (Unit 6, page 109)
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet (3 pages per unit for better development of reading comprehension and writing abilities).
	+ Grammar Booklet (3 pages per unit to extend and reinforce grammar).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Printable worksheets
	+ Worksheets for the portfolio
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 6).

Grammar summary (PB).

Photocopiable Unit 6 worksheet 7 (final consolidation)

Unit 6 review (AB)

Picture Dictionary (AB page 109).

Summative evaluation

Progress Check (page 71).

**Tests** 6, (Test Booklet)

**Self-evaluation**

Activity Book: Self-evaluation activity at the end of each unit (page 67)

Pupil’s Book: **I can** (page 71)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Express their abilities related to sports.
* Give information about actions they are doing while they are talking.
* Information about where other people are and what they are doing.
* Ask and answer questions about abilities.
* Ask and answer questions about sport activities.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
	+ Identifying the parts of the body.
	+ Information to identify people.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 6**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and to established format, on paper and digitally. (**Test 6**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 6**-Test Booklet):

* Sports: (*Sports: run, jump, climb trees, ride a bike, catch a ball, play football, ply tennis, play basketball, do taekwondo, play badminton.*
* Sport facilities (*Leisure facilities: gym, basketball, court, running track, stadium, skating rink, ski slope, bowling alley, beach, swimming pool)*
* Actions (*Actions:* *stretch, bend, twist, turn around*)

### Grammar

* Understand and use the grammar structures of the unit correctly: **(Test 6-**Test Booklet):
* *I/he/she can/can’t run and jump age I/he/she can run but I/he/she can’t jump age Can you/he/she play tennis? Yes I/he/she can. No, I/he/she can’t.*
* *I/he/she was at the gym. I/he/she wasn’t at the gym.*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce: **-bl, -fl, -gl, -pl, -sl*,*** correctly.
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Reproduction of dialogues
* A chant: (PB page 62)
* Songs: Unit song (PB page 64) Quest song (PB page 63)
* A story (PB page 66)
* A list of things you can do to stay in shape. (PB page 68)
* A composition about their favourite sport. (PB page 69).

**Unit 7: *Food***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Using vocabulary about food.
* Talk about food, indicating quantity (accountable/unaccountable)
* Expressing likes and dislikes.
* Talk about food groups.
* Saying and acting out a chant.
* Singing and acting out the song of the unit: Song (asking about food amounts) and Quest song: (Look for a bike).
* Acting out the story of the unit and learning values from it (Eat healthy; plenty of fruits and vegetables).
* Participating in activities of interaction:
* Ask and answer questions about food been available.
* Ask and answer questions about likes and dislikes.
* Understand simple oral texts within the classroom context:
	+ Dialogues about food.
	+ Identify food they like and dislike to others.
	+ Information in a conversation to identify phrases that are true or false.
	+ The chants and songs of the unit.
	+ The story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information in phrases and short texts about tastes in food.
* A text about food astronauts like. (Lisa Martin Astronaut)
* General and specific information in a comic strip.
* Information about types of food in a food pyramid about food categories.
* Texts about food from other parts of the world.
* Writing phrases and texts about daily live situations following an example:
* The key vocabulary words of the unit: food.
* Answers to questions about food.
* Phrases with information about a food table.
* Accountable and non-accountable food.
* A survey/report on food that students like and dislike.
* A composition about the food that students like and dislike.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
	+ Fruit and vegetables(*Fruit and vegetables: potatoes, tomatoes, carrots, cucumbers, peas, peaches, strawberries, plums, oranges, mangoes, broccoli, lettuce, spinach, cabbage, pears, apricots, avocados, cherries, watermelon, papaya*)
	+ Food groups (*food groups: cereals, fruit and vegetables, protein, dairy, fats and sugars, healthy, unhealthy.*
	+ Dishes (*Dishes: jerk chicken, meat patty*).
	+ Review vocabulary: *Meals: breakfast, lunch, dinner. Food: beans, meat, yoghurt, cereal, chicken, cake, chocolate, cheese, fruit, vegetables, bread, pasta, rice, pizza)*
* Understand and apply grammar concepts correctly:
	+ Language structures:
	+ *Do you like (peas)? Yes, I do. No, I don’t. Does he/she like (peas)? Yes, he/she doesn’t.*
	+ *Is there any (broccoli)? Is there some (lettuce)? Yes, there is. No, there isn’t. Are there any (pears)? Are there some (cherries)? Yes, there are. No there aren’t. Are there a lot of pears? Are there lots of pears?*
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**br, -cr.- dr, -fr, -gr, -pr, -str,–tr correctly.**
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use images and diagrams to understand the information from a text.
* Identify grammar rules about the use of: accountable and non accountable related to food.
* Following instructions.
* Organize and get information from a table.
* Use logic thinking: infer and deduct ideas about healthy food and unhealthy food.
* Learning to use critical thinking: reflect about their own healthy habits.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Find and learn about dishes from another part of the world.
* Respect others taste in food.
* Learn about dishes popular and typical in their region.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures.
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Fruit and vegetables(*Fruit and vegetables: potatoes, tomatoes, carrots, cucumbers, peas, peaches, strawberries, plums, oranges, mangoes, broccoli, lettuce, spinach, cabbage, pears, apricots, avocados, cherries, watermelon, papaya*)
* Food pyramid (*Food pyramid: fats, sugars, dairy, protein, cereals, healthy)*
* Dishes (*Dishes: jerk chicken, meat patty*).
	+ Review vocabulary: *Meals: breakfast, lunch, dinner. Food: beans, meat, yoghurt, cereal, chicken, cake, chocolate, cheese, fruit, vegetables, bread, pasta, rice, pizza)*
* Understand and apply grammar concepts correctly:
	+ Language structures:
	+ *Do you like (peas)? Yes, I do. No, I don’t. Does he/she like (peas)? Yes, he/she doesn’t.*
	+ *Is there any (broccoli)? Is there some (lettuce)? Yes, there is. No, there isn’t. Are there any (pears)? Are there some (cherries)? Yes, there are. No there aren’t. Are there a lot of pears? Are there lots of pears?*
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**br, -cr.- dr, -fr, -gr, -pr, -str,–tr** correctly.
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use images and diagrams to understand the information from a text.
* Identify grammar rules about the use of: accountable and non accountable related to food.
* Following instructions.
* Organize and get information from a table.
* Use logic thinking: infer and deduct ideas about healthy food and unhealthy food.
* Learning to use critical thinking: Reflect on their healthy habits.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language.
* Find and learn about dishes from another part of the world.
* Respect others taste in food.
* Learn about dishes popular and typical in their region.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Sciences: learn about a food pyramid; diets, Food groups and healthy eating.
* Artistic language: read and act out a story. Narrating a story. A song.
* Communication and linguistic abilities: read and get information from a diagram, a table.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant: (PB page 72)
* Songs: Unit song (PB page 74) Quest song (PB page 73)
* A story (PB page 76)
* An interview with an astronaut (PB page 75)
* Cross-curricular and cultural texts (PB pages 78 and 79)

