**General Programme**

***Islands* 4**

**Primary Education Mandatory**

**Fourth Grade**

**Second Cycle**

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**Modern Foreign Language**

**English**

**Unit *WELCOME***

**I. OBJECTIVES**

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

* Participate in oral communications:

Using the vocabulary of the unit: review vocabulary.

* Introducing themselves and introduce others.
* Saying a chant.
* Ask the other students names.
* Describe the clothes they are wearing.
* Mention the comparative adjectives.

Listen and understand oral challenges of progressing difficulty:

* + Identifying the review vocabulary in oral texts.
	+ Listen to a story related to some of the characters.
	+ Listen to a recording and find the position of some of the characters in an illustration.
	+ Listening and repeating a chant.
	+ Listening and repeating numbers.
	+ Listening and repeating comparative adjectives.

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

* Read and understand different texts:
* Understand information about a comic strip.
* Understand general and specific information about a comic strip.
* Write phrases and small texts of daily situations following an example:
* Key vocabulary words of the Unit: Review vocabulary.
* Write the names of the characters in a comic.
* Answer questions in written form.
* Writing phrases to describe their outfits.
* Complete a text with the name of movie stars.
* Write numbers.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* **Review:**

*(In the) morning, afternoon, evening, (at) night, bigger, smaller, older younger, taller, shorter, faster, cleverer.*

Adjectives of physical appearance.

Numbers from 1 to 50.

Comparatives.

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Hello. My name’s Sally. I’m ten and I like football. This is my brother, Jack. Do you like films? Yes, I do/No, I don’t. He/she likes films. What’s your favourite number? My favourite number is fifty. I’m younger and faster than Madley.*

* Develop useful learning strategies.
* Use prior knowledge.
* Identify the rules in the use of language structures.
* Cooperative learning: Working in pairs or small groups.

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

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Introduce themselves.
* Collaborate in class through group and pairs activities.
* 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.
* 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 informations 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:
* **Review:**

*(In the) morning, afternoon, evening, (at) night, bigger, smaller, older younger, taller, shorter, faster, cleverer.*

Adjectives of physical appearance.

Numbers from 1 to 50.

Comparatives.

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Hello. My name’s Sally. I’m ten and I like football. This is my brother, Jack. Do you like films? Yes, I do/No, I don’t. He/she likes films. What’s your favourite number? My favourite number is fifty. I’m younger and faster than Madley.*

* + 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 Reflexions about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Identify the rules in the use of language structures.
* Cooperative learning: Working in pairs or small groups.

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

* Recognize and learn basic forms of social interactions in a foreign language.
* Introduce themselves.
* Collaborate in class through group and pairs activities.
* 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:
* Natural Sciences: the world around us.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: describe their outfits, relate people with their names.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 9)
* A song about numbers (SB, page 10)

**Oral and written texts production:**

* A chant (SB, page 9)
* A song about numbers (SB, page 10)
* A physical description (SB, page 10)

**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)

* Describe people physical appearances.
* *Listen and point and repeat* (PB), *Listen and chant*, ask *and answer* (PB), *Listen and sing* (PB), *Listen to the story*. *Listen and say* (PB)
* *Ask and answer* (PB), *Sing and do the actions* (PB), *Look and play* (PB). *Listen then play* (PB).

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* Learning about their peers and classroom collaboration.
* 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*)
* 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.

**Artistic and cultural competence**

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

* Singing chants, songs, *karaoke*, etc.
* 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:

* Learn and use good techniques and learning practices.
* Get started in the use of a set of strategies, resources and working techniques for reasoning and critical thinking.
* Develop their own capacities completing activities on their own while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page, *Activity Book*, etc.
* Reflect on what they have learned and how they have learned them: Exercises for *Activity Book*.

**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, *Welcome* pages 2-6).
* Use the reference materials of the unit: reference bar at the bottom of each page, *Activity Book*, etc.
* Develop social abilities like respect, cooperation and team work playing games.
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.

**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:

* Natural Sciences: the world around us.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: describe their outfits, relate people with their names.

#### 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: learn about numbers and the relationship between them: *What’s your favourite number?*

**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.
* Using plastic language to express feelings and emotions. Optional activities in the TG.

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + *Pupils Book* (*Welcome* – pages 6 to 11)
	+ Reference bar at the bottom of each page.
	+ Activity Book (*Welcome*- pages 2-6).
	+ 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, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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*
	+ 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 CD’s*
	+ *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 (*Welcome,* pages 2-6).

**UNIT 1: Free time**

**I. OBJECTIVES**

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

* Participate in oral communications:

 - Using the vocabulary of the unit: leisure activities.

* Describing leisure activities.
* Saying and singing the chant*,* the song (about the weather) and Karaoke song.
* Saying the words in Look!
* Asking and answering questions about their favourite activities.
* Participating in dialogues about leisure activities.
* Acting out a story.
* Answer to questions asked by the professor and the students.
	+ Listen and understand oral challenges of progressing difficulty:
	+ Identifying words about leisure activities in oral texts.
	+ Listening and repeating words and phrases.
	+ Understanding specific information about a song about leisure activities.
	+ Understanding general and specific information about a story.

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

* Read and understand different texts:
* Understanding information in a phrase (*like + ing*).
* Use illustrations to guess the content of a text and understanding the information.
* Understand information from texts about fun activities.
* Understand general and specific information about a comic strip.
* Texts about residential places in other parts of the world.
* Write phrases and small texts of daily situations following an example:
* Key vocabulary words of the Unit: leisure activities.
* Complete phrases about leisure activities.
* Answer questions in written form.
* Relate parts of a phrase.
* Get information from a table and write it down
* Complete a crossword puzzle.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Leisure activities: (*skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, chatting online, reading the newspaper, skipping, painting, playing hockey, reading magazines, watching films, surfing the internet, walking the dog, riding a scooter*).
* Understand and apply grammar concepts correctly:
	+ Language structures:

*What do you/we/they like doing? I/we/they like skiing. What does he/she like doing?*

*He/she likes (skiing).He/she doesn’t like (skiing). I/we/they don’t like (skiing).*

*Do you/they like (skipping)? Yes, I/we/they do. No, I/we/they don’t.*

*Does he/she like (skipping)? Yes, he/she does. No, he/she doesn’t.*

CLIL: *Special homes: lighthouse, stairs sea*.

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ou and –ow.
* Pronounce words from the box Look*!*
* Develop useful learning strategies.
* Use prior knowledge.
* Memorizes new words.
* Identify the rules of the following structure: *like + ing*.
* Use logic thinking: compare and contrast information.
* Use critical thinking: comparing different types of homes.
* Cooperative learning: working in pairs and 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 leisure activities for the weekend in other countries and cultures.

 Comparing activities.

* Reflect on the influence of the surroundings in leisure activities.
* 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 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 informations 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:
* Leisure activities: (*skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, chatting online, reading the newspaper, skipping, painting, playing hockey, reading magazines, watching films, surfing the internet, walking the dog, riding a scooter*).
* Understand and apply grammar concepts correctly:
	+ Language structures:

*What do you/we/they like doing? I/we/they like skiing. What does he/she like doing?*

*He/she likes (skiing).He/she doesn’t like (skiing). I/we/they don’t like (skiing).*

*Do you/they like (skipping)? Yes, I/we/they do. No, I/we/they don’t.*

*Does he/she like (skipping)? Yes, he/she does. No, he/she doesn’t.*

* + CLIL: *Special homes: lighthouse, stairs sea*.
* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ou and –ow.
* Pronounce words from the Look! box.
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Memorizes new words.
* Identify the rules of the following structure: *like + ing*.
* Use logic thinking: compare and contrast information.
* Use critical thinking: comparing different types of homes.
* Cooperative learning: working in pairs and 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 for weekend leisure activities in other countries and cultures.

 Comparing activities.

* Reflect on the influence of the surroundings in leisure activities.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Natural Sciences: the world around us.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: describe special homes.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 12)
* A song about leisure activities. (SB, page 14)
* An episodic story: *Looking for Madley Kool* (SB, page 16)
* Cross-cultural texts (SB, page 18)

**Oral and written texts production:**

* A chant (SB, page 12)
* A song about leisure activities. (SB, page 14)
* An episodic story: *Looking for Madley Kool* (SB, page 16)
* Cross-cultural texts (SB, page 18)

**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)
* Use the language to ask and offer help in the classroom (SB, pages 12 and 13)

**Data processing and digital competence**

* + Use the internet to search for unconventional homes (SB, page 18)
	+ Use the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 1 (SB page 16) learning about the values it teaches (*Values*: the importance of leisure activities).
* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* CLIL: Special homes.
* Be able to communicate the results of their own work: (Mini-Project, SB, page 18).

**Artistic and cultural competence**

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

* Singing chants, songs, *karaoke*, etc. (PB pages 12, 13 and 14)
* Read and act-out a story: (*Story*, SB, page 16).
* Develop and value initiative, imagination, and creativity by completing:
* Completing the *Mini-Projects: CLIL* : Design an unconventional home with magazine cut-outs (PB page 18)
* Immerse in the language, traditions and culture of an English speaking country. (Unconventional homes).

**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:
* *Mini-Projects*CLIL: making an unconventional home (PB page 18).
* 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 what they have learned and how they have learned them:
* All the activities, evaluation and self evaluation at 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: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Act out the story of the unit (PB page 16)
* *Picture Dictionary*
* Completing the *Mini-Projects*: *CLIL*: making an unconventional home. (PB page 18)
* 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, (AB, page 17)
* *Picture Dictionary*

**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:

* Explore the world through leisure activities (PB, pages 12, 13 and 14)
* Find and learn about leisure activities for the weekend in other countries and cultures.
* Comparing activities.
* Reflect on the influence of the surroundings in leisure activities.
* *CLIL*: Language: Cases specials (PB, page 18) *Photocopiable Worksheet* 1.6).

**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 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* (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*
	+ *Digital Activity Book (All AB activities and additional exercises and interactive games).*
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 Island*
	+ *Audio CD’s*
	+ *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, pages 8-17).

*Grammar reference* (*Grammar Booklet*)

*Unit* 1 *review* (AB page 96)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test** 1, (*Test Booklet*)

**Self-evaluation**

*Activity Book*: *Grammar summary and Activity Book review for Unit* 1. AB page 96.

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable :( ***Test* 1**, *Test Booklet*).

* Participate in oral communications:

 - Using the vocabulary of the unit: leisure activities.

* Describing leisure activities.
* Saying and acting out, the chant, the song (about the weather) and Karaoke song.
* Asking and answering questions about their favourite activities.
* Participating in dialogues about leisure activities.
* Acting out a story.
* Answer to questions asked by the professor and the students.
	+ Listen and understand oral challenges of progressing difficulty:
	+ Identifying words about leisure activities in oral texts.
	+ Listening and repeating words and phrases.
	+ Understanding specific information about a song about leisure activities.
	+ Understanding general and specific information about a story.

