**Performance 2**

**General Programme of Contents

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Area of Foreign Languages:**

**English**

**starter unit**

**I. OBJECTIVES**

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* To review and use basic grammatical structures in order to communicate correctly, providing a relatively high degree of cognitive challenge:

*Tense review*: present, past and future.

**3.2 Reflection on learning**

* To think and apply useful strategies to improve oral and written productions: *Round-up.*

**II. CONTENTS**

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* Look at a picture, read a profile and talk about the person’s life. (*Student’s Book, page* 5).
* Ask and answer questions about yourself using different tenses; present, past and future (**All about yourself**). (*Student’s Book, page* 5).
* Complete grammar exercises in order to review the tenses: expressing the present, expressing the past, expressing the future (*Student’s Book, pages* 6 and 7).
* Practice the vocabulary and grammar section of the unit in to real communication context (**Round-up**, *Student’s Book, page* 8):
* Rewrite the sentences using the words given.
* Write questions for the underlined words.
* Write complete sentences.
* Choose the correct option.
* Correct the mistakes in an email.

**3.2 Reflection on learning**

* Think about the strategies used to improve the Grammar:
	+ **Round-up** (*Student’s Book, page* 8).

**III. MIXED ABILITY ACTIVITIES**

Consolidation and Revision Activities

* **Student’s Book**
	+ *Grammar reference (Starter Unit, pages 102 to 105).*
	+ *Irregular verbs (pages 132 and 133).*
	+ *Phrasal verbs (pages 134 to 136).*
	+ *Active Teach.*
* **Workbook**
	+ *Grammar reference (pages 90 to 113).*
	+ *Consult MyEnglishLab (Workbook online).*

Extension activities

* **Teacher’s Guide:** *Optional activities, Additional activities, Extra help, Extra challenge, Optional exercises, Tips.*

**unit 1 – *Study success***

**I. OBJECTIVES**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* To understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
* Two texts describing the study habits and methods of two students (*Are you a good studen*t? – **Focus on the Topic**).
* An interview with a study skills expert giving advice (*Study tips*).
* To practice a range of listening comprehension skills; **Listening Strategies**: *Answering multiple-choice questions*.
* To express oneself fluently and accurately using the appropriate strategies and skills for each communicative situation:
* Function: Describing a picture.
* **Useful language**: Useful expressions for describing position/describing what you can see/speculation.

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* To understand the gist and the most relevant specific information in reading texts in different contexts linked to the topic of the unit:
* Two texts describing the study habits and methods of two students (*Are you a good studen*t? – **Focus on the Topic**).
* An adapted text about techniques that help us to learn more effectively (*Study right!*).
* To practice a range of reading skills and specific aspects of effective reading according to the type of text:
* **Reading Strategies:** *Answering question in your own words*.
* **Language in context:** *False friends, words in the text preview, grammar preview*.
* To practice different types of composition, with the aid of clear writing models and step-by-step instructions; in this unit: **a** **formal letter**.
* To practice and acquire the necessary writing skills to write effectively; **Writing Strategies**: *Writing a formal letter*.
* To use appropriate resources of cohesion and coherence in a text (**Language work**): sequencing points/formal letters/useful language.

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* To understand and use the grammatical structures learnt in the unit correctly, providing a relatively high degree of cognitive challenge:

**Modal verbs**: *had better*, modal perfects.

**Vocabulary**

* To learn and use a range of vocabulary that is genuinely useful for expressing ideas:

**Topic vocabulary review**: study skills and success.

**Word building**: adjectives and nouns.

**Words in the text**: *collocations*, *advice / advise*.

Deductions/Talking about the future.

**Phonetics**

* To improve pronunciation through the use of the phonetic alphabet and the recognition and production of basic patterns of rhythm, intonation and stress in words and sentences. In this unit:
* The /u/ sound.
* *stress* in phrases (**Pronunciation workshop**).

**3.2 Reflection on learning**

* To think about the strategies used to improve and self-correct oral and written productions (*Reading Strategies, Listening Strategies, Speaking Strategies, Writing Strategies*), using the proposed exercises (*Action plan*!) for each skill.
* To implement strategies to revise, organize, consolidate and remember the vocabulary and language structures: *Round-up, Language in context, Word building, Words in the text.*
* To practice basic language and vocabulary structures and functions of the foreign language in real and specific everyday communication contexts highlighted as: *Have your say! Let’s Listen!, Say it right!*
* To consolidate the strategies of assessment and self-assessment in the learning process while giving students ample preparation and practice in exam techniques and strategies.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Immersion in the language, tradition and culture of the English-speaking world and also recognition and appreciation of the foreign language as an instrument of communication and learning, whilst showing to positive attitude towards people who speak another language and have to different culture to the student’s own.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* To enjoy literature through the reading of chosen texts and those of other, audiovisual, artistic genres (theatre, cinema, radio, television...), in order to gain an understanding of the world and of the human condition, to enrich ones language and to develop aesthetic awareness.

 **II. CONTENTS**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Listen to texts about describing habits and methods of two students and complete the listening comprehension activities (**Focus on the topic** *Student’s Book,* *page* 9).
* Listen and read to a dialogue in order to practice the grammar section of the unit in a real communication context (**Round-up**, *Student’s Book,* *page* 13).
* Read and listen to a text in order to practice the vocabulary and grammar section of the unit in a real communication context (**Round-up**, *Student’s Book,* *page* 15).
* Dictation (**Lets Listen!**, *Student’s Book*, *page* 15).
* Listen to an interview with a study skills expert and complete the listening comprehension activities (*Study Tips*, *Student’s Book,* *page* 16)*.*
* Read a chart about how to improve listening comprehension skills and do the exercises (**Listening Strategies-Action plan!**) *Student’s Book*, *page* 16).
* Listen to and read a model description of a picture which presents the language functions needed in this unit: describing a picture. Then do the speaking practice activities (*Student’s Book,* *page* 17, Speaking reference *page* 141)*.*
* Oral communication to practice the language functions (describing a picture) they have learned in the unit using the useful expressions provided (**Useful language:** **Controlled practice and Free practice,** *Student’s Book,* *page* 17 and 143, *speaking reference* *page* 141).

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Read two texts describing the habits and methods of two students and practice the reading comprehension activities (**Focus on the topic**, *Student’s Book, page* 9).
	+ Read an educational text about some techniques that help us to learn more effectively and practice the reading comprehension exercises (*Study right!*, *Student’s Book,* *pages* 10 and 11).
* Read a chart about how to improve the reading comprehension skills and do the exercises (**Reading Strategies-Action plan!**) *Student’s Book*, *pages* 10 and 11).
* After reading the text, complete a range of vocabulary and grammar exercises through to variety of question types in the **Language in context** section (Reading): *False friends, words in the text preview, grammar preview Student’s Book pages* 10 and 11).
* Read a letter (writing composition model) and follow the step-by-step instructions: Analysis of the ideas and language of the model text. Read the chart (**Writing Strategies:** *Writing a formal letter),* which helps acquire the necessary skills for writing effectively and do the proposed exercises (**Action plan)**, *Student’s Book, page* 18)*.*
* Practice the key language used in the model text (**Language work** *Sequencing points and formal letters useful language, Student’s Book, page* 19)*.*
* Write a formal letter of complaint to the head teacher at your daughter’s school, following the text model and the step-by-step instructions (**Plan, write, check**, *Student’s Book pages* 18-19*; Student’s Book,* Writing Reference*, page* 148).