**Oral and written texts production:**

* Reproduction of dialogues
* A chant: (PB page 72)
* Songs: Unit song (PB page 74) Quest song (PB page 73)
* A story (PB page 76)
* A survey/research work on food in the classroom (PB page 78)
* A table and a description of things the student likes and dislikes. (PB page 79).

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), *Have Fun*! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page 110).
	+ Observe photos as a mean to get information: (CLIC: Sciences, PB page 78 (Wider World: Food around the world, PB page79).
* Get information from a table.
	+ Look! (PB pages 73 and 75), Values (PB page76), Think! (PB page78).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB pages 73 and79).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 80). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 7 (PB page 76) learning about the values it teaches (**Values**: the importance of a healthy diet: eating fruits and vegetables).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: **Sciences:** learn about nutrition, Food groups and a healthy diet) (PB, An interview with an astronaut 78, AB page 74, Photocopiable Worksheet 7.6).
* **Wider World** (Food around the world): learn about typical dishes from another culture around the world (PB page 79, AB page 75).
* Be able to communicate the results of their own work: (Mini-Project, PB page 78)

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc (PB pages 72 and 74)
* Read and act-out a story: (*Story*, PB page 76).
* Learn about the importance of nutrition and it’s relation to be healthy. (CLIC, PB page 78-AB page 74)
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: a survey/study about students’ likes and dislikes PB page 78 and Wider World (Portfolio-Think and write)**:** Food classification by the students, PB page79).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (Popular dishes around the world, PB page 29-AB page 25)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 73).
* **Think!** (PB page 78)
* **Mini-Projects**: CLIL: a survey/study about students’ likes and dislikes PB page 78 and Wider World (Portfolio-Think and write)**:** Food classification by the students, PB page 79).
* Develop their own capacities completing activities on their own (AB, pages 68 to 77) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 110).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation at the end of Unit 7.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 7 pages 68-77).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 110).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page 80 all the Optional games activities (GD)
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page76)
* **Picture Dictionary** (AB page 110).
* **Quest item** (PB page 73).
* **Mini-Projects**: CLIL: a survey/study about students’ likes and dislikes PB page 78 and Wider World (Portfolio-Think and write)**:** Food classification by the students, PB page 79).
* Exercises for **Fast finishers** (Extensive Reading PB, page 110)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* AB: Self-evaluation activity at the end of each unit, page 77
* **Picture Dictionary**, AB page 110

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Sciences:** learn about nutrition, Food groups and a healthy diet) (PB, page 78, AB page 74, Photocopiable Worksheet 7.6).
* **Wider World** (Food around the world): learn about typical dishes from another culture around the world (PB page 79, AB page 75).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Sequencing and saying numbers to play a game (Have Fun!, page 80).
* A food pyramid to classify food. (CLIC PB page 78)

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions del PB, by acting out a story (PB page 76).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 76)
* Overcome inhibitions through songs and music (Singing chants, songs, etc)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 7– pages 72 to 81)
	+ Reference bar at the bottom of each page.
	+ Grammar summary
	+ Extensive reading and Fast finishers (PB page 110)
	+ Activity Book (Unit 7- pages 68-77).
	+ Reading and writing activities.
	+ Unit 7 Review activities (linked with the Grammar Summary in the PB)
	+ Picture Dictionary (Unit 7, page 110)
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet (3 pages per unit for better development of reading comprehension and writing abilities).
	+ Grammar Booklet (3 pages per unit to extend and reinforce grammar).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Printable worksheets
	+ Worksheets for the portfolio
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 7).

Grammar summary (PB).

Photocopiable Unit 7 worksheet 7 (final consolidation)

Unit 7 review (AB)

Picture Dictionary (AB page 110).

Summative evaluation

Progress Check (page81).