**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*)

* Read and understand different texts:
* Understanding information in a phrase (*like + ing*).
* Use illustrations to guess the content of a text and understanding the information.
* Understand information from texts about fun activities.
* Understand general and specific information about a comic strip.
* Texts about residential places in other parts of the world.
* Write phrases and small texts of daily situations following an example:
* Key vocabulary words of the Unit: leisure activities.
* Complete phrases about leisure activities.
* Answer questions in written form.
* Relate parts of a phrase.
* Get information from a table and write it down
* Complete a crossword puzzle.

**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.

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

**Vocabulary**

* Leisure activities: (*skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, chatting online, reading the newspaper, skipping, painting, playing hockey, reading magazines, watching films, surfing the internet, walking the dog, riding a scooter*).

### Grammar

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

*What do you/we/they like doing? I/we/they like skiing. What does he/she like doing?*

*He/she likes (skiing).He/she doesn’t like (skiing). I/we/they don’t like (skiing).*

*Do you/they like (skipping)? Yes, I/we/they do. No, I/we/they don’t.*

*Does he/she like (skipping)? Yes, he/she does. No, he/she doesn’t.*

CLIL: *Special homes: lighthouse, stairs sea*.

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (*Phonics*):
* Pronounce –ou and –ow.
* Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Use prior knowledge.
* Memorizes new words.
* Identify the rules of the following structure: *like + ing*.
* 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**

* 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:

* A chant (SB, page 12)
* A song about leisure activities. (SB, page 14)
* An episodic story: *Looking for Madley Kool* (SB, page 16)
* Cross-cultural texts (SB, page 18)

**UNIT 2: *Wild animals***

**I. OBJECTIVES**

**BLOCK 1- Listening, speaking and conversation**

* Participate in oral communications:

- Using the vocabulary of the unit: wild animals and food chains.

* Describing where animals live and what they eat.
* Saying and singing the chant*,* the song (about wild animals) and Karaoke song.
* Saying the words in Look!
* Describing a food chain.
* Ask and answer questions about wild animals and their characteristics.
* Participate in a dialogue about animals and a natural park.
* Acting out a story.
* Talk about a food chain.

Listen and understand oral challenges of progressing difficulty:

* + Identifying wild animals, the food they eat and their habitats through oral texts.
	+ Understanding information to identify wild animals.
	+ Understanding specific information in a song about animals.
	+ Understanding general and specific information in the story of the unit.

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

* Read and understand different texts:
* Understanding information in a phrase (wild animals).
* Use illustrations to guess the content of a text and understanding the information.
* Get information in a text about crocodiles.
* Understand general and specific information about a comic strip.
* Showing understanding about texts about natural parks by answering questions.
* Write phrases and small texts of daily situations following an example:
* Key vocabulary words of the Unit: wild animals, their eating habits and habitats.
* Transfer information from a table of questions and answers.
* Find the hidden vocabulary words in messed up letters.
* Complete short texts with given words.
* Write information in a table.
* Write descriptions about wild animals.
* Make a crossword puzzle.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Wild animals. (*Giraffe, elephant, lion, monkey, hippo, crocodile*).
* Food: (*leaves, grass, fruit, meat*).
* Habitats: (*river, desert, grassland, forest, rainforest*).
* Types of animals: (*herbivores, omnivores, carnivores*).
* Other animals: (*crab, camel, zebra, panda, gorilla*).
* Other words: (*wildlife park, energy*).
* **Review**:

*meat, fruit, bird, insect, frog, worm, horse. cow, bees, cat, mouse, rabbit, claws, eat, sleep, run, zoo, rock tree.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*(Giraffes) eat (leaves). Do (giraffes) eat (leaves)? Yes, they do/No, they don’t. What do (crabs) eat? They eat (worms). Where do (crabs) live? They live in (rivers). How many teeth have (gorillas) got? They’ve got (32) teeth. How much (fish) do they (eat)? They (eat) a lot of (fruit and leaves). They walk slowly and they can run fast. They can swim very well.*

CLIL language:

A food chain: *herbivores, carnivores, omnivores, food chain.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –all and –aw.
* Pronouncing words from the Look! box!
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use illustrations to find meanings.
* Classify words to memorize them.
* Identify the rules of the use of: *have got*.
* Use logic thinking: graphic organizers.
* Use critical thinking: inferring and comparing information.
* 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 information about natural parks in other parts of the world.
* Comparing different types of natural parks.
* Identify differences between natural parks.
* 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 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 informations 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:
* Wild animals. (*Giraffe, elephant, lion, monkey, hippo, crocodile*).
* Food: (*leaves, grass, fruit, meat*).
* Habitats: (*river, desert, grassland, forest, rainforest*).
* Types of animals: (*herbivores, omnivores, carnivores*).
* Other animals: (*crab, camel, zebra, panda, gorilla*).
* Other words: (*wildlife park, energy*).
* Review learned vocabulary:
* **Review**:

*Meat, fruit, bird, insect, frog, worm, horse, cow, bees, cat, mouse, rabbit, claws, eat, sleep, run, zoo, rock tree.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*(Giraffes) eat (leaves). Do (giraffes) eat (leaves)? Yes, they do/No, they don’t. What do (crabs) eat? They eat (worms). Where do (crabs) live? They live in (rivers). How many teeth have (gorillas) got? They’ve got (32) teeth. How much (fish) do they (eat)? They (eat) a lot of (fruit and leaves). They walk slowly and they can run fast. They can swim very well.*

CLIL language:

A food chain: *herbivores, carnivores, omnivores, food chain.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –all and –aw.
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Use illustrations to find meanings.
* Classify words to memorize them.
* Identify the rules of the use of: *have got*.
* Use logic thinking: graphic organizers.
* Use critical thinking: inferring and comparing information.
* 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 information about natural parks in other parts of the world.
* Comparing different types of natural parks.
* Identify differences between natural parks.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Natural Sciences: A food chain.
* Music and arts: song and chant.
* Reading abilities: read a story, act out a story, and tell a story.
* Linguistic competences: read and get information from graphic organizers.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 22)
* A song about the description of others. (SB, page 24)
* A story: crocodiles and other animals. (SB, page 26)
* Inter-cultural texts: A food chain, graphs.

**Oral and written texts production:**

* A chant (SB, page 22)
* A song about the description of others. (SB, page 24)
* A story: crocodiles and other animals. (SB, page 26)
* Cross-cultural texts: A food chain, graphs.

**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)

* Observe atmospheric phenomenon in the language to get rules. (Lessons 2 and 4)
* *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 the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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 Island*
* *Audio CDs*
* Islands’ web page.

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* CLIL: Study different food chains and classify animals according to their nutrition.
* 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 2 (SB page 23) learning about the values it teaches (*Values*: the importance of protecting animals in wildlife). Be able to communicate the results of their own work: (Mini-Project, SB, page 28).

**Artistic and cultural competence**

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

* Learn about animals in other parts of the world and their habitats (Lesson 8, page 39)
* Singing chants, songs, *karaoke*, etc. (PB pages 22, 24 and 25)
* Read and act-out a story: (*Story*, SB, page 26).
* Develop and value initiative, imagination, and creativity by completing:
* *Mini-Projects***:** Draw a food chain (PB page 28)
* 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:

* Be aware of the importance of reviewing the prior lesson. (Lesson 1).
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:
* *Mini-Projects*: Draw a food chain (PB page 28)
* CLIL: Study different food chains and classify animals according to their nutrition.
* Develop their own capacities completing activities on their own (AB, pages 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 what they have learned and how they have learned them:
* All the activities, evaluation and self evaluation at 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* 2 pages 18-26).
* 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*.
* Develop social abilities like respect, cooperation and team work playing games: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Acting out the story of the unit (PB page 26).
* *Picture Dictionary*
* *Mini-Projects*: Draw a food chain (PB page 28)
* CLIL: Learn about different food chains and classify animals according the food they eat.
* 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, (AB, page 97)

**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:

* Learn about animals, the food they eat and their habitats. (PB, pages 22 and 23).
* CLIL: Study different food chains and classify animals by the food they eat.

**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 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* (PB, page 105)
	+ Activity Book (Unit 2- pages 18-26)
	+ Reading and writing activities.
	+ *Unit Review activities (related to the Grammar summaries in the PB),*
	+ *Picture Dictionary*
	+ *Digital Activity Book* (All AB activities plus additional exercises and interactive games)
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions)
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 fast finishers)
	+ *Test Booklet (Test to assess knowledge, progress test, and practice test).*
	+ *Online Island*
	+ *Audio CD’s*
	+ *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 2, pages 18-26).

*Grammar Review. Unit* 2 *review* (*Grammar Booklet*)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test** 2, (*Test Booklet*)

**Self-evaluation**

*Activity Book*: *Grammar summary and Activity Book review for Unit* 2. AB page 97.

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable :( ***Test*** 2, *Test Booklet*).

* + Using the vocabulary of the unit: wild animals and a food chain.
* Describing where animals live and what they eat.
* Saying and singing the chant*,* the song (about wild animals) and Karaoke song.
* Describing a food chain.
* Participate in a dialogue about animals and a natural park.
* Talk about a food chain.

Listen and understand oral challenges of progressing difficulty:

* + Identifying wild animals, the food they eat and their habitats through oral texts.
	+ Understanding information to identify wild animals.
	+ Understanding specific information in a song about animals.
	+ 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*** 2*-Test Booklet*)

* Read and understand different texts:
* Understanding information in a phrase (wild animals).
* Use illustrations to guess the content of a text and understanding the information.

 Get information in a text about crocodiles.

* Understand general and specific information about a comic strip.
* Showing understanding about texts about natural parks by answering questions.
* Write phrases and small texts of daily situations following an example:
* Key vocabulary words of the Unit: wild animals, the food they eat and their habitats.
* Transfer information from a table of questions and answers.
* Complete short texts with given words.
* Write information in a table.
* Write descriptions about wild animals.

**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.

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

**Vocabulary**

* Wild animals. (*Giraffe, elephant, lion, monkey, hippo, crocodile*).
* Food: (*leaves, grass, fruit, meat*).
* Habitats: (*river, desert, grassland, forest, rainforest*).
* Types of animals: (*herbivores, omnivores, carnivores*).
* Other animals: (*crab, camel, zebra, panda, gorilla*).
* Other words: (*wildlife park, energy*).
* **Review**:

*meat, fruit, bird, insect, frog, worm, horse. cow, bees, cat, mouse, rabbit, claws, eat, sleep, run, zoo, rock tree.*

### Grammar

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

*(Giraffes) eat (leaves). Do (giraffes) eat (leaves)? Yes, they do/No, they don’t. What do (crabs) eat? They eat (worms). Where do (crabs) live? They live in (rivers). How many teeth have (gorillas) got? They’ve got (32) teeth. How much (fish) do they (eat)? They (eat) a lot of (fruit and leaves). They walk slowly and they can run fast. They can swim very well.*

CLIL language:

A food chain: *herbivores, carnivores, omnivores, food chain.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***): –all and –aw.