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* Exercises that provide practice of the unit grammar points (*Student’s Book, page*s 12-13*; Student’s Book, Grammar Reference, page* 106).
* Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 13).

**Vocabulary**

* + Exercises that provide practice of the unit vocabulary (*Student’s Book, page* 14 and 15, Wordlist, *page* 126 and *Grammar reference* *page* 109).
	+ **Topic vocabulary review**: study skills and success.
	+ **Word building**: adjectives and nouns.
	+ **Words in the text**: *collocations*, *advice/advise*.
	+ Deductions/Talking about the future.
	+ Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book*, *page* 15).

**Phonetics**

* Listen and repeat words with the /u/ sound (*Student’s Book*, *page* 13).
* Exercises that provide pronunciation practice: Stress in phrases (**Pronunciation workshop**, *Student’s Book, page* 17).

**3.2 Reflection on learning**

* Practice and think about the language skills needed to improve written and oral English:
* **Reading Strategies:** *Answering to question in your own words* (*Student’s Book, page* 7).
* **Listening Strategies:** *Answering multiple-choice questions (Student’s Book, page* 10).
* **Writing Strategies**: *Writing a formal letter* (*Student’s Book, page* 18).
* Implement strategies to practice, revise, extend and consolidate vocabulary and grammar:
* **Language in context** *(Student’s Book, page 11, Workbook, pages 90 to 113)*
* **Grammar reference** *(Student’s Book, pages 106 to 109).*
* **Wordlist** *(Student’s Book, page 126, Workbook, 114).*
* **Round-up** *(Student’s Book, pages 13 and 15).*
* **Topic vocabulary review:** *study skills and success.*
* **Word building:** *adjectives and nouns.*
* **Words in the text:** *collocations, advice / advise. Deductions/Talking about the future.*
* Understanding of the varieties of language use, differences in register and between written and spoken language.
* Autonomous use of different learning resources, computer-based, digital or print, such as bilingual and monolingual dictionaries or other reference books.
* Analysis of the use and meaning of grammatical structures through comparison and contrast with the mother tongue.
* Students see how well they can use the grammar, vocabulary and writing skills taught in the unit (**Review** Unit 1, *Student’s Book, page* 20) and (**Essentials**, *Workbook page 11* – **Challenge**, *Workbook page 12*).

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* **Focus on the Topic**: students; types and methods (*Student’s Book, page* 9)
* **Quote information:** Discuss what the students think the unit quote means, having to whole-class discussion and talk about the author: Henry Ford (*Student’s Book, page* 9)*.*
* Advises about studying (Reading, *Student’s Book*, *page* 10).

**CONTENT BLOCK 5 - Literary Education (País vasco & cataluña)**

**Genres:**

* Henry Ford’s quote at the beginning of the unit (*Student’s Book*, *page* 9).
	+ Two texts describing the study habits and methods of two students (*Student’s Book, page* 9).
* An educational text about techniques that can help us to learn more effectively (*Study right!, Student’s Book, page* 10)

**Production of oral and written texts:**

* Reproduction of dialogues, Unit 1.
* A formal letter (*Student’s Book*, *pages* 18-19).

**III. MIXED ABILITY ACTIVITIES**

Consolidation and Revision Activities

* + **Student’s Book**
	+ *Dictionary Skills (page 82)*
	+ *Extra Reading practice 1 (page 83).*
	+ *Extra Listening practice 1 (page 89).*
	+ *Extra Speaking practice 1 (page 95).*
	+ *Grammar reference (Unit 1, pages 106 to 109).*
	+ *Wordlist (Unit 1, page 126).*
	+ *Irregular verbs (pages 132 and 133).*
	+ *Phrasal verbs (pages 134 to 136).*
	+ *False friends (page 137)*
	+ *Phonetic chart (page 138 to 140)*
	+ *Speaking reference (pages 141 and 142).*
	+ *Pair-work (pages 143 and 144).*
	+ *Writing reference (pages 145 to 147 and Unit 1 page 148).*
	+ *Active Teach.*
	+ **Workbook**
	+ *Exercises (Unit 1, pages 5 to 12)*
	+ *Grammar reference (pages 90 to 113).*
	+ *Wordlist (Unit 1, page 114).*
	+ *Writing templates (Unit 1, page 120)*
	+ *Irregular verbs (pages 126 and 127).*
	+ *Consult MyEnglishLab (Workbook online).*

Extension activities

* + **Student’s Book**
	+ *Recommended web pages to extend knowledge of the unit topic: homeworktips.about.com/od/studymethods/tp/studyhabits.htm*
	+ *Online Skills (Unit 1, page 155).*
	+ **Teacher’s Guide**
	+ *Optional activities, Additional activities, Extra help, Extra challenge, Optional exercises, Tips.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 1A and 1B (pages 58-59).*
	+ *Vocabulary Worksheets 1A and 1B (pages 70-71).*
	+ *Writing Worksheets 1 (page 82).*
	+ *Extra Reading Practice 1 (page 90).*
	+ *Extra Listening Practice 1 (page 8).*
	+ *Extra Speaking Practice 1 (page 106).*
	+ *Writing template 1 (page 14).*
	+ **Workbook**
	+ *Extra Extended Reading practice 1 (pages 60 and 61).*
	+ *Extra Reading practice 1 (page 54).*
	+ *Extra Listening practice 1 (page 72).*
	+ *Extra Speaking practice 1 (page 78).*
	+ *Exam crammer - Grammar (pages 84 and 85).*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**IV. ASSESSMENT**

**Formative assessment**

* + **Student’s Book***, Review 1, page 20.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 1A and 1B (pages 58-59).*
	+ *Vocabulary Worksheets 1A and 1B (pages 70-71).*
	+ *Writing Worksheets 1 (page 82).*
	+ *Extra Reading Practice 1 (page 90).*
	+ *Extra Listening Practice 1 (page 98).*
	+ *Extra Speaking Practice 1 (page 106).*
	+ *Writing template 1 (page 114).*
	+ **Workbook**
	+ *Extra Reading practice 1 (page 54).*
	+ *Extra Listening practice 1 (page 72).*
	+ *Extra Speaking practice 1 (page 78).*
	+ *Exam crammer - Grammar (pages 84 and 85)*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**Summative assessment**

* + **Teacher’s Resource File**
	+ *Mixed-ability End-of-unit Tests 1A and 1B (pages 6-7 and 8-9).*

**Self-assessment**

* + *Essentials, Unit 1, (Workbook, page 11).*
	+ *Challenge, Unit 1, (Workbook, page 12).*

ASSESSMENT TOOLS

CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING

* Understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
	+ *Extra Listening Practice 1, Teacher’s Resource File, page 98.*
* Express oneself and interact correctly and fluently in different communicative situations:
	+ *Extra Speaking Practice 1, Teacher’s Resource File, page 106.*

CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING

* Understand the information contained in written texts from various sources:
	+ *Mixed-ability End-of-unit Tests 1A and 1B, Reading, Teacher’s Resource File, pages 6-7 and 8-9.*
	+ *Extra Reading Practice 1, Teacher’s Resource File, page 89.*
* Write clear and detailed texts with different objectives and using various media: A formal letter.
	+ *A formal letter (Writing Worksheets 1, Teacher’s Resource File, page 82).*
	+ *A formal letter (Writing template 1, Teacher’s Resource File, page 114).*

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

* Understand and use the grammatical structures learnt in the unit correctly: *Modal verbs: had better, modal perfects.*
	+ *Mixed-ability End-of-unit Tests 1A and 1B, Grammar, Teacher’s Resource File, pages 6-7 and 8-9.*
	+ *Worksheets & Skills Work-Grammar Worksheet 1 Level to / B, Teacher’s Resource File, page 58-59.*
* Learn and extend vocabulary: *study success*. Collocations, *advice/advise, adjectives and nouns, deductions / talking about the future*.
	+ *Mixed-ability End-of-unit Tests 1A and 1B, Vocabulary, Teacher’s Resource File, pages 6-7 and 8-9.*
	+ *Worksheets & Skills Work-Vocabulary Worksheet 1 Level to / B, Teacher’s Resource File, page 70-71.*

**3.2 Reflection on learning**

* Identify and use basic learning strategies and skills.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Show interest in learning and curiosity about the foreign language and recognize linguistic diversity as an enriching element, whilst valuing an understanding of the culture of the countries which speak that language.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* Use literature as a source of pleasure and learning in order to improve linguistically and for personal enrichment as part of the cultural patrimony of different societies.
* Read adapted texts in different genres:
	+ *Henry Ford’s quote at the beginning of the unit (Student’s Book, page 9).*
	+ *Two texts describing the study habits and methods of two students (Student’s Book, page 9).*
	+ *An educational text about techniques that can help us to learn more effectively (****Study right!****, Student’s Book, page 10)*
* Recognize literature as a means of transmission of feelings, thoughts and collective values.
* Identify in the literary text linguistic and cultural aspects of the foreign language.
* Plan and produce texts with literary intent with the aid of clear writing models:
* Reproduction of Unit 1 dialogues.
* A formal letter (*Student’s Book*, *page* 19).
* Use the library, the video library and Internet effectively.

**UNIT 2 – *That’s a brilliant idea!***

**I. OBJECTIVES**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* To understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
	+ Dialogues and opinions about inventions (**Focus on the Topic**).
	+ An interview with Zaryn Dentzel, the co-founder of Tuenti.
* To practice a range of listening comprehension skills; Listening Strategies: *Understanding as much as possible the first time you listen*.
* To express oneself fluently and accurately using the appropriate strategies and skills for each communicative situation:
* Function: Giving a presentation.
* **Useful language**: Useful expressions to express intention, opinion, listening points and express conclusions.

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* To understand the gist and the most relevant specific information in reading texts in different contexts linked to the topic of the unit:
* Dialogues and opinions about inventions (**Focus on the Topic**).
* An adapted text about traditional Japanese art of paper folding (*Origami: where art meets science*).
* To practice a range of reading skills and specific aspects of effective reading according to the type of text:
* **Reading strategies:** *Finding synonyms in the text*.
* **Language in context:** *False friends, words in the text preview, grammar preview*.
* To practice different types of composition, with the aid of clear writing models and step-by-step instructions; in this unit: **An opinion essay (I).**
* To practice and acquire the necessary writing skills to write effectively; Writing Strategies: *Writing to an opinion essay*.
* To use appropriate resources of cohesion and coherence in a text (Language work): stating your intention, connectors of cause (prepositional phrases + noun, conjunctions + clause), and expressions of opinion in an opinion essay.

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* To understand and use the grammatical structures learnt in the unit, which provide a relatively high degree of cognitive challenge, correctly:
* *The passive*: *formation, verbs with two objects; Causative passive; Impersonal passive.*

**Vocabulary**

* To learn and use a range of vocabulary that is genuinely useful for expressing ideas:
* **Topic vocabulary review**: inventions*.*
* **Words in the text**): phrasal verbs with *take; fit.*
* Describing purpose.
* Common passive constructions.

**Phonetics**

* To improve pronunciation through the use of the phonetic alphabet and the recognition and production of basic patterns of rhythm, intonation and stress in words and sentences. In this unit:
* The sound as *air* /eə/.
* Connections between words (**Pronunciation workshop**).

**3.2 Reflection on learning**

* To think about the strategies used to improve and self-correct oral and written productions (*Reading Strategies, Listening Strategies, Speaking Strategies, Writing Strategies*), using the proposed exercises (*Action plan*!) for each skill.
* To implement strategies to revise, organize, consolidate and remember the vocabulary and language structures: *Round-up, Language in context, Word building, Words in the text.*
* To practice basic language and vocabulary structures and functions of the foreign language in real and specific everyday communication contexts, highlighted as: *Have your say! Let’s Listen!, Say it right!*
* To consolidate the strategies of assessment and self-assessment in the learning process while giving students ample preparation and practice in exam techniques and strategies.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Immersion in the language, tradition and culture of the English-speaking world and also recognition and appreciation of the foreign language as an instrument of communication and learning, whilst showing to positive attitude towards people who speak another language and have to different culture to the student’s own.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* To enjoy literature through the reading of chosen texts and those of other, audiovisual, artistic genres (theatre, cinema, radio, television...), in order to gain an understanding of the world and of the human condition, to enrich ones language and to develop aesthetic awareness.

 **II. CONTENTS**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Listen to dialogues and match them to the inventions (**Focus on the topic** *Student’s Book,* *page* 21).
* Listen to contemporary opinions of historical inventions and match them to the right invention (**Focus on the topic** *Student’s Book,* *page* 21).
* Read and listen to a text in order to practice the vocabulary and grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book,* *page* 25).
* Fill in the gaps in a text with the words given in order to practice the vocabulary and grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book,* *page* 27).
* Dictation (**Lets Listen!**, *Student’s Book*, *page* 27).
* Oral communication discussing the connection between some pictures and about social networks and the Internet (**Have your say!***, Student’s Book*, *page* 28).
* Listen to an interview with Zaryn Dentzel, the founder of Tuenti and complete the listening comprehension activities (*Student’s Book,* *page* 28)*.*
* Read a chart about how to improve listening comprehension skills and do the exercises (**Listening strategies-***Student’s Book, page 28).*
* Listen to and read a model text which presents the language functions needed in this unit: giving a presentation. Then do the speaking practice activities (*Student’s Book,* *page* 29).
* Oral communication to practice the language functions (given a presentation), they have learned in the unit using the useful expressions provided (**Useful language:** expressing your intention, expressing your opinion, listening points, expressing your conclusion. **Controlled practice and Free practice,** *Student’s Book, page* 29, *Speaking reference* *page* 141).