**Tests** 7, (Test Booklet)

**Self-evaluation**

Activity Book: Self-evaluation activity at the end of each unit (page 77)

Pupil’s Book: **I can** (page 81)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Talk about food indicating amounts.
* Expressing accountable and non-accountable food.
* Talk about types of food and food groups.
* Express likes and dislikes.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
* Identify food they like and dislike to others.
* Information in a conversation to identify phrases that are true or false.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 7**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and to established format, on paper and digitally. (**Test, 7**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 7**-Test Booklet):

* Fruit and vegetables (*Fruit and vegetables: potatoes, tomatoes, carrots, cucumbers, peas, peaches, strawberries, plums, oranges, mangoes, broccoli, lettuce, spinach, cabbage, pears, apricots, avocados, cherries, watermelon, papaya*)
* Food pyramid (*Food pyramid: fats, sugars, dairy, protein, cereals, healthy)*
* Dishes (*Dishes: jerk chicken, meat patty*).

### Grammar

* Understand and use the grammar structures of the unit correctly: **(Test 7-**Test Booklet):
	+ *Do you like (peas)? Yes, I do. No, I don’t. Does he/she like (peas)? Yes, he/she doesn’t.*
	+ *Is there any (broccoli)? Is there some (lettuce)? Yes, there is. No, there isn’t. Are there any (pears)? Are there some (cherries)? Yes, there are. No there aren’t. Are there a lot of pears? Are there lots of pears?*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce: -**br, -cr.- dr, -fr, -gr, -pr, -str,–tr** correctly.
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Reproduction of dialogues
* A chant: (PB page 72)
* Songs: Unit song (PB page 74) Quest song (PB page73)
* A story (PB page 76)
* A (PB page78)
* A survey/study about the food they eat classifying things students like and dislike (PB page 79).

**Unit 8: *Things we do***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Using vocabulary about daily and musical activities.
* Give information about actions we are doing at the moment.
* Indicate what they are doing.
* Describe manners through adverbs.
* Saying and acting out a chant.
* Singing and acting out the song of the unit: Song (about actions they are doing at the moment they are talking) and Quest song: (Look for water).
* Acting out the story of the unit and learning values from it (The importance of learning new things and develop our talents).
* Participating in activities of interaction:
* Asking and answering questions about what people are doing at the moment, expressing ways.
* Asking and answering questions about extra curricular activities that students do.
* Understand simple oral texts within the classroom context:
	+ Dialogues about activities people do.
	+ Identify daily and musical activities through recordings.
	+ What others do at the moment they speak.
	+ The chants and songs of the unit.
	+ the story of the unit.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts:
* Information in phrases and short texts (about daily and musical activities, what people do at the moment they talk).
* Observe illustrations and predict the content of a text.
* A postcard and identify specific information from it.
* General and specific information in a comic strip.
* Understand specific information about things people do to help at home.
* Understand specific and general information about extracurricular activities students do in other parts of the world.
* Writing phrases and texts about daily live situations following an example:
* The key vocabulary words of the unit: daily and musical activities
* Answering questions about actions.
* Complete answers with a selection of words.
* Transfer information from a postcard and write phrases.
* About favourite activities and actions.

# BLOCK 3 - Knowledge of the language

* Identify and use the key vocabulary of the unit:
	+ Actions (*Actions: sleeping, reading, eating, drinking, dancing, doing homework, listening to music, cleaning, making a machine*)
	+ Musical activities (*Musical activities: singing, playing the piano, playing the violin, playing the trumpet, playing the flute*).
	+ Manner adverbs related to music (*manner adverbs: quietly, loudly, quickly, slowly, terribly).*
	+ Helping at home (*Helping at home: set the table, clean the bedroom, make the bed, wash the dishes, wash the car*).
* Understand and apply grammar concepts correctly:
	+ Language structures:
	+ *What are you/they doing? I’m/They’re sleeping. What’s he/she doing? He/she’s sleeping.*
	+ *Are you singing? Yes I am. No I’m not. Is he/she Singing quietly? Yes he/she is. No he/she isn’t. He/She’s Singing loudly.*
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**ft, -mp, -nd, -nt, -sk, -sp, -st** correctly.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use prior knowledge to understand a text.
* Organize and get information from a table.
* Use logic thinking: deduct information from mimes.
* Learning to use critical thinking: reflect about good manners.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Find information about extra curricular activities in other parts of the world.
* Identify extra curricular activities in their country and in other parts of the world.
* Become aware of extra curricular activities around them.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures.
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Identify and use the key vocabulary of the unit:
* Actions (*Actions: sleeping, reading, eating, drinking, dancing, doing homework, listening to music, cleaning, making a machine*)
* Musical activities(*Musical activities: singing, playing the piano, playing the violin, playing the trumpet, playing the flute*).
* Manner adverbs related to music (*manner adverbs: quietly, loudly, quickly, slowly, terribly).*
* Helping at home(*Helping at home: set the table, clean the bedroom, make the bed, wash the dishes, wash the car*).
* Understand and apply grammar concepts correctly:
	+ Language structures:
	+ *What are you/they doing? I’m/They’re sleeping. What’s he/she doing? He/she’s sleeping.*
	+ *Are you singing? Yes I am. No I’m not. Is he/she Singing quietly? Yes he/she is. No he/she isn’t. He/She’s Singing loudly.*
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce: -**ft, -mp, -nd, -nt, -sk, -sp, -st** correctly.
* Be able to combine sounds and letters individually to create words.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use prior knowledge to understand a text.
* Organize and get information from a table.
* Use logic thinking: deducting information through mime.
* Learning to use critical thinking: reflect about good manners.
* Become aware of the importance of cooperative learning: projects in small groups.
* Reflect on their own learning, self-evaluation at the end of the unit.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Find information about extra curricular activities in other parts of the world.
* Identify extra curricular activities in their country and in other parts of the world.
* Become aware of extra curricular activities around them.
* Interdisciplinary contents:
* Social Sciences: helping at home.
* Cultural and artistic: playing musical instruments.
* Artistic language: read and act out a story. Narrating a story. A song.
* Communication and linguistic abilities: read and understand illustrations that go with texts.