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (*Phonics*):
* Pronounce –all and –aw.
* Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Develop useful learning strategies.
* Use illustrations to find meanings.
* Classify words to memorize them.
* Identify the rules of the use of: *have got*.
* Use logic thinking: graphic organizers.
* Use critical thinking: inferring and comparing information.
* 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**

* Value a foreign language as an instrument to communicate with others and showing curiosity and interest towards people that speek 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:

* A chant (SB, page 22)
* A song about the description of others. (SB, page 24)
* A story: crocodiles and other animals. (SB, page 26)
* Cross-cultural texts: A food chain, graphs.

**UNIT 3: *The seasons***

**I. OBJECTIVES**

**BLOCK 1- Listening, speaking and conversation**

* Participate in oral communications:

Using the vocabulary of the unit: The weather and the seasons of the year.

* Describing the weather.
* Saying and singing the chant*,* the song (about the weather) and Karaoke song.
* Saying the words in Look!
* Asking and answering questions about seasonal activities.
* Participate in a dialogue about the weather.
* Acting out a story.
* Answer to questions asked by the professor and the students.
* Exchanging information about natural disasters.

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about weather in oral texts.
	+ Understanding information about weather conditions and seasonal activities.
	+ Identifying specific information in a song about seasonal activities in a year.
	+ Understanding general and specific information in a story.
	+ Understanding information about hurricanes.

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

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about weather in oral texts.
	+ Understanding information about weather conditions and seasonal activities.
	+ Identifying specific information in a song about seasonal activities in a year.
	+ Understanding general and specific information in a story.
	+ Understanding information about hurricanes.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Weather conditions: (*stormy, wet, humid, warm, lightning, thunder, temperature, degrees*).
* Seasonal activities: (*go hiking, go camping, go waterskiing, go snowboarding, go surfing, go cycling*).
* The seasons: (*spring, summer, autumn, winter*).
* **Review:**

*weather, sun, wind, rain, snow, storm, cloud, today, rainy, snowy, sunny, cloudy, go skiing, go swimming, kite, hot, cold.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*What’s the weather like today? It’s (warm). There’s (thunder and lightning). What’s the temperature today? It’s (25) degrees. I/we/they go (camping) in the (spring). He/she goes (camping) in the (spring). What was the weather like (last summer)? It was (sunny). What was the weather like yesterday? It was windy.*

CLIL language:

 Natural disasters: *hurricane typhoon, cyclone. Tidal wave, earthquake, tornado.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ew and –y.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Look at the title and illustrations to predict the content.
* Relate new words with words already learned.
* Identify the rules in the use of language structures de la Unit.
* Use logic thinking: cause and effect relations.
* Use critical thinking: writing down their opinions.
* Cooperative learning: Dialogues 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:
* Look for information on natural disasters in other parts of the world.
* Compare different types of natural disasters.
* Reflect on natural disasters.
* 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 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 informations 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:
* Weather conditions: (*stormy, wet, humid, warm, lightning, thunder, temperature, degrees*).
* Seasonal activities: (*go hiking, go camping, go waterskiing, go snowboarding, go surfing, go cycling*).
* The seasons: (*spring, summer, autumn, winter*).
* Review learned vocabulary:

*weather, sun, wind, rain, snow, storm, cloud, today, rainy, snowy, sunny, cloudy, go skiing, go swimming, kite, hot, cold.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*What’s the weather like today? It’s (warm). There’s (thunder and lightning). What’s the temperature today? It’s (25) degrees. I/we/they go (camping) in the (spring). He/she goes (camping) in the (spring). What was the weather like (last summer)? It was (sunny). What was the weather like yesterday? It was windy.*

CLIL language:

Natural disasters: *hurricane typhoon, cyclone. Tidal wave, earthquake, tornado.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ew and –y.
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Look at the title and illustrations to predict the content.
* Relate new words with words already learned.
* Identify the rules of the following structure: *go + ing*.
* Use logic thinking: cause and effect relations.
* Use critical thinking: writing down their opinions.
* Cooperative learning: Dialogues 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.
* Look for information on natural disasters in other parts of the world.
* Compare different types of natural disasters.
* Reflect on natural disasters.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Natural Sciences: learn about hurricanes.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: read and understand information to identify True or False phrases.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 32)
* A song about pets (SB, page 34)
* A karaoke (SB, page 35)
* A story about weather conditions during a film (SB, page 36)
* Cross-cultural texts (SB, page 38)

**Oral and written texts production:**

* A chant (SB, page 32)
* A song about pets (SB, page 34)
* A karaoke (SB, page 35)
* A story about weather conditions during a film (SB, page 36)
* Cross-cultural texts (SB, page 38)

**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 the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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 Island*
* *Audio CDs*
* Islands’ web page.

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.

CLIL language: Natural disasters: *hurricane typhoon, cyclone. Tidal wave, earthquake, tornado.*

* 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 3 (SB page 36) learning about the values it teaches (*Values*: the importance of friendship).
* 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:

* Find information on natural disasters. (Lesson 8, page 39)
* Singing chants, songs, *karaoke*, etc. (PB pages 32, 34 and 35)
* Read and act-out a story: (*Story*, SB, page 36).
* 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:

* 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:

CLIL language: Natural disasters: *hurricane typhoon, cyclone. Tidal wave, earthquake, tornado.*

* Develop their own capacities completing activities on their own (AB, pages 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 106).
* Reflect on what they have learned and how they have learned them:
* All the activities, evaluation and self evaluation at the end of Unit 3.

**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 106).
* Develop social abilities like respect, cooperation and team work playing games: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Acting out the story of the unit(PB page 36)
* ***Picture Dictionary***

CLIL language: Natural disasters: *hurricane typhoon, cyclone, tidal wave, earthquake, tornado.*

* Completing the *Mini-Projects*: CLIL: Illustrate a text about the weather with drawings and images. (PB page 38)

* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* *Activity Book Review*: Self-evaluation activity for each unit, (AB, page 98)
* *Picture Dictionary*

**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:

* Find facts on natural disasters (PB, page 38).

CLIL language: Natural disasters: *hurricane typhoon, cyclone. Tidal wave, earthquake, tornado.*

**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 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* (PB, page 106).
	+ Activity Book (Unit 3- pages 28-37).
	+ Reading and writing activities.
	+ *Unit Review activities (related to the Grammar summaries in the PB),*
	+ *Picture Dictionary*.
	+ *Digital Activity Book (All AB activities and additional exercises and interactive games).*
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 Island*
	+ *Audio CD’s*
	+ *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, pages 28-37).

*Grammar Review. Unit* 3 *review* (*Grammar Booklet*)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test** 2, (*Test Booklet*)

**Self-evaluation**

*Activity Book: Grammar summary and Activity Book review for Unit* 3. AB, page 98.

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable:(***Test*** 3, *Test Booklet*).

Using the vocabulary of the unit: The weather and the seasons of the year.

* Describing the weather.
* Asking and answering questions about seasonal activities.
* Participate in a dialogue about the weather.
* Answer to questions asked by the professor and the students.
* Exchanging information about natural disasters.

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about weather in oral texts.
	+ Understanding information about weather conditions and seasonal activities.
	+ Identifying specific information in a song about seasonal activities in a year.
	+ Understanding general and specific information in a story.
	+ Understanding information about hurricanes.

**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*)

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about weather in oral texts.
	+ Understanding information about weather conditions and seasonal activities.
	+ Identifying specific information in a song about seasonal activities in a year.
	+ Understanding general and specific information in a story.
	+ Understanding information about hurricanes.

**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.

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

**Vocabulary**

* Weather conditions: (*stormy, wet, humid, warm, lightning, thunder, temperature, degrees*).
* Seasonal activities: (*go hiking, go camping, go waterskiing, go snowboarding, go surfing, go cycling*).
* The seasons: (*spring, summer, autumn, winter*).
* **Review:**

*weather, sun, wind, rain, snow, storm, cloud, today, rainy, snowy, sunny, cloudy, go skiing, go swimming, kite, hot, cold.*

### Grammar

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

*What’s the weather like today? It’s (warm). There’s (thunder and lightning). What’s the temperature today? It’s (25) degrees. I/we/they go (camping) in the (spring). He/she goes (camping) in the (spring). What was the weather like (last summer)? It was (sunny). What was the weather like yesterday? It was windy.*

CLIL language:

 Natural disasters: *hurricane typhoon, cyclone. Tidal wave, earthquake, tornado.*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce –ew and –y.
* Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Look at the title and illustrations to predict the content.
* Relate new words with words already learned.
* Identify the rules in the use of language structures de la Unit.
* Use logic thinking: cause and effect relations.
* Use critical thinking: writing down their opinions.
* Cooperative learning: Dialogues 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**

* 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:

* A chant (SB, page 32)
* A song about pets (SB, page 34)
* A karaoke (SB, page 35)
* A story about weather conditions during a film (SB, page 36)
* Cross-cultural texts (SB, page 38)

**UNIT 4: *My week***

**I. OBJECTIVES**

**BLOCK 1- Listening, speaking and conversation**

* Participate in oral communications:

Use the vocabulary of the unit.

* Repeating phrases and words.
* Telling the time.
* Saying the words in Look!
* Saying the phrases in the *Grammar Boxes*.
* Saying chants and singing.
* Pronouncing correctly –ie and –ue.
* Describing a room.
* Participate in dialogues to talk about routines.
* Acting out a story.
* Asking and giving the time.

Listen and understand oral challenges of progressing difficulty:

* + Identifying routines and oral texts.
	+ Understanding and describing routines to others.
	+ Listen to an interview and identifying the time.
	+ Identifying activities and the times in a song.
	+ Understanding general and specific information in a story.
	+ Identifying if the information is true or false.