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Read dialogues and opinions about inventions and match them with the appropriate invention (**Focus on the topic**, *Student’s Book*, *page* 21).
	+ Read an adapted educational text about the traditional Japanese art of paper folding and complete the reading comprehension exercises (*Origami: where art meets science*) (*Student’s Book,* *pages* 22 and 23).
	+ Read a chart about how to improve reading comprehension skills (**Reading Strategies:** finding synonyms in the text) and do the exercises (**Action plan!**) *Student’s Book*, *pages* 22 and 23.
* After reading the text, students complete a range of vocabulary and grammar exercises using a variety of question types in the Language in context section (Reading): (**Language in context**: *False friends, words in the text preview, grammar preview Student’s Book page* 23).
* Read an opinion essay (writing composition model) and follow the step-by-step instructions: Analysis of the ideas and language of the model text. Practice the key language used doing the exercises (Language work: *stating your intention, connectors of cause and expressions of opinion*) (*Student’s Book, page*s 30 and 31)*.*
* Read the chart (**Writing Strategies:** *Writing an opinion essay (I)* which helps acquire the necessary skills for writing effectively and do the proposed exercises (**Action plan)**, *Student’s Book, page* 31)*.*
* Write an opinion essay about which is the most important invention of the twentieth century, following the model text and the step-by-step instructions (*Plan, write, check*, *Student’s Book pages* 30-31*; Student’s Book, Writing Reference,* page 150).

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* Exercises that provide practice of the unit grammar points (*Student’s Book, pages* 24-25*; Student’s Book,* Grammar Reference*,* page 110).
* Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 25).

**Vocabulary**

* + Exercises that provide practice of the unit vocabulary:
* **Topic vocabulary review**: describe inventions.
* **Words in the text**): *phrasal verbs with take; fit;* *describing purpose;* *Common passive constructions* (*Student’s Book, page* 26 and 27, *Wordlist*, page 127 and *Grammar reference* page 110 to 112).
	+ Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 27).

**Phonetics**

* Write three words from a paragraph which include the same sound as *air* /eə/ (*Student’s Book*, page 23).
* Exercises that provide pronunciation practice: connections between words (**Pronunciation workshop**, *Student’s Book, page* 29).

**3.2 Reflection on learning**

* Practice and think about the language skills needed to improve written and oral English:
* **Reading Strategies:** *finding synonyms in the text (Student’s Book, page 23).*
* **Listening Strategies:** *Understanding as much as possible the first time you listen (Student’s Book, page* 28).
* **Writing Strategies**: *Writing an opinion essay* (*Student’s Book, page* 31).
* Implement strategies to practice, revise, extend and consolidate vocabulary and grammar:
* **Language in context** (*Student’s Book, page* 23)
* **Grammar reference**, (*Student’s Book, page* 110 to 112 and *Workbook*, *pages* 90 to 113)
* **Wordlist** (*Student’s Book, page* 127, *Workbook*, 115).
* **Round-up** (*Student’s Book, pages* 25 and 27).
* **Topic vocabulary review**: describing inventions.
* **Words in the text**: *phrasal verbs with take; fit* (*Student’s Book, page* 26 and 27, *Wordlist*, page 127 and *Grammar reference* page 110).
* Understanding of the varieties of language use, differences in register and between written and spoken language.
* Autonomous use of different learning resources, computer-based, digital or print, such as bilingual and monolingual dictionaries or other reference books.
* Analysis of the use and meaning of grammatical structures through comparison and contrast with the mother tongue.
* Students see how well they can use the grammar, vocabulary and writing skills taught in the unit (**Review** Unit 2, *Student’s Book,* page 32) and (**Essentials**, Workbook page 19 – **Challenge**, Workbook page 20).

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* **Focus on the Topic**: historical inventions (*Student’s Book, page* 21).
* **Quote information:** Discuss what the students think the unit quote means, having to whole-class discussion and talking about the origin of the popular saying (*Student’s Book, page* 21)*.*
* The traditional Japanese art of paper folding (*Origami: where art meets science*) (*Student’s Book,* *pages* 22 and 23).

**CONTENT BLOCK 5 - Literary Education (País vasco & cataluña)**

**Genres:**

* A popular saying at the beginning of the unit (*Student’s Book*, page 21).
* An adapted educational text about the traditional Japanese art of paper folding (*Origami: where art meets science*) (*Student’s Book,* *pages* 22 and 23).

**Production of oral and written texts:**

* Reproduction of Unit 2 dialogues.
* An opinion essay (I) (*Student’s Book*, *pages* 30-31).

**III. MIXED ABILITY ACTIVITIES**

Consolidation and Revision Activities

* + **Student’s Book**
	+ *Dictionary Skills (page 82)*
	+ *Extra Reading practice 2 (page 84).*
	+ *Extra Listening practice 2 (page 90).*
	+ *Extra Speaking practice 2 (page 96).*
	+ *Grammar reference (Unit 2, pages 110 to 112).*
	+ *Wordlist (Unit 2, page 127).*
	+ *Irregular verbs (pages 132 and 133).*
	+ *Phrasal verbs (pages 134 to 136).*
	+ *False friends (page 137)*
	+ *Phonetic chart (page 138 to 140)*
	+ *Speaking reference (pages 141 and 142).*
	+ *Pair-work (pages 143 and 144).*
	+ *Writing reference (pages 145 to 147 and Unit 2 page 150).*
	+ Active Teach*.*
	+ **Workbook**
	+ *Exercises (Unit 2, pages 13 to 20)*
	+ *Grammar reference (pages 90 to 113).*
	+ *Wordlist (Unit 2, page 115).*
	+ *Writing templates (Unit 2, page 121)*
	+ *Irregular verbs (pages 126 and 127).*
	+ *Consult MyEnglishLab (Workbook online).*

Extension activities

* + **Student’s Book**
	+ *Recommended web pages to extend knowledge of the unit topic: World Science.*
	+ *Online Skills (Unit 2, page 156).*
	+ **Teacher’s Guide:**
	+ *Optional activities, Additional activities, Extra help, Extra challenge, Optional exercises, Tips.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 2A and 2B (pages 60-61).*
	+ *Vocabulary Worksheets 2A and 2B (pages 72-73).*
	+ *Writing Worksheets 2 (page 83).*
	+ *Extra Reading Practice 2 (page 91).*
	+ *Extra Listening Practice 2 (page 99).*
	+ *Extra Speaking Practice 2 (page 107).*
	+ *Writing template 2 (page 115).*
	+ **Workbook**
	+ *Extra Extended Reading practice 2 (pages 62 and 63).*
	+ *Extra Reading practice 2 (page 55).*
	+ *Extra Listening practice 2 (page 73).*
	+ *Extra Speaking practice 2 (page 79).*
	+ *Exam crammer - Grammar (pages 84 and 85)*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**IV. ASSESSMENT**

**Formative assessment**

* + **Student’s Book,** *Review 2, page 32.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 2A and 2B (pages 60-61).*
	+ *Vocabulary Worksheets 2A and 2B (pages 72-73).*
	+ *Writing Worksheets 2 (page 83).*
	+ *Extra Reading Practice 2 (page 91).*
	+ *Extra Listening Practice 2 (page 99).*
	+ *Extra Speaking Practice 2 (page 107).*
	+ *Writing template 2 (page 15).*
	+ **Workbook**
	+ *Extra Reading practice 2 (page 55).*
	+ *Extra Listening practice 2 (page 73).*
	+ *Extra Speaking practice 2 (page 79).*
	+ *Exam crammer - Grammar (pages 84 and 85)*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**Summative assessment**