### BLOCK 5- Literacy Education

**Literacy genders:**

* A chant: (PB page 82)
* Songs: Unit song (PB page 84) Quest song (PB page 83)
* A postcard (PB page 85)
* A story (PB page 86)
* Cross-curricular and cultural texts (PB pages 85 and 89)

**Oral and written texts production:**

* Reproduction of dialogues
* A chant: (PB page 82)
* Songs: Unit song (PB page 84) Quest song (PB page 83)
* A story (PB page 86)
* A poster about jobs to help in the classroom (CLIC- PB page 88)
* A table and a description about extracurricular activities students can do during the week (Think and write-Portfolio, PB page 89).

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point and repeat (PB), Listen and chant, ask and answer (PB), Listen and sing (PB), Listen to the story. Then act out (PB). Listen (Phonics, PB), Listen and say (PB)
* Ask and answer (PB), Sing and do the actions (PB), Look and play (PB). Listen then play (PB), *Have Fun*! (PB)

**Data processing and digital competence**

* + Use means of information and a variety of situations of communication to apply the reading and communication skills (connecting visual and textual information: Picture Dictionary AB page 111).
	+ Observe photos as a mean to get information: (CLIC: Social Sciences: helping at home, PB page 88 (Wider World: After-school activities, PB page 89).
* Get information from a table.
	+ Look! (PB pages 83 and 85), Values (PB page 86), Think! (PB page 88).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (for each unit) (PB).
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Island
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB pages 83 and 89).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: **Have Fun**! (PB page 90). All games proposed and the Optional Activities in the TG.
* Learning to participate and collaborate with peers through the story of the unit 8 (PB page 86) learning about the values it teaches (**Values**: The importance of learning new things and develop our talents).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* **CLIC**: Social Sciences: Helping at home (PB, page 88, AB page 84, Photocopiable Worksheet 8.6).
* **Wider World** (After-school activities): extracurricular activities students do in other parts of the world (PB page 89, AB page 85).
* Be able to communicate the results of their own work: (Mini-Project, PB page 88)

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Singing chants, songs, etc (PB pages 82 and 84)
* Read and act-out a story: (*Story*, PB page 86)
* Develop and value initiative, imagination, and creativity by completing:
* Completing the **Mini-Projects:** CLIL: A poster about jobs to help in the classroom PB page 88 and Wider World (Portfolio-Think and write): A table and a description of extracurricular activities students do weekly, PB page 89).
* Completing the optional activities (Drawing Activities) of the TG.
* Immerse in the language, traditions and culture of an English speaking country. (Extra curricular activities students do in other parts of the world PB page 89-AB page 85)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Learn and use good techniques and learning practices.
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* **Quest item** (PB page 83).
* **Think!** (PB page 88)
* **Mini-Projects** CLIL: A poster about jobs to help in the classroom PB page 88 and **Portfolio (Think and write):** A table and a description of extra curricular activities students do in other parts of the world, PB page 89).
* Develop their own capacities completing activities on their own (AB, pages 78 to 87) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 111).
* Reflect on their own learning:
* All the activities, evaluation and self evaluation at the end of Unit 8.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit 8 pages 78-87).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet, Speaking reference for oral practices (PB) Extensive reading (PB, page 111).
* Develop social abilities like respect, cooperation and team work playing games: **Have Fun**!, PB page90 and all the optional TG activities
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, superation, and perseverance: etc.
* Acting out the story of the unit (PB page 86)
* **Picture Dictionary** (AB page 111).
* **Quest item** (PB page 83).
* Completing the **Mini-Projects** CLIL: A poster about jobs to help in the classroom PB page 88 and Portfolio **(Think and write):** A table and a description of extra curricular activities students do in other parts of the world, PB page 89).
* Exercises for **Fast finishers** (Extensive Reading PB, page 111)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* AB: Self-evaluation activity at the end of each unit, page 87
* **Picture Dictionary**, AB page 111

**Interaction with the physical world competence**

Part of this competence is the adequate perception of the physical space in their lives and human activity, and the ability to interact in it.

Cross-curricular material and cultural sections:

* **CLIC**: **Social Sciences:** Helping at home (PB, page 88, AB page 84, Photocopiable Worksheet 8.6).
* **Wider World** (After-school activities): extracurricular activities students do in other parts of the world (PB page 89, AB page 85).

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc. (PB and AB).
* Sequencing and saying numbers to play a game (Have Fun!, page 30).
* Tables and classifications (Wider World, PB page 89)

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions del PB, by acting out a story (PB page 86).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (Act out the story, PB page 86)
* Overcome inhibitions through songs and music (Singing chants, songs, etc)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit 8 – pages 82 to 91)
	+ Reference bar at the bottom of each page.
	+ Grammar summary
	+ Extensive reading and Fast finishers (PB page 111)
	+ Activity Book (Unit 8- pages 78-87).
	+ Reading and writing activities.
	+ Unit 8 Review activities (linked with the Grammar Summary in the PB)
	+ Picture Dictionary (Unit 8, page 111)
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards and Wordcards.
	+ Phonics cards
	+ Storycards (story dialogues).
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Reading and Writing Booklet (3 pages per unit for better development of reading comprehension and writing abilities).
	+ Grammar Booklet (3 pages per unit to extend and reinforce grammar).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Printable worksheets
	+ Worksheets for the portfolio
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit 8).

Grammar summary (PB).