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

* Read and understand different texts:
* Identifying if the information is true or false.
* Understand information in phrases and small texts about routines.
* Understand general and specific information about a comic strip.
* Reading a text about how to get to school and understanding general and specific information.
* Showing understanding about texts about times of stores.
* Write phrases and small texts of daily situations following an example:
* Complete phrases.
* Complete questions and answers about routines.
* Write the time.
* Getting information from a table about means of transportation.
* Describing the time and the date of different activities.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Activities: (*have music lessons, have ballet lessons, do karate, do gymnastics, practice the piano, practice the violin, learn to cook, learn to draw, study English, study Maths*).
* Times of the day: (*morning, midday, afternoon, evening*).
* The time: (*a quarter past, half past, a quarter to, minute, hour, second*).
* **Review:**

Days of the week*: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*

Activities*: go (skateboarding), go (swimming)*

Other words*: thirty, rivers.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*What do you do on (Saturdays)? I (have music lessons) on (Saturdays). What does he/she do on Saturdays)? She/he (has music lessons) at (two o’clock) When do you (have music lessons)? I have (music lessons) in the (morning). I have (music lessons) at (a quarter past two) When does he/she (have music lessons)? He/she (has music lessons) at (quarter past) two. She always (has ballet lessons) in the (morning). She never (walks). She often (goes to parties) How do you go to school? He goes to school (by car)*

CLIL *language*: *How do you go to school: road, river, radio, internet, plane, snowmobile.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ie and –ue.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use the Picture Dictionary to remember vocabulary.
* Review the Look! boxes.
* Identify the rules of the use of: adverbs of frequency.
* Use logic thinking: develop skills to use the dictionary.
* Use critical thinking: create a mosaic.
* Cooperative learning: check answers 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 out the time stores open around the world.
* Compare different stores.
* Find out about school routines in other countries.
* 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 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 informations 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:
* Activities: (*have music lessons, have ballet lessons, do karate, do gymnastics, practice the piano, practice the violin, learn to cook, learn to draw, study English, study Maths*).
* Times of the day: (*morning, midday, afternoon, evening*).
* The time: (*a quarter past, half past, a quarter to, minute, hour, second*).
* **Review:**

Days of the week*: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*

Activities*: go (skateboarding), go (swimming)*

*Other words: Thirty, rivers.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*What do you do on (Saturdays)? I (have music lessons) on (Saturdays). What does he/she do on8Saturdays)? She/he (has music lessons) at (two o’clock) When do you (have music lessons)? I have (music lessons) in the (morning). I have (music lessons) at (a quarter past two) When does he/she (have music lessons)? He/she (has music lessons) at (quarter past) two. She always (has ballet lessons) in the (morning). She never (walks). She often (goes to parties) How do you go to school? He goes to school (by car)*

CLIL language: *How do you go to school: road, river, radio, internet, plane, snowmobile.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ie and –ue.
* Pronounce words from the box Look*!*
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Use the Picture Dictionary to remember vocabulary.
* Review the Look! boxes*!*
* Identify the rules of the use of: adverbs of frequency.
* Use logic thinking: develop skills to use the dictionary.
* Use critical thinking: create a mosaic.
* Cooperative learning: check answers 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 out the time stores open around the world.
* Compare different stores.
* Find out about school routines in other countries.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Social Sciences: learn about different schools around the world.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: read and understand information about mosaics.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 42)
* A song about where the pets are located. (SB, page 44)
* An episodic story (SB, page 46)
* Cross-cultural texts (SB, page 48)

**Oral and written texts production:**

* A chant (SB, page 42)
* A song about where the pets are located. (SB, page 44)
* An episodic story(SB, page 46)
* Cross-cultural texts (SB, page 48)

**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)

* Use language resources to describe routines. (Lessons 1 and 2).
* *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 the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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).
	+ 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 Island*
* *Audio CDs*
* Islands’ web page.

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.

CLIL language: *How do you go to school: road, river, radio, internet, plane, snowmobile.*

* 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 4 (SB page 46) learning about the values it teaches (*Values*: the importance of developing new interests).
* 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:

* Compare stores and their schedule from different parts of the world. (Lesson 8, page 49)
* Singing chants, songs, *karaoke*, etc. (PB pages 42, 43 and 44)
* Read and act-out a story: (*Story*, SB, page 46).
* 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:

* Learn and use good techniques and learning practices.
* Reflect about how to use techniques to improve vocabulary. (Lessons 1 and 3)
* Get started in managing a set of strategies, resources and working skills of reasoning and critical thinking:

CLIL language: *How do you go to school: road, river, radio, internet, plane, snowmobile.*

* 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 what they have learned and how they have learned them:
* 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 107).
* Develop social abilities like respect, cooperation and team work playing games: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Acting out the story of the unit (PB page 46)
* *Picture Dictionary*

CLIL language: *How do you go to school: road, river, radio, internet, plane, snowmobile.*

* Completing the *Mini-Projects*: CLIL: Illustrate a text with drawing and images. (PB page 18)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* *Activity Book Review*: Self-evaluation activity for each unit, (AB, page 99)
* *Picture Dictionary*

**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 45).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (*Act out the story*, PB page 45).
* 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* (PB, page 107).
	+ Activity Book (Unit 4- pages 38 to 47).
	+ Reading and writing activities.
	+ *Unit Review activities (related to the Grammar summaries in the PB),*
	+ *Picture Dictionary*
	+ *Digital Activity Book (All AB activities and additional exercises and interactive games).*
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 Island*
	+ *Audio CD’s*
	+ *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, pages 38-47).

*Grammar Review. Unit* 4 *review* (*Grammar Booklet*)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test** 4, (*Test Booklet*)

**Self-evaluation**

*Activity Book*: *Grammar summary and Activity Book review for Unit* 4, (AB, page 99).

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable:(***Test*** 4, *Test Booklet*).

* Repeating phrases and words.
* Telling the time.
* Saying the phrases in the *Grammar Boxes*.
* Pronouncing correctly –ie and –ue.
* Describing a room.
* Participating in dialogues to talk about daily routines.
* Asking and giving the time.

Listen and understand oral challenges of progressing difficulty:

* + Identifying routines and oral texts.
	+ Understanding and describing routines to others.
	+ Listen to an interview and identifying the time.
	+ Identifying activities and the times in a song.
	+ Understanding general and specific information in a story.
	+ Identifying if the information is 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*** 4*-Test Booklet*)

* Read and understand different texts:
* Identifying if the information is true or false.
* Understand information in phrases and small texts about routines.
* Understand general and specific information about a comic strip.
* Reading a text about how to get to school and understanding general and specific information.
* Showing understanding about texts about times of stores.
* Write phrases and small texts of daily situations following an example:
* Complete phrases.
* Complete questions and answers about routines.
* Write the time.
* Getting information from a table about means of transportation.
* Describing the time and the date of different activities.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Activities: (*have music lessons, have ballet lessons, do karate, do gymnastics, practice the piano, practice the violin, learn to cook, learn to draw, study English, study Maths*).
* Times of the day: (*morning, midday, afternoon, evening*).
* The time: (*a quarter past, half past, a quarter to, minute, hour, second*).
* **Review:**

Days of the week*: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*

Activities*: go (skateboarding), go (swimming)*

*Other words: Thirty, rivers.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*What do you do on (Saturdays)? I (have music lessons) on (Saturdays). What does he/she do on Saturdays)? She/he (has music lessons) at (two o’clock) When do you (have music lessons)? I have (music lessons) in the (morning). I have (music lessons) at (a quarter past two) When does he/she (have music lessons)? He/she (has music lessons) at (quarter past) two. She always (has ballet lessons) in the (morning). She never (walks). She often (goes to parties) How do you go to school? He goes to school (by car)*

CLIL language: *How do you go to school: road, river, radio, internet, plane, snowmobile.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ie and –ue.
* Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Use the Picture Dictionary to remember vocabulary.
* Review the Look! boxes.
* Identify the rules of the use of: adverbs of frequency.
* Use logic thinking: develop skills to use the dictionary.
* Use critical thinking: create a mosaic.
* Cooperative learning: check answers 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**

* 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:

* A chant (SB, page 42)
* A song about where the pets are located. (SB, page 44)
* An episodic story(SB, page 46)
* Trans-cultural texts (SB, page 48)

**UNIT 5: *Jobs***

**I. OBJECTIVES**

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

* Participate in oral communications:

Using the vocabulary of the unit: jobs and careers.

* Repeating phrases and words.
* Saying and singing the chant*,* the song (about clothes) and Karaoke song.
* Saying the words in Look!
* Talk about what you want to be in the future.
* Ask and answer questions about possible jobs.
* Ask and answer questions about careers.
* Explain motives to choose a job asking the motives of others.
* Talk about people that are admired.
* Answer to questions asked by the professor and the students.

Listen and understand oral challenges of progressing difficulty:

* + Identify words about jobs and careers in oral texts.
	+ Understanding speakers explaining what they want to be and why.
	+ Understanding specific information in a song about careers.
	+ Understanding general and specific information in the story of the unit.

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

* Read and understand different texts.
* Understanding information in a phrase and short texts (jobs).
* Use illustrations and short texts to guess the content of a text and understand given information.
* Answer questions to show understanding of a text.
* Understand general and specific information about a comic strip.
* Write phrases and small texts of daily situations following an example:
* Complete the Key Vocabulary words of the unit: jobs and careers.
* Complete questions and answers.
* Ordering words to make phrases.
* Writing a short text.
* Complete phrases.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Jobs: (*builder, fire-fighter, police officer, basketball player, film star, ballet dancer, astronaut, singer, model, journalist, photographer, carpenter, mechanic, lawyer, athlete*).
* **Review:**

*doctor, farmer, teacher, artist, nurse.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*What do you want to be? I want to be an (astronaut). What does he/she want to be? He/she wants to be a (builder). I don’t want to be an (astronaut). I don’t want to be a (builder). Do you want to be a (singer)? Yes, I do/don’t. Does he/she want to be a (singer)? Yes, he/she does / No, he/she doesn’t. Why do you want to be a (singer)? I want to be a (singer) because I (am good at singing)*

**CLIL language:**  Jobs of the future: *Olympic games, champion, coach, train, famous, brave.*

Jobs and careers of the future: Olympic Games: *champion, coach, train, famous, brave.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce–le and –y.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use prior knowledge to learn new words.
* Memorizes new words.
* Identify the rules of the use of: *want to be.*
* Use logic thinking: examine models and reach conclusions.
* Use creative thinking: Visual memory activities.
* Use critical thinking: inferring and comparing reasons.
* Cooperative learning: ask for help.
* 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:
* Look for information on people they admire.
* Look for information on worldwide heroes.
* Identify heroes of their country.
* 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 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 informations 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:
* Jobs: (*builder, fire-fighter, police officer, basketball player, film star, ballet dancer, astronaut, singer, model, journalist, photographer, carpenter, mechanic, lawyer, athlete*).
* Review learned vocabulary:

*doctor, farmer, teacher, artist, nurse.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*What do you want to be? I want to be an (astronaut). What does he/she want to be? He/she wants to be a (builder). I don’t want to be an (astronaut). I don’t want to be a (builder). Do you want to be a (singer)? Yes, I do/don’t. Does he/she want to be a (singer)? Yes, he/she does / No, he/she doesn’t. Why do you want to be a (singer)? I want to be a (singer) because I (am good at singing)*

CLIL language: Jobs of the future: *Olympic games, champion, coach, train, famous, brave.*

Jobs and careers of the future: Olympic Games: *champion, coach, train, famous, brave.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –le and –y.
* Pronounce words from the box Look*!*
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Use prior knowledge to learn new words.
* Memorizes new words.
* Identify the rules of the use of: *want to be.*
* Use logic thinking: examine models and reach conclusions.
* Use creative thinking: Visual memory activities.
* Use critical thinking: inferring and comparing reasons.
* Cooperative learning: ask for help.
* 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.
* Look for information on people they admire.
* Look for information on worldwide heroes.
* Identify heroes of their country.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Social Sciences. Understand a forum where different ideas are shared.
* Music and arts: draw and describe their drawings.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: read and understand information from an internet forum.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 53)
* A song (SB, page 54)
* An episodic story (SB, page 56)
* Trans-cultural texts (SB, page 58)

**Oral and written texts production:**

* A chant (SB, page 53)
* A song (SB, page 54)
* An episodic story (SB, page 56)
* Trans-cultural texts (SB, page 58)

**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)

* Giving reasons using prepositions.
* *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 the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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 Island*
* *Audio CDs*
* Islands’ web page.