* + **Teacher’s Resource File**
	+ *Mixed-ability End-of-unit Tests 2A and 2B (pages 10-11 and 12-13).*
	+ *Mixed-ability End-of-term Tests (Unit 1-2) A and B (pages 30-32 and 33-35).*

**Self-assessment**

* + *Essentials, Unit 2, (Workbook, page 19).*
	+ *Challenge, Unit 2, (Workbook, page 20).*

ASSESSMENT TOOLS

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
	+ *Extra Listening Practice 2, Teacher’s Resource File, page 99).*
* Express oneself and interact correctly and fluently in different communicative situations:
	+ *Extra Speaking Practice 2, Teacher’s Resource File, page 107).*

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Understand the information contained in written texts from various sources:
	+ *Mixed-ability End-of-unit Tests 2A and 2B, Reading, Teacher’s Resource File, pages 10-11 and 12-13).*
	+ *Mixed-ability End-of-term Tests (Unit 1-2) A and B (pages 30-32 and 33-35)*
	+ *Extra Reading Practice 2, Teacher’s Resource File, page 91.*
* Write clear and detailed texts with different objectives and using various media: An opinion essay.
* *An opinion essay* (*Writing Worksheets 2,* *Teacher’s Resource File, page* 83).
* *An opinion essay* (*Writing template* 2*, Teacher’s Resource File, page* 115).

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1. Linguistic knowledge**

* + Understand and use the grammatical structures learnt in the unit correctly: *The passive: formation, verbs with two objects; Causative passive; Impersonal passive.*
* *Mixed-ability End-of-unit Tests 2A and 2B, Grammar, Teacher’s Resource File, pages 10-11 and 12-13).*
* *Mixed-ability End-of-term Tests (Unit 1-2) A and B (pages 30-32 and 33-35)*
* *Worksheets & Skills Work-Grammar Worksheet 2 Level to / B, Teacher’s Resource File, pages 60-61.*
* Learn and extend vocabulary: describing inventions. *Phrasal verbs with take; fit. Describing purpose. Common passive constructions*.
* *Mixed-ability End-of-unit Tests 2A and 2B, Vocabulary, Teacher’s Resource File, pages 10-11 and 12-13.*
* *Mixed-ability End-of-term Tests (Unit 1-2) A and B (pages 30-32 and 33-35)*
* *Worksheets & Skills Work-Vocabulary Worksheet 1 Level to / B, Teacher’s Resource File, page 72-73.*

**3.2 Reflection on learning**

* + Identify and use basic learning strategies and skills.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* + Show interest in learning and curiosity about the foreign language and recognize linguistic diversity as an enriching element, whilst valuing an understanding of the culture of the countries which speak that language.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* Use literature as a source of pleasure and learning in order to improve linguistically and have a personal enrichment as part of the cultural patrimony of different societies.
* Read adapted texts in different genres:
* *A popular saying at the beginning of the unit (Student’s Book, page 21).*
* *An adapted educational text about the traditional Japanese art of paper folding (Origami: where art meets science) (Student’s Book, pages 22 and 23).*
* Recognize literature as a means of transmission of feelings, thoughts and collective values.
* Identify in the literary text linguistic and cultural aspects of the foreign language.
* Plan and produce texts with literary intent with the aid of clear writing models:
* Reproduction of Unit 2 dialogues.
* A for-and-against essay (*Student’s Book*, *pages* 42-43)
* Use the library, the video library and Internet effectively.

 **unit 3 – *Affairs of the heart***

**I. OBJECTIVES**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* + To understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
	+ The answers to some situations about relationships (*Relationships on the rocks: what should I do?*-**Focus on the Topic**).
* An interview with an expert about relationships (*Relationships*).
* To practice a range of listening comprehension skills; Listening Strategies: *Not concentrating too much on one question*.
* To express oneself fluently and accurately using the appropriate strategies and skills for each communicative situation:
* Function: *Giving advice*.
* **Useful language**: Useful expressions for giving advice.

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* To understand the gist and the most relevant specific information in reading texts in different contexts linked to the topic of the unit:
* A questionnaire about relationships; solutions for different situations (*Relationships on the rocks: what should I do?*-**Focus on the Topic**).
* An informative text on the materialism of modern Chinese women when it comes to getting married *(Material girls*).
* To practice a range of reading skills and specific aspects of effective reading according to the type of text:
* **Reading Strategies:** *Answering multiple-choice questions*.
* **Language in context:** *False friends, words in the text preview, grammar preview*.
* To practice different types of composition, with the aid of clear writing models and step-by-step instructions; in this unit: **A for-and-against essay**.
* To practice and acquire the necessary writing skills to write effectively; Writing Strategies: *Writing to for-and-against essay*.
* To use appropriate resources of cohesion and coherence in a text (Language work): expressions of contrast; *While / whereas; Although/Though; In spite of the fact that/Despite the fact that/Even though; On the one hand… On the other hand; However/Nevertheless /That said/Despite this.*

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* To understand and use the grammatical structures learnt in the unit correctly, providing a relatively high degree of cognitive challenge:
* *Reported speech; statements and questions; Request and commands: ask / tell; other reporting verbs with indirect object + infinitive; Reporting verbs with no object + gerund*.

**Vocabulary**

* To learn and use a range of vocabulary that is genuinely useful for expressing ideas:
* **Topic vocabulary review**: relationships.
* **Words in the text**: *own, partner, couple, pair.*
* Expressions to talk about relationships.
* Express what another person has told you in a conversation.

**Phonetics**

* To improve pronunciation through the use of the phonetic alphabet and the recognition and production of basic patterns of rhythm, intonation and stress in words and sentences. In this unit: *stress* in modal verbs (**Pronunciation workshop**).

**3.2 Reflection on learning**

* To think about the strategies used to improve and self-correct oral and written productions (*Reading Strategies, Listening Strategies, Speaking Strategies, Writing Strategies*), using the proposed exercises (*Action plan*!) for each skill.
* To implement strategies to revise, organize, consolidate and remember the vocabulary and language structures: *Round-up, Language in context, Word building, Words in the text.*
* To practice basic language and vocabulary structures and functions of the foreign language in real and specific everyday communication contexts, highlighted as: *Have your say! Let’s Listen!, Say it right!*
* To consolidate the strategies of assessment and self-assessment in the learning process while giving students ample preparation and practice in exam techniques and strategies.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Immersion in the language, tradition and culture of the English-speaking world and also recognition and appreciation of the foreign language as an instrument of communication and learning, whilst showing to positive attitude towards people who speak another language and have to different culture to the student’s own.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* To enjoy literature through the reading of chosen texts and those of other, audiovisual, artistic genres (theatre, cinema, radio, television...), in order to gain an understanding of the world and of the human condition, to enrich ones language and to develop aesthetic awareness.