Photocopiable Unit 8 worksheet 7 (final consolidation)

Unit 8 review (AB)

Picture Dictionary (AB page 111).

Summative evaluation

Progress Check (page 91).

**Tests** 8, (Test Booklet)

**Self-evaluation**

Activity Book: Self-evaluation activity at the end of each unit (page 87)

Pupil’s Book: **I can** (page 91)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Give information about actions we are doing at the moment.
* Indicate what they are doing.
* Describe manners through adverbs.
* Ask and answer questions about what people are doing at the moment they speak.
* Asking and answering questions about extra curricular activities that students do.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
* Identify daily and musical activities through recordings.
* Information on what others do at the moment they speak.

**BLOCK 2- Written communication: reading and writing**

Read and capture some specific information from simple texts about familiar topics and with a purpose. (**Test 8**-Test Booklet)

* Be able to read and understand texts related to the theme of the unit.

Write phrases and small texts of daily situations following an example with a purpose and to established format, on paper and digitally. (**Test, 8**-Test Booklet):

* Be able to write phrases and short texts related to the theme of the unit.

**BLOCK 3 - Knowledge of the language**

Use forms and structures of a foreign language including phonological aspects of rhythm and intonation in different communication contexts in a significant way.

**Vocabulary**

Learn and develop vocabulary (**Test 8**-Test Booklet):

* Actions (*Actions: sleeping, reading, eating, drinking, dancing, doing homework, listening to music, cleaning, making a machine*)
* Musical activities (*Musical activities: singing, playing the piano, playing the violin, playing the trumpet, playing the flute*).
* Manner adverbs related to music (*manner adverbs: quietly, loudly, quickly, slowly, terribly).*
* Helping at home (*Helping at home: set the table, clean the bedroom, make the bed, wash the dishes, wash the car*).

### Grammar

* Understand and use the grammar structures of the unit correctly: **(Test 8-**Test Booklet):
	+ *What are you/they doing? I’m/They’re sleeping. What’s he/she doing? He/she’s sleeping.*
	+ *Are you singing? Yes I am. No I’m not. Is he/she Singing quietly? Yes he/she is. No he/she isn’t. He/She’s Singing loudly.*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce: -**ft, -mp, -nd, -nt, -sk, -sp, -st** correctly.
* Rhythm and intonation.

# Reflections on learning

* Use learning to learn strategies, like asking for explanations, use gestures while communicating, use visual and bilingual dictionaries, search and collect information about familiar and unfamiliar topics identifying personal aspects that help them learn better.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speak a foreign language.
* Identify some aspects of daily live in countries where a foreign language is spoken and compare it with their own.

**BLOCK 5- Literacy Education**

* Oral and written texts production:
* Reproduction of dialogues
* A chant: (PB page 82)
* Songs: Unit song (PB page 84) Quest song (PB page 83)
* A story (PB page 86)
* A poster about jobs to help in the classroom (CLIC- PB page 88)
* A table and a description about extracurricular activities students can do during the week (Think and write-Portfolio, PB page 89).

**Unit *Goodbye***

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:
* Key vocabulary of the section Quest.
* Using the key vocabulary of the course.
* Singing a song (Final version of the Quest song)
* Activities for interaction: cut-outs, games, etc.
* Understand simple oral texts within the classroom context:
* Key vocabulary of the section Quest.
* The vocabulary and the language of the course.
	+ A song (Final version of the Quest song).

**BLOCK 2- Written communication: reading and writing**

* Reading simple words and phrases.
* Be able to read the key vocabulary of the section Quest.
* Be able to read phrases and dialogues to review and learn the language of the course.
* Write words and simple phrases.
* Be able to write the key vocabulary of the section Quest.
* Be able to write phrases and dialogues to review and learn the language of the course.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
	+ Review the vocabulary of the course.
* Understand and apply grammar concepts correctly:
	+ Review the structures of the course.
* Recognize and reproduce sounds, rhythm, accentuation, and intonation::
* Sounds of the course.
* Develop useful learning strategies.
* Use prior knowledge.
* Ask and answer questions.
* Following instructions.
* Remember the words of the course.
* Use logic thinking: getting information from images, getting words from a group of words.
* Learn to use critical thinking: identifying and comparing.
* Understand and identify different things in nature.
* Personalize the language learned, talk about their family.
* Review the vocabulary using a Picture Dictionary (Picture dictionary).
* Reflecting in their own work, self evaluate at the end of the unit.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Greetings and farewells.
* Work in pairs and small groups.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures,
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Review sounds, rhythm, accentuation, and intonation.
* Review the vocabulary of the course.
* Review the grammar structures of the course.
	+ Global association of the written, pronunciation and meaning based on written models.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Ask and answer questions.
* Following instructions.
* Remember the words of the course.
* Use logic thinking: getting information from images, getting words from a group of words.
* Learn to use critical thinking: identifying and comparing.
* Understand and identify different things in nature.
* Personalize the language learned, talk about their family.
* Review the vocabulary using a Picture Dictionary (Picture dictionary).
* Reflecting in their own work, self evaluate at the end of the unit.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Working in pairs or small groups.
* Learn to share.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Music: songs.
* Maths: numbers and numeric sequencing.
* Communication and linguistic abilities: ask and answer questions, following instructions, acting out a story, playing games, etc.