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.

*CLIL language:* Jobs of the future: *Olympic Games, champion, coach, train, famous, brave.*

* 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 5 (SB page 56) learning about the values it teaches (*Values*: the importance of studying, work and play hard).

**Artistic and cultural competence**

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

* Talk about famous people. (Lesson 8, page 55)
* Singing chants, songs, *karaoke*, etc. (PB pages 52, 53 and 54)
* Read and act-out a story: (*Story*, SB, page 56).
* 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:

* 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:
* Organize their notebook to review the work done.

*CLIL language:*  Jobs of the future: *Olympic Games, champion, coach, train, famous, brave.*

* Jobs and careers of the future: Olympic games: *champion, coach, train, famous, brave*
* Develop their own capacities completing activities on their own (AB, pages 48 a 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 what they have learned and how they have learned them:
* 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: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Acting out the story of the unit (PB page 56)
* *Picture Dictionary*
* Completing the *Mini-Projects: CLIL*: Create a table of jobs and activities. (PB page58)
* *CLIL language:* Jobs of the future: *Olympic Games, champion, coach, train, famous, brave.*
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* *Activity Book Review*: Self-evaluation activity for each unit, (AB, page 100)
* *Picture Dictionary*

**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.

Cross-curricular material and cultural sections:

* Social Sciences. Understand a forum where different ideas are shared.
* Music and arts: draw and describe their drawings.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: read and understand information from an internet forum.

*CLIL language:* Jobs of the future: *Olympic Games, champion, coach, train, famous, brave.*

**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* (PB, page 100).
	+ Activity Book (Unit 5- pages 48-57).
	+ Reading and writing activities.
	+ *Unit Review activities (related to the Grammar summaries in the PB),*
	+ *Picture Dictionary*
	+ *Digital Activity Book (All AB activities and additional exercises and interactive games).*
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 Island*
	+ *Audio CD’s*
	+ *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, pages 48-57).

*Grammar Review. Unit* 5 *review* (*Grammar Booklet*)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test** 5, (*Test Booklet*)

**Self-evaluation**

*Activity Book*: *Grammar summary and Activity Book review for Unit* 5. AB, page 100.

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable:(***Test*** 5, *Test Booklet*).

* Participate in oral communications:

Using the vocabulary of the unit: jobs and careers.

* Repeating phrases and words.
* Talk about what you want to be in the future.
* Ask and answer questions about possible jobs.
* Ask and answer questions about jobs.
* Explain motives to choose a job asking the motives of others.
* Talk about people that are admired.

Listen and understand oral challenges of progressing difficulty:

* + Identify words about jobs and careers in oral texts.
	+ Understanding speakers explaining what they want to be and why.
	+ Understanding specific information in a song about careers.
	+ 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*** 5*-Test Booklet*)

* Read and understand different texts.
* Understanding information in a phrase and short texts (jobs).
* Use illustrations and texts to predict the content and interpret information.
* Answer questions to show understanding of a text.
* Understand general and specific information about a comic strip.
* Write phrases and small texts of daily situations following an example:
* Complete the Key Vocabulary words of the unit: jobs and careers.
* Complete questions and answers.
* Ordering words to make phrases.
* Writing a short text.
* Complete phrases.

**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.

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

**Vocabulary**

* Jobs: (*builder, fire-fighter, police officer, basketball player, film star, ballet dancer, astronaut, singer, model, journalist, photographer, carpenter, mechanic, lawyer, athlete*).
* **Review:**

*doctor, farmer, teacher, artist, nurse.*

### Grammar

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

*What do you want to be? I want to be an (astronaut). What does he/she want to be? He/she wants to be a (builder). I don’t want to be an (astronaut). I don’t want to be a (builder). Do you want to be a (singer)? Yes, I do/don’t. Does he/she want to be a (singer)? Yes, he/she does / No, he/she doesn’t. Why do you want to be a (singer)? I want to be a (singer) because I (am good at singing)*

CLIL language:

Jobs and careers of the future: Olympic Games: *champion, coach, train, famous, brave.*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (*Phonics*):
* Pronounce–le and –y.
* Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Use prior knowledge to learn new words.
* Memorizes new words.
* Identify the rules of the use of: *want to be.*
* Use logic thinking: examine models and reach conclusions.
* Use creative thinking: Visual memory activities.
* Use critical thinking: inferring and comparing reasons.
* Cooperative learning: ask for help.
* Reflect on their own learning, self-evaluation at the end of the unit.

**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:

* A chant (SB, page 52)
* A song about jobs (SB, page 54)
* An episodic story (SB, page 56)
* Cross-cultural texts (SB, page 58)

**UNIT 6: *Rainforests***

**I. OBJECTIVES**

**BLOCK 1- Listening, speaking and conversation**

* Participate in oral communications:

Using the vocabulary of the unit: nature.

* Repeating phrases and words.
* Saying and singing the chant*,* the song (about nature) and Karaoke song.
* Saying the words in Look!
* Giving information about jungles.
* Giving information about past activities.
* Pronounce –ce, -ci and –cir correctly.
* Acting out a story.
* Asking and answering questions about the location of objects.
* Taking parts on dialogues about the possibility and capacity of doing things.
* Exchanging information about tropical forests around the world.

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about tropical forests in oral texts.
	+ Understand what others could and couldn’t do.
	+ Understand specific information in a song about gorillas.
	+ Understanding general and specific information in the story of the unit.

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

* Read and understand different texts:
* Understand information in phrases and short texts about tropical forests in the past.
* Understand general and specific information about tropical forests in the world.
* Understand general and specific information about a comic strip.
* Show understanding of a text by answering questions about jungle forests.
* Write phrases and small texts of daily situations following an example:
* Key vocabulary words on the unit: nature.
* Complete phrases con Prepositions.
* Asking and answering questions.
* Look at illustrations and answering questions through writing.
* Make a crossword puzzle.
* Describe an illustration using prepositions.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Nature :( *hut, bridge, nest, waterfall, valley, mountains, vines, lake, sea, coast, hills*).
* Prepositions: (*around, through, towards, past*).
* **Review:**

Prepositions: (*behind, next to, in front of*)

Action verbs.

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Where’s the (hut)? It’s (over) the mountain. They’re (near) the (waterfall). They’re (between) the (waterfall) and the (mountain). Could you (walk) around the lake? Yes, I could/No, I couldn’t. I could (walk) around the (lake), but I couldn’t (swim) (across) it. I walk through the hills. Yesterday I walked through the hills. He/she talks to the teacher. Yesterday he/she talked to the teacher. Climb/climbed, hike/hiked, jump/jumped, listen/listened, look/looked, play/played, stay/stayed, walk/walked. I can go for a (run)*

*CLIL language:* Amazon jungle: *nectar, hummingbird, tarantula, tapir, parrot.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ce, -ci and –cir.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use prior knowledge to understand a text.
* Identify the rules of the use of simple past.
* Using logical thinking: problem solving.
* Use critical thinking: analyze their own skills.
* Cooperative learning: working in pairs and small group projects.
* 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:
* Look for information and learn about tropical forests in the world.
* Identify activities for a tropical forest.
* Become aware of forests in the country they live in.
* 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 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 informations 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 :( *hut, bridge, nest, waterfall, valley, mountains, vines, lake, sea, coast, hills*).
* Prepositions: (*around, through, towards, past*).
* **Review:**

Prepositions: (*behind, next to, in front of*)

Action verbs.

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Where’s the (hut)? It’s (over) the mountain. They’re (near) the (waterfall). They’re (between) the (waterfall) and the (mountain). Could you (walk) around the lake? Yes, I could/No, I couldn’t. I could (walk) around the (lake), but I couldn’t (swim) (across) it. I walk through the hills. Yesterday I walked through the hills. He/she talks to the teacher. Yesterday he/she talked to the teacher. Climb/climbed, hike/hiked, jump/jumped, listen/listened, look/looked, play/played, stay/stayed, walk/walked. I can go for a (run)*

*CLIL language:* Amazon jungle: *nectar, hummingbird, tarantula, tapir, parrot.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ce, -ci and -cir.
* Pronounce words from the box Look*!*
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Use prior knowledge to understand a text.
* Identify the rules of the use of simple past.
* Using logical thinking: problem solving.
* Use critical thinking: analyze their own skills.
* Cooperative learning: working in pairs and small group projects.
* 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.
* Look for information and learn about tropical forests in the world.
* Identify activities for a tropical forest.
* Become aware of forests in the country they live in.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Natural Sciences: living in a tropical forest.
* Geography; find information on the Amazon jungle.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: Read and understand texts about the past.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 62)
* A song about skills and leisure activities. (SB, page 64)
* An episodic story. *Cleo as a star* (SB, page 66)
* Trans-cultural texts (SB, page 68)

**Oral and written texts production:**

* A chant (SB, page 62)
* A song about skills and leisure activities. (SB, page 64)
* An episodic story. *Cleo as a star* (SB, page 66)
* Trans-cultural texts (SB, page 68)

**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)

* Talk about the past. (Lesson 4, page 65)
* *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**

* + Look for information about tropical forests in the Internet, Lesson 7, (SB, page 68)
	+ Use the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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 Island*
* *Audio CDs*
* Islands’ web page.

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.

*CLIL:* Amazon jungle: *nectar, hummingbird, tarantula, tapir, parrot.*

* 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 6 (SB page 65) learning about the values it teaches (*Values*: the importance of been prepared).