 **II. CONTENTS**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* + Listen to a questionnaire about relationships; solutions for different situations (*Relationships on the rocks: what should I do?)* **Focus on the Topic,** *Student’s Book,* *page* 34).
	+ Oral communication discussing the answers of a questionnaire about relationships (**Have your say!** -**Focus on the Topic,** *Student’s Book, page* 33).
* Read and fill in the gaps in a text in order to practice the grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book,* *page* 37).
* Read and complete a text with the words given in order to practice the vocabulary and grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book,* *page* 39).
* Oral communication expressing agreement or disagreement about relationships (**Have your say!** *Student’s Book,* *page* 38)*.*
* Oral communication talking about the ingredients of a good relationship (**Have your say!** *Student’s Book, page* 40)*.*
* Listen to an expert talking about relationships and complete the listening comprehension activities (*Student’s Book,* *page* 40)*.*
* Read a chart about how to improve listening comprehension skills and do the exercises (**Listening strategies-***Student’s Book, page* 40*).*
* Listen to and read a model text (*Ask Gina*!) which presents the language functions needed in this unit: giving advice. Then do the speaking practice activities (*Student’s Book, page* 41).
* Oral communication expressing agreement or disagreement about the advice in a text (**Have your say!** *Student’s Book, page* 41)*.*
* Oral communication to practice the language functions (giving advice), they have learned in the unit using the useful expressions provided (**Useful language:** giving advice. **Controlled practice and Free practice,** *Student’s Book, page* 41, *Speaking reference* *page* 141).

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* + Reading and comprehension of a questionnaire about relationships (*Relationships on the rocks: what should I do?)* **Focus on the Topic,** *Student’s Book, page* 33).
	+ Read an adapted educational text about how marriage is becoming more and more materialistic in Chinese society (*Material girls*) and practice the reading comprehension exercises (*Student’s Book,* *pages* 34 and 35).
	+ Read a chart about how to improve reading comprehension skills and do the exercises (**Reading Strategies:** answering multiple-choice questions and do the exercises**-Action plan!-***Student’s Book*, *pages* 34 and 35).
* After reading the text, complete a range of vocabulary and grammar exercises with a variety of question types in the Language in context section (Reading): (**Language in context**: *False friends, words in the text preview, grammar preview Student’s Book pages* 34 and 35).
* Read a for-and-against essay (writing composition model) and follow the step-by-step instructions: Analysis of the ideas and language of the model text. Practice the key language used doing some exercises (Language work: expressions of contrast; *While / Whereas; Although / Though; In spite of the fact that / Despite the fact that / Even though; On the one hand… On the other hand; However / Nevertheless / That said / Despite this* and the useful expressions for that purpose *(Student’s Book, pages* 42 and 43)*.*
* Read the chart (**Writing Strategies:** *Writing a for-and-against essay* which helps acquire the necessary skills for writing effectively and do the proposed exercises (**Action plan)**, *Student’s Book, page* 42)*.*
* Write a for-and-against essay : the pros and cons of having children, following the text model and the step-by-step instructions (*Plan, write, check*, *Student’s Book pages* 42-43*; Student’s Book, Writing Reference, page* 151):

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* Exercises that provide practice of the unit grammar points (*Student’s Book, pages* 36-37*; Student’s Book, Grammar Reference, page* 113).
* Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 37).

**Vocabulary**

* + Exercises that provide practice of the unit vocabulary:
	+ **Topic vocabulary review**: relationships.
	+ **Words in the text**: *own, partner, couple, pair. Relationships: expressions. Reporting conversations.*
	+ Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, pages* 38 and 39)

**Phonetics**

* Exercises that provide pronunciation practice: stressed and unstressed modal verbs (**Pronunciation workshop**, *Student’s Book, page* 41).

**3.2 Reflection on learning**

* Practice and think about the language skills needed to improve written and oral English:
* **Reading Strategies:** *Answering multiple-choice questions* (*Student’s Book, page* 35).
* **Listening Strategies:** *Not concentrating too much on one question (Student’s Book, page* 40).
* **Writing Strategies**: *Writing to for-and-against essay* (*Student’s Book, page* 42).
* Implement strategies to practice, revise, extend and consolidate vocabulary and grammar:
* **Language in context** (*Student’s Book, page* 35).
* **Grammar reference**, (*Student’s Book, page* 113 to 116 and *Workbook*, *pages* 90 to 113)
* **Wordlist** (*Student’s Book, page* 128, *Workbook*, 116).
* **Round-up** (*Student’s Book, pages* 37 and 39).
* **Topic vocabulary review**: *relationships.*
* **Words in the text**): *own, partner, couple, pair. Relationships*: *expressions; Reporting conversations.*
* Understanding of the varieties of language use, differences in register and between written and spoken language.
* Autonomous use of different learning resources, computer-based, digital or print, such as bilingual and monolingual dictionaries or other reference books.
* Analysis of the use and meaning of grammatical structures through comparison and contrast with the mother tongue.
* Students see how well they can use the grammar, vocabulary and writing skills taught in the unit (**Review** Unit 3, *Student’s Book, page* 44) and (**Essentials**, Workbook *page* 27 – **Challenge**, Workbook *page* 28).

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* **Focus on the Topic**: A questionnaire about relationships; solutions for different situations (*Student’s Book,* *page* 33).
* **Quote information:** Discuss what the students think the unit quote means, have a whole-class discussion and talk about the author: Alfred Tennyson (*Student’s Book,* *page* 33)*.*
* Marriage and money in modern Chinese society (*Material girls, Student’s Book*, *pages* 34 and 35).
* Advice for problems to do with relationships (*Ask Gina!, Student’s Book*, *page* 41).

**CONTENT BLOCK 5 - Literary Education (País vasco & cataluña)**

**Genres:**

* Alfred Tennyson’s quote at the beginning of the unit (*Student’s Book*, *page* 33).
* A questionnaire about relationships (*Student’s Book, page* 33).
* An adapted educational text about how marriage is becoming more and more materialistic in Chinese society (*Material girls, Student’s Book,* *page* 34).
* Advice about problems to do with relationships (*Ask Gina*! *Student’s Book, page* 41).
* A for-and-against essay (Pros and cons of being single-*Student’s Book, page* 42).

**Production of oral and written texts:**

* Reproduction of Unit 3 dialogues.
* A *for*-and-*against* essay (*Student’s Book*, *pages* 42-43).