### BLOCK 5- Literacy Education

**Literacy genders:**

* A song: Final version of the Quest song (PB page 93)

**Oral and written texts production:**

* Reproduction of dialogues
* A song: Final version of the Quest song (PB page 93)

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the unit contribute to the development of linguistic competence in communication, especially in the activities: (lessons 1 -10)

* Listen and point. Then say (PB), Look at the picture. Then say.(PB), Talk about you and your family (PB), Listen and sing (PB)
* Ask and answer (PB)

**Data processing and digital competence**

* + Use different sources of information and situation to review the language learn and develop communication skills.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet.
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Islands
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding. (Ask and answer, PB pages 93 and 95).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: all games and optional activities suggested in the TG.

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Sing songs (Final version of the Quest song (PB page 93)
* Arts and crafts of the TG: Drawing activity.
* Immerse in the language, traditions and culture of an English speaking country.

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Understand and use good practices and learning techniques in class: create a portfolio with the vocabulary of the unit (PB).
* Develop their own capacities completing activities on their own (AB, pages 88 to 91) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Reading and Writing booklet, Grammar Booklet.
* Reflect on what they have learned and how they have learned it.

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, Unit *Goodbye* pages 88 to 91).
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Reading and Writing booklet, Grammar Booklet.
* Develop social abilities like respect, cooperation and team work: Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: All games proposed and the Optional Activities in the TG.
* Be able to assess their own learning and self evaluation.

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Relate numbers to images, comics, etc.

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all the dialogues of the course.
* Overcome inhibitions through songs and music (Quest song PB page 93).

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Unit *goodbye* – pages 92 to 95)
	+ Activity Book (Unit *goodbye* – page 88 to 91).
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Flashcards, Wordcards, Phonics cards of the course.
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Photocopiable worksheets (Photocopiable G.1)
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Unit Goodbye, pages 88 to 91).

Summative evaluation

End of year test (Test Booklet)

Evaluation Criteria

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions directed to common topics easily predictable:
* Use the vocabulary and language of the course.
* Understanding a global idea of specific information relevant oral texts with the help of linguistic elements, related to the content of the unit.
	+ Identifying the vocabulary and language of the course.

**BLOCK 2- Written communication: reading and writing**

* Understand simple written texts previously learned through real oral interactions. (**End of year Test-Test Booklet**)
* Be able to read and recognize the vocabulary and the language from the course. .
* Writing word and phrases, previously learned through oral interactions and reading in order to transmit and share information. (**End of year Test-Test Booklet**)

**BLOCK 3 - Knowledge of the language**

Recognize and use the vocabulary and language structures in common contexts of communication.

**Vocabulary**

Learn the language of the course (**End of year-Test-Test Booklet**)

### Grammar

* Understand and use correctly the grammar structures of the course **(End of year Test-Test Booklet**)

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions of all the course (Phonics):

# Reflections on learning

* Use basic learning to learn strategies, asking for help, using gestures, use visual dictionaries and identifying some personal aspects that will help them learn.
* Evaluate if the basic strategies are supporting the learning progress (Self-evaluation).

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* To show interest and curiosity for learning a foreign language and to recognize the linguistic diversity as an opportunity to enrich their life.

**BLOCK 5- Literacy Education**

* Reproduction of oral texts with some autonomy:
* A song: Final version of the Quest song (PB page 93)

**FESTIVALS**

**I. OBJECTIVES**

**BLOCK 1- Oral communication: listening and speaking**

* Participate in oral interactions:

**Halloween**

* Identify and mention objects of Halloween.
* Talk about Halloween; traditions and costumes in the UK.
* Singing a song of Halloween.

**Christmas Day**

* Identify and mention Christmas objects.
* Talk about Christmas Day, traditions and celebrations in the UK.
* Singing a song of Christmas.

**Easter**

* Identify and mention objects of Easter.
* Talk about Easter, traditions and celebrations in the UK.
* Singing a song of Easter.

**April Fool’s Day**

* Identify and mention objects of April Fool’s Day.
* Talk about April Fool’s Day, traditions and celebrations in the UK.
* Singing a song of Easter.

**Pancake Day**

* Identify and mention objects of Pancake Day.
* Talk about Pancake Day, celebrations in the UK.
* Singing a song Pancake Day.

**Earth Day**

* Identify and mention objects of Earth Day.
* Talk about Earth Day en UK.

* Be able to understand oral messages with increasing difficulty:

**Halloween**

* Recognize objects of: Halloween.
* Listen to a song about: Halloween.

**Christmas Day**

* Recognize Christmas objects.
* Listen to a song about: Christmas.

**Easter**

* Recognize objects of: Easter.
* Listen to a song about: Easter.

**April Fool’s Day**

* Recognize objects of: April Fool’s Day.
* Listen to a song about: April Fool’s Day.
* Listening to jokes.

**Pancake Day**

* Recognize objects of: Pancake Day.
* Listening to a chant about Pancake Day

**Earth Day**

* Recognize objects of: Earth Day.

**BLOCK 2- Written communication: reading and writing**

* Reading words, phrases and short texts with the language of the festivals: Halloween, Christmas Day, Easter, April Fool’s Day, Pancake Day, Earth Day
* Write words, phrases and short texts with the language of the festivals: Halloween, Christmas Day, Easter, April Fool’s Day, Pancake Day, Earth Day

**BLOCK 3 - Knowledge of the language**

* Identify and use the vocabulary:

**Halloween:** *pumpkin, ghost, witch, broom, bat, hat, spider, trick or treat.*

**Christmas Day:** *Christmas tree, lights, presents, Christmas cards, stockings, sweets, chocolates.*

**Easter***: Easter eggs, Easter Bunny, sweets, lollipops, Easter basket, Easter bonnet, chick.*

**April Fool’s Day***: fool, surprise, joke, fun*

**Pancake Day*:*** *pancake, add, mix, pour, fry, toss, catch*

**Earth Day*:*** *plant a tree, switch the lights off, recycle, ride your bike.*

* Understand and apply grammar concepts correctly

Language structures:

**Halloween:** *How many… are there***?**

**Christmas Day:** *Are there present … in the/under the. Yes, there are. No, there aren’t. Has Ana got a …? Have Mum got a present? Yes, he/she has, No, he/she hasn’t.*

**Easter:** *This is Anna, What is Anna wearing? She’s got …*

*Are they happy? Yes, they are., etc,*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation:
* Develop useful learning strategies.
* Use prior knowledge.
* Following instructions.
* Use logic thinking: getting information from images.
* Critical thinking: inferring and comparing.