**Artistic and cultural competence**

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

* Appreciate forests in our country and in other parts of the world(Lesson 8, page 69)
* Singing chants, songs, *karaoke*, etc. (PB pages 62, 64 and 64)
* Read and act-out a story: (*Story*, SB, page 66).
* 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:

* 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:

*CLIL:* Amazon jungle: *nectar, hummingbird, tarantula, tapir, parrot.*

* 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 109).
* Reflect on what they have learned and how they have learned them:
* 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 106).
* Develop social abilities like respect, cooperation and team work playing games: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Acting out the story of the unit (PB page 66)
* *Picture Dictionary*
* Completing the *Mini-Projects*: *CLIL*: Make a mini poster with pictures and descriptions about animals. (PB page 68)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* *Activity Book Review*: Self-evaluation activity for each unit, (AB, page 101)
* *Picture Dictionary*

**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:

* Natural Sciences: living in a tropical forest.
* Geography: find information on the Amazon jungle.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: Read and understand texts about the past.
* *CLIL:* Amazon jungle: *nectar, hummingbird, tarantula, tapir, parrot.*

**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 65).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (*Act out the story*, PB page 65).
* Overcome inhibitions through songs and music (Singing chants, songs, etc.)

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + *Pupils Book* (Unit 6 – pages 52 to 61)
	+ Reference bar at the bottom of each page.
	+ *Grammar summary*.
* *Extensive reading* (PB, page 109).
	+ Activity Book (Unit 6- pages 58-67).
	+ Reading and writing activities.
	+ *Unit Review activities (related to the Grammar summaries in the PB),*
	+ *Picture Dictionary* (*Unit* 6, page 60).
	+ *Digital Activity Book (All AB activities and additional exercises and interactive games).*
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 Island*
	+ *Audio CD’s*
	+ *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, pages 58-67).

*Grammar Review. Unit* 6 *review* (*Grammar Booklet*)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test** 6, (*Test Booklet*)

**Self-evaluation**

*Activity Book*: *Grammar summary and Activity Book review for Unit* 6. AB, page 101

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable:(***Test*** 6, *Test Booklet*).

Using the vocabulary of the unit: nature.

* Repeating phrases and words.
* Giving information about jungles.
* Giving information about past activities.
* Pronounce –ce, -ci and –cir correctly.
* Asking and answering questions about the location of objects.
* Taking parts on dialogues about the possibility and capacity of doing things.

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about tropical forests in oral texts.
	+ Understand what others could and couldn’t do.
	+ Understand specific information in a song about gorillas.
	+ 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*** 6*-Test Booklet*)

* Read and understand different texts:
* Understand information in phrases and short texts about tropical forests in the past.
* Understand general and specific information about tropical forests in the world.
* Understand general and specific information about a comic strip.
* Show understanding of a text by answering questions about jungle forests.
* Write phrases and small texts of daily situations following an example:
* Key vocabulary words on the unit: nature.
* Complete phrases con Prepositions.
* Asking and answering questions.
* Look at illustrations and answering questions through writing.
* Make a crossword puzzle.
* Describe an illustration using prepositions.

**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.

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

**Vocabulary**

* Nature :( *hut, bridge, nest, waterfall, valley, mountains, vines, lake, sea, coast, hills*).
* Prepositions: (*around, through, towards, past*).
* **Review:**

Prepositions: (*behind, next to, in front of*)

Action verbs.

### Grammar

* Understand and use the grammar structures of the unit correctly: (**Test** 6-*Test Booklet*)
	+ **Language structures:**

*Where’s the (hut)? It’s (over) the mountain. They’re (near) the (waterfall). They’re (between) the (waterfall) and the (mountain). Could you (walk) around the lake? Yes, I could/No, I couldn’t. I could (walk) around the (lake), but I couldn’t (swim) (across) it. I walk through the hills. Yesterday I walked through the hills. He/she talks to the teacher. Yesterday he/she talked to the teacher. Climb/climbed, hike/hiked, jump/jumped, listen/listened, look/looked, play/played, stay/stayed, walk/walked. I can go for a (run)*

CLIL language: Amazon jungle: *nectar, hummingbird, tarantula, tapir, parrot.*

# Phonics

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

- Pronounce –ce, -ci and –cir.

- Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Develop useful learning strategies.
* Use prior knowledge to learn new words.
* Memorizes new words.
* Identify the rules of the use of: *want to be.*
* Use logic thinking: examine models and reach conclusions.
* Use creative thinking: Visual memory activities.
* Use critical thinking: inferring and comparing reasons.
* Cooperative learning: ask for help.
* Reflect on their own learning, self-evaluation at the end of the unit.

**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:

* A chant (SB, page 62)
* A song about skills and leisure activities. (SB, page 64)
* An episodic story. *Cleo as a star* (SB, page 66)
* Trans-cultural texts (SB, page 68)

**UNIT 7: *Feelings***

**I. OBJECTIVES**

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

* Participate in oral communications:

Using the vocabulary of the unit: Actions, emotions and feelings.

* Repeating phrases and words.
* Saying and singing the chant*,* the song (about their tastes on food) and Karaoke song.
* Saying the words in Look!
* Information on feelings and emotions.
* Ask and answer questions about feelings and emotions.
* Participating in a dialogue about feelings and emotions.
* Acting out a story.

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about feelings and emotions in oral texts.
	+ Understanding texts about feelings and emotions.
	+ Understanding specific information in a song about feelings and emotions.
	+ Understanding general and specific information in the story of the unit.
	+ Understanding specific information about celebrations in other countries.

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

* Read and understand different texts:
* Understanding information in a phrase (*feelings*).
* Reading about Ricky and identifying false and true information.
* Understand general and specific information about a comic strip.
* Understanding specific information in texts with illustrations about movies.

- Answering questions about celebrations and feelings.

* Write phrases and small texts of daily situations following an example:
* Write about feelings.
* Ask and answer questions based on words.
* Describe pictures.
* Transfer information from pictures to phrases.
* Complete a table.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Actions and emotions: (*crying, shouting, yawning, frowning, laughing, blushing, smiling, faking*).
* Feelings: (*nervous, proud, relieved, surprised, relaxed, embarrassed, worried*).
* **Review:**

*hungry, thirsty, sad, happy, tired, angry, scared, excited, sick, funny.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Why is he/she (crying)? Because he/she’s (sad). What’s the matter? I’m (nervous). How do you feel? I feel (nervous). What makes you feel (nervous)? (Tests) make me feel nervous. Help me! I can help you. Put it in the box. Give them a hug. I/me, you/you, he/him, she/her, it/it, we/us, they/them.*

*Wider World language*: lantern, traditional dress, dragon dance.

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (*Phonics*):
* Pronounce –ge and –dge.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use illustrations to get information from a text.
* Understanding instructions
* Identify the rules of the use of: adjectives to express feelings.
* Organize and get information from a table.
* Use logic thinking: get ideas about feelings.
* Use critical thinking: analyzed objectively about their own feelings.
* Cooperative learning: work in pairs or small groups in a project.
* 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:
* Look for information and learn about celebrations around the world.
* Learn to respect other feelings and emotions.
* Become aware of the importance of celebrations in their country and the emotions they bring on people.
* 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 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 informations 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 and emotions: (*crying, shouting, yawning, frowning, laughing, blushing, smiling, faking*).
* Feelings: (*nervous, proud, relieved, surprised, relaxed, embarrassed, worried*).
* **Review:**

*hungry, thirsty, sad, happy, tired, angry, scared, excited, sick, funny.*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Why is he/she (crying)? Because he/she’s (sad). What’s the matter? I’m (nervous). How do you feel? I feel (nervous). What makes you feel (nervous)? (Tests) make me feel nervous. Help me! I can help you. Put it in the box. Give them a hug. I/me, you/you, he/him, she/her, it/it, we/us, they/them*

**Wider World language**: *lantern, traditional dress, dragon dance*.

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ge and –dge.
* Pronounce words from the box Look*!*
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Use illustrations to get information from a text.
* Understanding instructions
* Identify the rules of the use of: adjectives to express feelings.
* Organize and get information from a table.
* Use logic thinking: get ideas about feelings.
* Use critical thinking: analyzed objectively about their own feelings.
* Cooperative learning: work in pairs or small groups in a project.
* 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.
* Look for and learn about leisure activities in places where they can exercise.
* Look for information and learn about celebrations around the world.
* Learn to respect other feelings and emotions.
* Become aware of the importance of celebrations in their country and the emotions they bring on people.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Social Sciences: understand information about movies.
* Music and arts: song and chant.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: read and understand a graph.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 72)
* A song about their tastes on food (SB, page 74)
* An episodic story: Feelings during filming (SB, page 76)
* Trans-cultural texts (SB, page 78)

**Oral and written texts production:**

* A chant (SB, page 72)
* A song about their tastes on food (SB, page 74)
* An episodic story: Feelings during filming (SB, page 76)
* Trans-cultural texts (SB, page 78)

**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)

* Use gestures to express feelings and emotions. (Lessons 1 and 3).
* *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**

* + Prepare a Power Point presentation about feelings. Lesson 7 (SB, page 78)
	+ Use the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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 Island*
* *Audio CDs*
* Islands’ web page.

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.

*Wider World language*: *lantern, traditional dress, dragon dance*.

* 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 7 (SB page 76) learning about the values it teaches (*Values*: The importance of helping others).

**Artistic and cultural competence**

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

* Express feelings that related to popular activities in different parts of the world. (Lesson 8, page 9)
* Singing chants, songs, *karaoke*, etc. (PB pages 72, 73 and 74)
* Read and act-out a story: (*Story*, SB, page 76).
* 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:

* 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:
* *Wider World language***:** *lantern, traditional dress, dragon dance.*
* 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 what they have learned and how they have learned them:
* 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: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Acting out the story of the unit (PB page 75)
* *Picture Dictionary*
* Completing the *Mini-Projects*: *CLIL*: Write phrases to explain the causes of some feelings in the students. (PB page 78)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* *Activity Book Review*: Self-evaluation activity for each unit, (AB, page 102).
* *Picture Dictionary*

**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:

* *Wider World language*: *lantern, traditional dress, dragon dance*.

**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 75).
* Using plastic language to express feelings and emotions. Optional activities in the TG.
* Through corporal movements and expressions (*Act out the story*, PB page 75).
* 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* (PB, page 110).
	+ Activity Book (Unit 7- pages 68-77).
	+ Reading and writing activities.
	+ *Unit Review activities (related to the Grammar summaries in the PB),*
	+ *Picture Dictionary*
	+ *Digital Activity Book (All AB activities and additional exercises and interactive games).*
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 Island*
	+ *Audio CD’s*
	+ *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, pages 68-77).

*Grammar Review. Unit* 7 *review* (*Grammar Booklet*)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test 7** (*Test Booklet*)

**Self-evaluation**

*Activity Book*: *Grammar summary and Activity Book review for Unit* 7. AB, page 102.

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable:(***Test*** 7, *Test Booklet*).