**III. MIXED ABILITY ACTIVITIES**

Consolidation and Revision Activities

* **Student’s Book**
	+ *Dictionary Skills (page 82).*
	+ *Extra Reading practice 3 (page 85).*
	+ *Extra Listening practice 3 (page 91).*
	+ *Extra Speaking practice 3 (page 97).*
	+ *Grammar reference (Unit 3, pages 113 to 116).*
	+ *Wordlist (Unit 3, page 128).*
	+ *Irregular verbs (pages 132 and 133).*
	+ *Phrasal verbs (pages 134 to 136).*
	+ *False friends (page 137).*
	+ *Phonetic chart (page 138 to 140).*
	+ *Speaking reference (pages 141 and 142).*
	+ *Pair-work (pages 143 and 144).*
	+ *Writing reference (pages 145 to 147 and Unit 3 page 151).*
	+ *Active Teach.*
* **Workbook**
	+ *Exercises (Unit 3, pages 21 to 28).*
	+ *Grammar reference (pages 90 to 113).*
	+ *Wordlist (Unit 3, page 116).*
	+ *Writing templates (Unit 3, page 122)*
	+ *Irregular verbs (pages 126 and 127).*
	+ *Consult MyEnglishLab (Workbook online).*

Extension activities

* **Student’s Book**
	+ *Recommended web pages to extend knowledge of the unit topic: Divaasia website*
	+ *Online Skills (Unit 3, page 157).*
* **Teacher’s Guide**
	+ *Optional activities, Additional activities, Extra help, Extra challenge, Optional exercises, Tips.*
* **Teacher’s Resource File**
	+ *Grammar Worksheets 3A and 3B (pages 62-63).*
	+ *Vocabulary Worksheets 3A and 3B (pages 74-75).*
	+ *Writing Worksheets 3 (page 84).*
	+ *Extra Reading Practice 3 (page 92).*
	+ *Extra Listening Practice 3 (page 100).*
	+ *Extra Speaking Practice 3 (page 108).*
	+ *Writing template 3 (page 116).*
* **Workbook**
	+ *Extra Extended Reading practice 3 (pages 64 and 65).*
	+ *Extra Reading practice 3 (page 56).*
	+ *Extra Listening practice 3 (page 74).*
	+ *Extra Speaking practice 3 (page 80).*
	+ *Exam crammer - Grammar (pages 84 and 85)*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**IV. ASSESSMENT**

**Formative assessment**

* **Student’s Book***, Review 3, page 44.*
* **Teacher’s Resource File**
	+ *Grammar Worksheets 3A and 3B (pages 62-63).*
	+ *Vocabulary Worksheets 3A and 3B (pages 74-75).*
	+ *Writing Worksheets 3 (page 84).*
	+ *Extra Reading Practice 3 (page 92).*
	+ *Extra Listening Practice 3 (page 100).*
	+ *Extra Speaking Practice 3 (page 108).*
	+ *Writing template 3 (page 116).*
* **Workbook:**
	+ *Extra Reading practice 3 (page 56).*
	+ *Extra Listening practice 3 (page 74).*
	+ *Extra Speaking practice 3 (page 80).*
	+ *Exam crammer - Grammar (pages 84 and 85)*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**Summative assessment**

* **Teacher’s Resource File**
	+ *Mixed-ability End-of-unit Tests 3A and 3B (pages 14-15 and 16-17).*

**Self-assessment**

* + *Essentials, Unit 3, (Workbook, page 27).*
	+ *Challenge, Unit 3, (Workbook, page 28).*

ASSESSMENT TOOLS

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
* *Extra Listening Practice 3*, *Teacher’s Resource File, page* 100).
* Express oneself and interact correctly and fluently in different communicative situations:
* *Extra Speaking Practice 3, Teacher’s Resource File,* *page* 108).

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Understand the information contained in written texts from various sources:
* *Mixed-ability End-of-unit Tests 3A and 3B, Reading*, *Teacher’s Resource File,* *pages* 14-15 and 16-17.
* *Extra Reading Practice 3*, *Teacher’s Resource File, page* 89.
* Write clear and detailed texts with different objectives and using various media: A for and against essay.
* *A for and against essay* (*Writing Worksheets 3,* *Teacher’s Resource File,* *page* 84).
* *A* for and against essay. (*Writing template* *3, Teacher’s Resource File,* *page* 116).

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1. Linguistic knowledge**

* Understand and use the grammatical structures learnt in the unit correctly: *The passive: formation, verbs with two objects; Causative passive; Impersonal passive*.
	+ *Mixed-ability End-of-unit Tests 3A and 3B, Grammar, Teacher’s Resource File, pages 14-15 and 16-17.*
	+ *Worksheets & Skills Work-Grammar Worksheet 3 Level to / B, Teacher’s Resource File, page 62-63.*
* Learn and extend vocabulary: relationships. **Words in the text**: *own, partner, couple, pair. Relationships: expressions. Reporting conversations*.
	+ *Mixed-ability End-of-unit Tests 3A and 3B, Vocabulary*, *Teacher’s Resource File,* *pages* 14-15 and 16-17.
* *Worksheets & Skills Work-Vocabulary Worksheet 3 Level to / B*, *Teacher’s Resource File, page* 74-75.

**3.2 Reflection on learning**

* Identify and use basic learning strategies and skills.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Show interest in learning and curiosity about the foreign language and recognize linguistic diversity as an enriching element, whilst valuing an understanding of the culture of the countries which speak that language.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* Use literature as a source of pleasure and learning in order to improve linguistically and have a personal enrichment as part of the cultural patrimony of different societies.
* Read adapted texts in different genres:
* Alfred Tennyson’s quote at the beginning of the unit (*Student’s Book*, *page* 33).
* A questionnaire about relationships (*Student’s Book, page* 33).
* An adapted educational text about how marriage is becoming more and more materialistic in Chinese society (*Material girls, Student’s Book,* *page* 34).
* Advice about problems to do with relationships (*Ask Gina*! *Student’s Book,* *page* 41).
* A *for*-and-*against* essay (Pros and cons of being single-*Student’s Book, page* 42).
* Recognize literature as a means of transmission of feelings, thoughts and collective values.
* Identify in the literary text linguistic and cultural aspects of the foreign language.
* Plan and produce texts with literary intent with the aid of clear writing models:
* Reproduction of Unit 3 dialogues.
* A *for*-and-*against* essay (Student’s Book, pages 42-43)
* Use the library, the video library and Internet effectively.

**unidad 4 – *Sounds good!***

**I. OBJECTIVES**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* To understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
* An interview with an expert in birdsong (*Birdsong*).
* To practice a range of listening comprehension skills; **Listening Strategies**: *Identifying the key words in the questions.*
* To express oneself fluently and accurately using the appropriate strategies and skills for each communicative situation:
* Function: *Making plans and suggestions*.
* **Useful language**: useful expressions to make plans and suggestions: reacting positively, negatively, 50-50.

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* To understand the gist and the most relevant specific information in reading texts in different contexts linked to the topic of the unit:
* Statements describing music and musicians (**Focus on the Topic**).
* An adapted educational text about The Venezuelan Youth Orchestra (*El Sistema*).
* To practice a range of reading skills and specific aspects of effective reading according to the type of text:
* **Reading strategies:** *Sentence completion*.
* **Language in context:** *False friends, words in the text preview, grammar preview*.
* To practice different types of composition, with the aid of clear writing models and step-by-step instructions; in this unit: **A narrative/An email to a friend.**
* To practice and acquire the necessary writing skills to write effectively; Writing Strategies: (*Writing a narrative*).
* To use appropriate resources of cohesion and coherence in a text (Language work): Sequencers, Expressions of purpose.

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* To understand and use the grammatical structures learnt in the unit correctly, providing a relatively high degree of cognitive challenge:
* Gerunds and infinitives.
* Past perfect simple vs. continuous.