**BLOCK 4- Socio-cultural aspects and intercultural awareness**

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Understanding cultural traditions of Halloween, Christmas Day, Easter, April Fool’s Day, Pancake Day, Earth Day.
* Work in groups.
* Show a receptive attitude towards those who speak a different language than their own.
* Identify customs and daily live aspects of another culture and foreign language speaking countries.

**BLOCK 5- Literacy Education**

* Enjoy literacy through reading texts of reference or of their own selection and immerse in other aspects of the arts as theatre, radio, TV, movies in order to understand the world around them and understand human nature, to develop linguistic abilities.

**II. CONTENTS**

**BLOCK 1- Oral communication: listening and speaking**

* Listens and understands oral messages of increasing difficulty, like instructions and explanations, oral interactions directed or recorder with audiovisual support in order to get global and specific information.
* Real and pretended oral interactions giving verbal and non-verbal responses that require choosing from a limited selection of possible answers, in contexts gradually less directed.
* Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Produce prior learned oral texts through active participation in class routines, representations, songs, chants and role play. Prepared previously with help and examples, showing interest in expressing themselves orally in individual or group activities
* Develop basic strategies to support comprehension and oral expression: through the use of visual and non-visual contexts and previous knowledge about a topic or situation transferred from the language they know to a foreign g language.
* Value a foreign language as a mean of communication.

**BLOCK 2- Written communication: reading and writing**

* Read and understand different texts, on paper or digital, accepting the linguistic competence of the students, to use global and specific information in the development of a task or just to enjoy reading.
* Guided use of reading strategies (using visual context elements and previous knowledge of the topic or a situation transferred from the languages they know). identifying the most relevant information, inferring the meaning of the words and unknown expressions.
* Read and write their own texts about daily situations close to their own experiences, like invitations, greeting cards, notes, brochures.
* Compositions based on models, of a variety of texts, using expressions and common phrases, to communicate and give information, or in different types of communication.
* Use the new technologies of information and communications to read, write and communicate information.
* Interest for the care and presentation of written texts.

**BLOCK 3 - Knowledge of the language**

**3.1 Linguistic competence**

* Review the sounds, rhythm, accentuation, and intonation. .
* Identify and use the proper language of the Festivals: Halloween, Christmas Day, Easter, April Fool’s Day, Pancake Day, Earth Day.
* Understanding and applying grammar structures proper of the Festivals: Halloween, Christmas Day, Easter, April Fool’s Day, Pancake Day, Earth Day.
	+ Global association of the written, pronunciation and meaning based on written models.
	+ Familiarize with the use of basic strategies for the production of texts based in a model: choose the recipient, purpose and content.
	+ Interest in the use of a foreign language in a variety of situations.

**3.2 Reflections about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Following instructions.
* Logical thinking: getting information from images.
* Critical thinking: inferring and comparing.
* Use creative thinking: making crafts.

### BLOCK 4- Socio-cultural aspects and intercultural awareness

* Recognize and learn basic forms of social interactions in a foreign language.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Maths: using numeric sequence.
* Social Sciences: learn about how festivals are celebrated around the world: Halloween, Christmas Day, Easter, April Fool’s Day, Pancake Day, Earth Day.
* Music and Arts: drawings, songs, arts and crafts.
* Linguistic abilities: ask and give information, ask and answer questions, following instructions, playing different games, singing songs, etc.

### BLOCK 5- Literacy Education

**Oral and written texts production:**

* Reproduction of dialogues
* Halloween songs (PB page 97), Christmas Day (PB , page 99), Easter (PB page 100) April Fool’s Day (PB page 101), Pancake Day, (PB page 102) Earth Day (PB page 103)

**III. BASIC COMPETENCES**

**Linguistic communication**

All the sections and activities of the festivals contribute to the development of the linguistic and communication abilities:

* + Listen, find and say (PB pages 96 to 103). Listen and sing (PB pages 64 to 103). Look and answer (PB pages 96 to 103)

**Data processing and digital competence**

* + Use different sources of information and situation to review the language learn and develop communication skills.
* Use the reference materials of the unit: reference bar at the bottom of each page (PB), Grammar summary (PB), Picture Dictionary (AB), Reading and Writing booklet, Grammar Booklet.
	+ Get started and practice the use of digital competences and information through the use of the components of the method.
* Active Teach for Interactive Whiteboards (interactive PB and AB, audio material, digital flashcards, word cards, and story cards, extra activities, digital interdisciplinary posters, animated stories, Song, Story, The last Word, interactive board games Word, Board games in version interactive, a downloadable version of photocopiables, tests, etc).
* Digital Activity Book (to use at home)
* Online Family Islands
* Audio CDs
* Islands’ web page.

**Civic and social competence**

* This competence is develop through exercising the abilities and essential skills of communication such as:
* Participating in classroom dialogues with full understanding(PB, page96 a 103).
* Socialize and participate in classroom activities, playing, building and accepting classroom rules, working in pairs and in groups: all the games and activities included in the TG.
* Be able to communicate the results of their own work.