Using the vocabulary of the unit: Actions, emotions and feelings.

* Repeating phrases and words.
* Information on feelings and emotions.
* Ask and answer questions about feelings and emotions.
* Participating in a dialogue about feelings and emotions.

Listen and understand oral challenges of progressing difficulty:

* + Identifying words about feelings and emotions in oral texts.
	+ Understanding texts about feelings and emotions.
	+ Understanding specific information in a song about feelings and emotions.
	+ Understanding general and specific information in the story of the unit.
	+ Understanding specific information about celebrations in other countries.

**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*)

* Read and understand different texts:
* Understanding information in a phrase (*feelings*).
* Identifying true or false phrases.
* Understand general and specific information about a comic strip.
* Understanding specific information in texts with illustrations about movies.

- Answering questions about celebrations and feelings.

* Write phrases and small texts of daily situations following an example:
* Write about feelings.
* Ask and answer questions based on words.
* Describe pictures.
* Transfer information from pictures to phrases.
* Complete a table.

**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.

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

**Vocabulary**

* Actions and emotions: (*crying, shouting, yawning, frowning, laughing, blushing, smiling, faking*).
* Feelings: (*nervous, proud, relieved, surprised, relaxed, embarrassed, worried*).
* **Review:**

*hungry, thirsty, sad, happy, tired, angry, scared, excited, sick, funny.*

### Grammar

* Understand and use the grammar structures of the unit correctly: (**Test** 7-Test Booklet)
	+ **Language structures:**

*Why is he/she (crying)? Because he/she’s (sad). What’s the matter? I’m (nervous). How do you feel? I feel (nervous). What makes you feel (nervous)? (Tests) make me feel nervous. Help me! I can help you. Put it in the box. Give them a hug. I/me, you/you, he/him, she/her, it/it, we/us, they/them*

*Wider World language*: *lantern, traditional dress, dragon dance*.

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (*Phonics*):
* Pronounce –ge and –dge.
* Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Use illustrations to get information from a text.
* Understanding instructions.
* Identify the rules of the use of: adjectives to express feelings.
* Organize and get information from a table.
* Use logic thinking: get ideas about feelings.
* Use critical thinking: analyzed objectively about their own feelings.
* Cooperative learning: work in pairs or small groups in a project.
* Reflect on their own learning, self-evaluation at the end of the unit.

**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:

* A chant (SB, page 72)
* A song about their tastes on food (SB, page 74)
* An episodic story: Feelings during filming (SB, page 76)
* Trans-cultural texts (SB, page 78)

**UNIT 8: *Action!***

**I. OBJECTIVES**

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

* Participate in oral communications:

Using the vocabulary of the unit: Leisure activities and equipment.

* Repeating phrases and words.
* Saying and singing the chant*,* the song (about actions they are doing at the moment they are talking) and Karaoke song.
* Saying the words in Look!
* Offering suggestions and respond to them.
* Asking and answering questions about future plans.
* Participating in dialogues about leisure activities.
* Talk about what leisure activities they prefer and which ones they don’t.
* Acting out a story.

Listen and understand oral challenges of progressing difficulty:

* + Identifying vocabulary related to outdoor activities and extreme sports in oral texts.
	+ Understanding suggestions.
	+ Understanding specific information in a song about activities.
	+ Understanding information in a conversation recorded to ask and answer questions.
	+ Understanding general and specific information in the story of the unit.
	+ Understanding specific information in an oral text about Summer Camps in other countries.

**BLOQUE 2- Written communication:**

* Read and understand different texts:
* Understanding information in a phrase and short texts. (Outdoor activities and extreme sports).
* Read a postcard and Identifying if the information is true or false.
* Look at illustrations to predict the content of a text.
* Understand general and specific information about a comic strip.
* Understand specific aspects about how to save nature.
* Understand specific information in oral texts about Summer Camps in other countries.
* Write phrases and small texts of daily situations following an example:
* Write about some of the activities of a couple of characters.
* Answer questions in written form about actions.
* Write suggestions and responses.
* Write personal information about feelings .
* Make a crossword puzzle.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* Outdoor activities and equipment: (*snorkelling/snorkel, surfing/surfboard, sailing/lifejacket, kayaking/paddle, fishing/fishing rod, horse-riding/riding boots*).
* Emotions: (*fond of, crazy about, bored with, care of, terrified of*).
* Extreme sports: (*rafting, bungee jumping, rock climbing, scuba diving, hang gliding*).
* **Review:**

*climbing, water-skiing, surfing*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Let’s go (snorkelling). Great idea! I love (snorkelling)! Let’s go (horse-riding)! have you got (riding boots)? Yes. I have/No, I haven’t. What are you going to do (tomorrow)? I’m going surfing (tomorrow). What is he/she going to do (this summer)? He/she’s going (snorkelling) (this summer).*

*CLIL language: save the reefs: save, coral reef, skeleton, seahorse, starfish, global warming, dead.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ph and –wh.
* Be able to combine sounds and letters individually to create words.
* Develop useful learning strategies.
* Use prior knowledge to understand the information from a text.
* Interpret and organize information.
* Use logic thinking: deduct the meaning of words based on the context.
* Use critical thinking: predict a result of actions to save nature.
* 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:
* Look for and find activities in summer camps around the world.
* Identify summer camp activities in their country.
* 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 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 informations 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:
* Outdoor activities and equipment: (*snorkelling/snorkel, surfing/surfboard, sailing/lifejacket, kayaking/paddle, fishing/fishing rod, horse-riding/riding boots*).
* Emotions: (*fond of, crazy about, bored with, care of, terrified of*).
* Extreme sports: (*rafting, bungee jumping, rock climbing, scuba diving, hang gliding*).
* Review learned vocabulary:

*climbing, water-skiing, surfing*

* Understand and apply grammar concepts correctly:
	+ **Language structures:**

*Let’s go (snorkelling). Great idea! I love (snorkelling)! Let’s go (horse-riding)! have you got (riding boots)? Yes. I have./No, I haven’t. What are you going to do (tomorrow)? I’m going surfing (tomorrow). What is he/she going to do (this summer)? He/she’s going (snorkelling) (this summer). CLIL language: save the reefs: save, coral reef, skeleton, seahorse, starfish, global warming, dead.*

* Recognize and reproduce sounds, rhythm, accentuation, and intonation (***Phonics***):
* Pronounce –ph and –wh.
* Pronounce words from the box Look*!*
* 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 Reflexions about learning**

* Develop useful learning strategies.
* Use prior knowledge to understand the information from a text.
* Interpret and organize information.
* Use logic thinking: deduct the meaning of words from context.
* Use critical thinking: predict the outcome of actions to save nature.
* 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.
* Look for and learn about leisure activities in places where they can exercise.
* Look for and find activities in summer camps around the world.
* Identify summer camp activities in their country.
* Show a receptive attitude towards those who speak a different language than their own.
* Interdisciplinary contents:
* Natural Sciences: save the reefs.
* Cultural. Cultural activities in summer camps.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: Interpret non verbal information that comes with texts: images, illustrations, pictures, etc.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* A chant (SB, page 83)
* A song about actions that occurred while talking. (SB, page 84)
* A story about filming nature. (SB, page 86)
* An episodic story: *Crazy about Madley Cool!* (SB, page 86)
* Trans-cultural texts (SB, page 88)

**Oral and written texts production:**

* A chant (SB, page 83)
* A song about actions that occurred while talking. (SB, page 84)
* A story about filming nature. (SB, page 86)
* An episodic story: *Crazy about Madley Cool*! (SB, page 86)
* Trans-cultural texts (SB, page 88)

**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)

* Show interest in new vocabulary. (Lessons 1 and 3).
* *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**

* + Look for information about summer camps in the internet. Lesson 8 (SB, page 89)
	+ Use the new technologies with *Active Teach* and at home with *Digital Activity Book* (Lessons 1-10).
* 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 Island*
* *Audio CDs*
* Islands’ web page.

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.

*CLIL language: save the reefs: save, coral reef, skeleton, seahorse, starfish, global warming, dead.*

* 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*)
* 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.
* Learning to participate and collaborate with peers through the story of the unit 8 (SB page 86) learning about the values it teaches (*Values*: the importance of enjoying activities).

**Artistic and cultural competence**

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

* Talk about summer camps in other words parts of the world. (Lesson 8, page 89)
* Singing chants, songs, *karaoke*, etc. (PB pages 82, 83, 84)
* Read and act-out a story: (*Story*, SB, page 86).
* Develop and value initiative, imagination and creativity.
* 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:

* 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:

CLIL language: *save the reefs: save, coral reef, skeleton, seahorse, starfish, global warming, dead.*

* 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 what they have learned and how they have learned them:
* 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: *Optional games activities* (TG).
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.
* Acting out the story of the unit (PB page 86)
* *Picture Dictionary*
* Completing the *Mini-Projects: CLIL*: A poster about animals. (PB page 88)
* To assess their own capacities like the capacity to personalize and self evaluate in the following sections:
* *Activity Book Review*: Self-evaluation activity for each unit, (AB, page 103)
* *Picture Dictionary*

**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:

* Natural Sciences: save the reefs.
* Cultural. Cultural activities in summer camps.
* Linguistic abilities: read a story, act out a story, and tell a story.
* Skills of communication: Interpret non verbal information that comes with texts: images, illustrations, pictures, etc.

*CLIL language: save the reefs: save, coral reef, skeleton, seahorse, starfish, global warming, dead.*

**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* (PB, page 111).
	+ Activity Book (Unit 8- pages 78-87).
	+ Reading and writing activities.
	+ *Unit Review activities (related to the Grammar summaries in the PB),*
	+ *Picture Dictionary* (*Unit* 8, page 90).
	+ *Digital Activity Book (All AB activities and additional exercises and interactive games).*
	+ *Active Book*; activities and interactive games to practice the language.
	+ *Flashcards, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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 Island*
	+ *Audio CD’s*
	+ *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, pages 78-87).

*Grammar Review. Unit* 8 *review* (*Grammar Booklet*)

*Picture Dictionary*

**Summative evaluation**

*Progress Check*

**Test** 8, (*Test Booklet*)

**Self-evaluation**

*Activity Book*: *Grammar summary and Activity Book review for Unit* 8. AB, page 103

Evaluation Criteria

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

Participate in oral interactions directed to common topics easily predictable:(***Test*** 8, *Test Booklet*).

Using the vocabulary of the unit: Leisure activities and equipment.

* Repeating phrases and words.
* Offering suggestions and respond to them.
* Asking and answering questions about future plans.
* Participating in dialogues about leisure activities.
* Talk about what leisure activities they prefer and which ones they don’t.
* Acting out a story.