**Artistic and cultural competence**

This competence is developing in the unit through activities such as:

* Halloween songs (PB page 97), Christmas Day (PB , page 99), Easter (PB page 100) April Fool’s Day (PB page 101), Pancake Day, (PB page 102) Earth Day (PB page 103)
* Develop creativity: **in all the activities of the Festivals Unit:**

**Halloween** Photocopiable F.1: Make a witch’s hat. Optional activities in the TG page 267 (Make Halloween decorations, Halloween party).

**Christmas Day** Photocopiable F.2: Decorate the Christmas tree, Optional activities in the TG page 269 (Make Christmas decorations. Christmas cards)

**Easter** Photocopiable F.3. Optional activities in the TG page 270 (Game). AB activities (Make an Easter card).

**April Fool’s Day:** Optional activities in the TG page 271 (Telling jokes, Make and April Fool’s Day poster).

**Pancake Day:** Optional activities in the TG page 272 (How to make a pancake. Make a Pancake Day poster).

**Earth Day:** TG activities, page273 (Earth Day survey. Earth Day leaflet)

* Immerse in the language, traditions and culture of an English speaking country. Understanding cultural traditions of Halloween (PB page 97), Christmas Day (PB , page 99), Easter (PB page 100) April Fool’s Day (PB page 101), Pancake Day, (PB page 102) Earth Day (PB page 103)

**Learning to learn competence**

This competence is developing in the unit through activities such as:

* Understand and use good practices and learning techniques in class: make a portfolio with the vocabulary.
* Develop their own capacities completing activities on their own (AB, pages 92 to 96).
* Use the reference material: reference bars in the PB, pages 96 to 103)
* Familiarize with reading and writing. (AB, pages 92 to 96).

**Autonomy and personal initiative**

This competence is developing in the unit through activities such as:

* Be responsible with class activities and tasks proposed band the unit, organize personal work as a strategy for learning (AB, pages 92 to 96).
* Use the reference material propose band the unit: reference bars at the bottom of each page.
* Develop social abilities like respect, cooperation and team work: (Games bank, TPR activities, TG activities, etc.
* Choose on their own the activities an projects they are going to do next:
* **Halloween** Photocopiable F.1: Make a witch’s hat. Optional activities in the TG page 267 (Make Halloween decorations, Halloween party).
* **Christmas Day** Photocopiable F.2: Decorate the Christmas tree, Optional activities in the TG page 269 (Make Christmas decorations. Christmas cards)
* **Easter** Photocopiable F.3. Optional activities in the TG page 270 (Game). AB activities (Make an Easter card).
* **April Fool’s Day:** Optional activities in the TG page 271 (Telling jokes, Make and April Fool’s Day poster).
* **Pancake Day:** Optional activities in the TG page 272 (How to make a pancake. Make a Pancake Day poster).
* **Earth Day:** TG activities, page 273 (Earth Day survey. Earth Day leaflet)

**Interaction with the physical world competence**

This competence is formed band the adequate perception of the physical space where they live and the ability to interact.

* Recognize places where other cultures are taking place, developed critical thinking observing reality: culture and traditions in English speaking countries : Halloween (PB page 97), Christmas Day (PB, page 99), Easter (PB page 100) April Fool’s Day (PB page 101), Pancake Day, (PB page 102) Earth Day (PB page 103)
* Show respect toward self and others (Dialogues and games)

#### Mathematical competence

Consists in the ability to use and relate numbers, basic operations, form of expressions and mathematical thinking. At the same time this competence implies the knowledge and use of basic maths elements (different numbers, measurements, basic geometry, etc.)

This competence is developing in the unit throughout:

* Count and express numbers, number sequences, etc.

**Emotional competence**

This competence is about the abilities to recognize and control emotions, to read other people different states of mind and feelings, in order to establish positive relations with others and to be a happy human being that responds adequately to personal, academic and social challenges.

This competence is reached when the pupil is able to approach any activity taking risks and assuming responsibility establishing positive relations with others. This implies the development of self esteem and trusting owns possibilities.

* Expressing feelings and emotions: in all dialogues and language interactions (PB pages 96 to 103).
* Use language to express emotions: AB’s drawings and crafts (pages 92 to 96) and photocopiables of the festivals (F.1 a F.3), TG activities.
* Corporal movements and expressions, overcoming inhibitions through songs and games: Halloween songs (PB page 97), Christmas Day (PB , page 99), Easter (PB page 100) April Fool’s Day (PB page 101), Pancake Day, (PB page 102) Earth Day (PB page 103)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + Pupils Book (Festivals – pages 96 to 103)
	+ Activity Book (Festivals- pages 92 to 96).
	+ Digital Activity Book (All AB activities and additional exercises and interactive games).
	+ Active Book; activities and interactive games to practice the language.
	+ Flashcards, Wordcards, storycards, phonics cards, posters, videos.
	+ Online Islands (activities and exercises with the characters of the course following their adventure and communicating with them (“closed-chat”).
	+ Teacher’s Resource Materials:
	+ Teacher’s Book
	+ Games bank
	+ Photocopiable worksheets (Photocopiable F1 to F3)
	+ Extra-practice and extension activities (for early finishers)
	+ Test Booklet (Test to assess knowledge, progress test, and practice test).
	+ Online Islands
	+ Audio CDs
	+ Active Teach, activities and interactive games to practice the language in any Whiteboard (IWB) Interactive.

**V. EVALUATION**

**Formative evaluation**

Constant supervision of the progress in the classroom

Completing the AB exercises (Festivals, pages 92 to 96).