Listen and understand oral challenges of progressing difficulty:

* + Identifying vocabulary related to outdoor activities and extreme sports in oral texts.
	+ Understanding suggestions.
	+ Understanding specific information in a song about activities.
	+ Understanding information in a conversation recorded to ask and answer questions.
	+ Understanding general and specific information in the story of the unit.
	+ Understanding specific information in an oral text about Summer Camps in other countries.

**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*)

* Understanding information in a phrase and short texts. (Outdoor activities and extreme sports).
* Read a postcard and Identifying if the information is true or false.
* Look at illustrations to predict the content of a text.
* Understand general and specific information about a comic strip.
* Understand specific aspects about how to save nature.
	+ Understanding specific information in an oral text about Summer Camps in other countries.
* Write phrases and small texts of daily situations following an example:
* Write about some of the activities of a couple of characters.
* Answer questions in written form about actions.
* Write suggestions and responses.
* Write personal information about feelings .

**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.

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

**Vocabulary**

* Outdoor activities and equipment: (*snorkelling/snorkel, surfing/surfboard, sailing/lifejacket, kayaking/paddle, fishing/fishing rod, horse-riding/riding boots*).
* Emotions: (*fond of, crazy about, bored with, care of, terrified of*).
* Extreme sports: (*rafting, bungee jumping, rock climbing, scuba diving, hang gliding*).
* **Review:**

*climbing, water-skiing, surfing.*

### Grammar

* Understand and use the grammar structures of the unit correctly: (**Test** 8-Test Booklet)
	+ **Language structures:**

*Let’s go (snorkelling). Great idea! I love (snorkelling)! Let’s go (horse-riding)! have you got (riding boots)? Yes. I have/No, I haven’t. what are you going to do (tomorrow)? I’m going surfing (tomorrow). What is he/she going to do (this summer)? He/she’s going (snorkelling) (this summer).*

*CLIL language: save the reefs: save, coral reef, skeleton, seahorse, starfish, global warming, dead.*

# Phonics

* Recognize and reproduce sounds, rhythm, accentuation, and intonation: of expressions (Phonics):
* Pronounce –ph and –wh.
* Pronounce words from the box Look*!*
* Be able to combine sounds and letters individually to create words.

# Reflections on learning

* Look for and find out summer camp activities in other places in the world.
* Identify summer camp activities in their country.

**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:

* A chant (SB, page 82)
* A song about actions that occurred while talking. (SB, page 84)
* A story about filming nature. (SB, page 86)
* An episodic story: *Crazy about Madley Cool*! (SB, page 86)
* Trans-cultural texts (SB, page 88)

***GOODBYE***

**I. OBJECTIVES**

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

* Participate in oral communications:

Using the vocabulary of the unit: review vocabulary.

* Saying truth or false.
* Answer questions.
* Repeating words and phrases.

Listen and understand oral challenges of progressing difficulty:

* + Listen to an oral text to identify characters.
	+ Listen and repeat words.
	+ Listen, find parts of an illustration and repeat phrases.
	+ Listen to model texts to repeat them through writing answering questions.

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

* Read and understand different texts:
* Relate parts of a phrase.
* Write phrases and small texts of daily situations following an example:
* Write questions and answers.
* Complete texts about movie stars.
* Write personal texts using oral texts as models.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit: Review vocabulary.
* Understand and apply grammar concepts correctly:
	+ **Language structures:**  Review language structures.
* Develop useful learning strategies.
* Use prior knowledge.
* Identify the rules in the use of language structures.
* Cooperative learning: Working in pairs or small groups.

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

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Collaborate in class through group and pairs activities.
* 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.
* 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 informations 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: Review vocabulary.
* Understand and apply grammar concepts correctly:
	+ **Language structures:**  Review language structures.
	+ 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 Reflexions about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Identify the rules in the use of language structures.
* Cooperative learning: Working in pairs or small groups.

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

* Recognize and learn basic forms of social interactions in a foreign language.
* Collaborate in class through group and pairs activities.
* 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:
* Music and arts: movie; movie stars.
* Skills of communication: write about themselves, relate people with their names.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* Review all the stories from the course.

**Oral and written texts production:**

* Review all the stories from the course.

**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)

* Ask and answer questions.
* *Listen and point and repeat* (PB), *Listen and chant*, ask *and answer* (PB), *Listen and sing* (PB). *Listen to the story*. *Listen and say* (PB)
* *Ask and answer* (PB), *Sing and do the actions* (PB), *Look and play* (PB). *Listen then play* (PB).

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* Learning about their peers and classroom collaboration.
* 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*)
* 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.

**Artistic and cultural competence**

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

* Immerse in the language, traditions and culture of an English speaking country.
* Knowledge of the Arts: movie; movie stars.

**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 the use of a set of strategies, resources and working techniques for reasoning and critical thinking.
* 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, *Activity Book*, etc.
* Reflect on what they have learned and how they have learned them: Exercises for del *Activity Book*.

**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, *Goodbye* pages 88-91).
* Use the reference materials of the unit: reference bar at the bottom of each page, *Activity Book*, etc.
* Develop social abilities like respect, cooperation and team work playing games.
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.

**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:

* Music and arts: movie; movie stars.
* Skills of communication: write a summary, talk about the movies.

**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.

* Using plastic language to express feelings and emotions. Optional activities in the TG.

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + *Pupils Book* (*Goodbye* – pages 92-95)
	+ Reference bar at the bottom of each page.
	+ Activity Book (*Welcome*- pages 88-91).
	+ 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, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Story cards (story dialogues).*
	+ *Online Island* (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*
	+ 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 CD’s*
	+ *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 (*Goodbye*, pages 88-91).

***FESTIVALS***

**I. OBJECTIVES**

Appended about *Halloween*, Christmas, Holy Week, Mother’s Day, *Pancake day* and Earth Day.

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

* Participate in oral communications:

Using the vocabulary of the unit: review vocabulary.

* Saying truth or false.
* Answer questions.
* Singing songs.
* Repeating words and phrases.

Listen and understand oral challenges of progressing difficulty:

* + Listen to oral texts and identify vocabulary.
	+ Listen and repeat words.
	+ Listening and singing songs.
	+ Listen, find parts of an illustration and repeat phrases.
	+ Listen to a recording and identify a picture.

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

* Read and understand different texts:
* Read and relate parts of a phrase.
* Read and understand a text about Mother’s Day.
* Read a text about *Pancake Day* Answer questions.
* Write phrases and small texts of daily situations following an example:
* Write questions and answers.
* Complete texts about movie stars.
* Write a personal text using an oral text as a model.

**BLOCK 3 - Knowledge of the language**

* Identify and use the key vocabulary of the unit:
* *Halloween*: (*moon, owl, skeleton, monster, bone, sky*).
* *Christmas Day*: (*Christmas crackers, play with presents, Christmas lunch, open presents, snowball, snowman Christmas pudding*).
* *Easter*: (*Easter eggs, chocolate bunny, jelly beans, trail, hide*).
* *Pancake Day*: (*toss, frying pan*).
* *Earth Day*: (*Recycle plastic, reuse paper, don’t use plastic bags, recycle cans, Reuse glass bottles, Give old clothes to other people*).
* Understand and apply grammar concepts correctly:
	+ **Language structures:**  Review language structures.
* Develop useful learning strategies.
* Use prior knowledge.
* Identify the rules in the use of language structures.
* Cooperative learning: Working in pairs or small groups.

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

* Recognize and learn basic forms of social interactions in a foreign language through class participation:
* Learn about festival sin other parts of the world.
* Collaborate in class through group and pairs activities.
* 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.
* 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 informations 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:
* *Halloween*: (*moon, owl, skeleton, monster, bone, sky*).
* *Christmas Day*: (*Christmas crackers, play with presents, Christmas lunch, open presents, snowball, snowman Christmas pudding*).
* *Easter*: (*Easter eggs, chocolate bunny, jelly beans, trail, hide*).
* *Pancake Day*: (*toss, frying pan*).
* *Earth Day*: (*Recycle plastic, reuse paper, don’t use plastic bags, recycle cans, Reuse glass bottles, Give old clothes to other people*).
* Understand and apply grammar concepts correctly:
	+ **Language structures:**  Review language structures.
	+ 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 Reflexions about learning**

* Develop useful learning strategies.
* Use prior knowledge.
* Identify the rules in the use of language structures.
* Cooperative learning: Working in pairs or small groups.

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

* Recognize and learn basic forms of social interactions in a foreign language.
* Learn about festival sin other parts of the world.
* Collaborate in class through group and pairs activities.
* 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:
* Sciences: respecting the planet. Recycling.
* Social Sciences: Learn about festivals from other countries.
* Skills of communication: write about themselves, relate people with their names.

**BLOCK 5- Literacy Education**

**Literacy genders:**

* “Villancicos”; Christmas Carols.
* A song about: Easter.

**Oral and written texts production:**

* “Villancicos”; Christmas Carols.
* A song about: Easter.

**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)

* Ask and answer questions.
* *Listen and point and repeat* (PB), ask *and answer* (PB), *Listen and sing* (PB), *Listen and say* (PB)
* *Ask and answer* (PB), *Sing and do the actions* (PB), *Look and play* (PB), *Listen then play* (PB).

**Civic and social competence**

* This competence is developing through the knowledge of the interdisciplinary sections related to the theme of the unit.
* Learning about their peers and classroom collaboration.
* Family celebrations; Mother’s Day.
* 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*)
* 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.

**Artistic and cultural competence**

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

* 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:

* Learn and use good techniques and learning practices.
* Get started in the use of a set of strategies, resources and working techniques for reasoning and critical thinking.
* Develop their own capacities completing activities on their own (AB, pages 92 to 95) while familiarizing with reading and writing.
* Use the reference materials of the unit: reference bar at the bottom of each page, *Activity Book*, etc.
* Reflect on what they have learned and how they have learned them: Exercises for del *Activity Book*.

**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, *Festivals* pages 92-95).
* Use the reference materials of the unit: reference bar at the bottom of each page, *Activity Book*, etc.
* Develop social abilities like respect, cooperation and team work playing games.
* Getting use to complete work that include planning, brainstorm ideas, acting, and developing personal qualities like initiative, self-improvement, and perseverance: etc.

**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:

* Ecology; recycling.
* Skills of communication: write a summary, talk about the movies.

**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.

* Using plastic language to express feelings and emotions. Optional activities in the TG.

**IV. ATTENTION TO DIVERSITY**

Extra-practice and extension activities

* + *Pupils Book* (*Festivals* – pages 96-103)
	+ Reference bar at the bottom of each page.
	+ Activity Book (*Festivals*- pages 92-95).
	+ 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, Word cards, story cards, phonics cards, posters, videos.*
	+ *Flashcards and Word cards* (colours, actions).
	+ *Phonics cards*
	+ *Online Island* (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*
	+ 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 CD’s*
	+ *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 92-95).