**Vocabulary**

* To learn and use a range of vocabulary that is genuinely useful for expressing ideas:
	+ **Topic vocabulary review**: music and musicians.
	+ **Words in the text**: *phrasal verbs with* *make; aim*;
	+ Pop concerts: expressions.
	+ Common expressions with gerunds.
	+ (*be /get*) *used to*.

**Phonetics**

* To improve pronunciation through the use of the phonetic alphabet and the recognition and production of basic patterns of rhythm, intonation and stress in words and sentences. In this unit:
* Connected speech and intonation (**Pronunciation workshop**).

**3.2 Reflection on learning**

* To think about the strategies used to improve and self-correct oral and written productions (*Reading Strategies, Listening Strategies, Speaking Strategies, Writing Strategies*), using the proposed exercises (*Action plan*!) for each skill.
* To implement strategies to revise, organize, consolidate and remember the vocabulary and language structures: *Round-up, Language in context, Word building, Words in the text.*
* To practice basic language and vocabulary structures and functions of the foreign language in real and specific everyday communication contexts, highlighted as: *Have your say! Let’s Listen!, Say it right!*
* To consolidate the strategies of assessment and self-assessment in the learning process while giving students ample preparation and practice in exam techniques and strategies.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Immersion in the language, tradition and culture of the English-speaking world and also recognition and appreciation of the foreign language as an instrument of communication and learning, whilst showing to positive attitude towards people who speak another language and have to different culture to the student’s own.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* To enjoy literature through the reading of chosen texts and those of other, audiovisual, artistic genres (theatre, cinema, radio, television...), in order to gain an understanding of the world and of the human condition, to enrich ones language and to develop aesthetic awareness.

 **II. CONTENTS**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Oral communication answering some questions about photos of musicians (Have your say! *Student’s Book*, *page* 45).
* Listen to statements about music and musicians and say which famous pop artists they are talking about (**Let’s Listen!-Focus on the topic** *Student’s Book,* *page* 45).
* Listen to a summary and find four mistakes (**Let’s Listen!** *Student’s Book,* *page* 47).
* Put the verbs into correct form in a text in order to practice the grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book, page* 49).
* Ask and answer questions to practice the word *aim* (**Have your say**!, Student’s Book, *page* 50).
* Put the words given in the correct place in a text in order to practice the vocabulary and grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book, page* 51).
* Dictation (**Lets Listen!**, *Student’s Book*, *page* 51).
* Listen to an interview with an expert in birdsong and complete the listening comprehension activities (*Birdsong, Student’s Book, page* 52)*.*
* Read a chart about how to improve listening comprehension skills and do the exercises (**Listening strategies-***Student’s Book, page* 52).
* Oral communication to practice the language functions (Making plans and suggestions), they have learned in the unit using the useful expressions provided (**Useful language:** making suggestions, reacting positively, reacting negatively, reacting 50-50. **Controlled practice and Free practice** (*Student’s Book,* *page* 53 and 143, *Speaking reference* *page* 141).

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Reading and comprehension of some statements about music and musicians (**Focus on the topic**, *Student’s Book,* *page* 45).
	+ Read an adapted educational text about The Venezuelan Youth Orchestra (*El Sistema*) and practice the reading comprehension exercises (*Student’s Book,* *pages* 46 and 47).
	+ Read a chart about how to improve reading comprehension skills and do the exercises (**Reading Strategies:** sentence completion) and do the exercises**-Action plan!**) *Student’s Book*, *pages* 46 and 47).
* After reading the text, students complete a range of vocabulary and grammar exercises using a variety of question types in the Language in context section (**Language in context**: *False friends, words in the text preview, grammar preview Student’s Book pages* 46 and 47).
* Read an email (writing composition model) and follow the step-by-step instructions: Analysis of the ideas and language of the model text. Practice the key language used by doing some exercises (*Sequencers and expressions of purpose*) (*Student’s Book, page* 54 and 55)
* Read the chart (**Writing Strategies:** *Writing a narrative,* which helps acquire the necessary skills for writing effectively and do the proposed exercises (**Action plan)** *Student’s Book, page* 55.
* Write an email to a friend telling him or her about what you did, following the text model and the step-by-step instructions (*Plan, write, check*, *Student’s Book pages* 54-55*; Student’s Book, Writing Reference, page* 152):

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* Exercises that provide practice of the unit grammar points (*Student’s Book, pages* 48-49*; Student’s Book,* Grammar Reference*, page* 117).
* Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 49).

**Vocabulary**

* + Exercises that provide practice of the unit vocabulary:
	+ **Topic vocabulary review**: music and musicians
	+ **Words in the text**: *phrasal verbs with* *make; aim*; *Expressions related to pop* *concerts*. *Common expressions with gerunds* ;(*be/get*) *used to* (*Student’s Book, page* 50 and 51, *Wordlist*, *page* 129 and *Grammar reference* *page* 120).
	+ Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 51).

**Phonetics**

* Exercises that provide pronunciation practice: connected speech and intonation (**Pronunciation workshop**, *Student’s Book, page* 53).

**3.2 Reflection on learning**

* Practice and think about the language skills needed to improve written and oral English:
* **Reading Strategies:** *Sentence completion* (*Student’s Book, page* 47).
* **Listening Strategies:** *Identifying the key words in the questions (Student’s Book, page* 52).
* **Writing Strategies**: *Writing a narrative* (*Student’s Book, page* 55).
* Implement strategies to practice, revise, extend and consolidate vocabulary and grammar:
* **Language in context** (*Student’s Book, page* 47).
* **Grammar reference**, (*Student’s Book, page* 117 to 120 and *Workbook pages* 90 to 113).
* **Wordlist** (*Student’s Book, page* 129, *Workbook*, *page* 117)
* **Round-up** (*Student’s Book, pages* 49 and 51).
* **Topic vocabulary review**: music and musicians. (**Words in the text)**: *phrasal verbs with* *make; aim*; Pop concerts: expressions. Common expressions with gerunds. (*be/get*) *used to*.
* Understanding of the varieties of language use, differences in register and between written and spoken language.
* Autonomous use of different learning resources, computer-based, digital or print, such as bilingual and monolingual dictionaries or other reference books.
* Analysis of the use and meaning of grammatical structures through comparison and contrast with the mother tongue.
* Students see how well they can use the grammar, vocabulary and writing skills taught in the unit (**Review** Unit 4, *Student’s Book, page* 56) and (**Essentials**, Workbook *page* 35 – **Challenge**, Workbook *page* 36).

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* **Focus on the Topic**: music and musicians, *Student’s Book, page* 45
* **Quote information:** Discuss what the students think the unit quote means, having to whole-class discussion and talk about the author: William Shakespeare (*Student’s Book, page* 45)*.*
* Reference to the National System of Venezuelan Youth and Childrens’ Orchestras (*El Sistema*) helping young people from poor and underprivileged backgrounds. (*Student’s Book, page* 46)*.*
* Birdsong (*Student’s Book, page* 52).

**CONTENT BLOCK 5 - Literary Education (País vasco & cataluña)**

**Genres:**

* William Shakespeare’s quote at the beginning of the unit (*Student’s Book*, *page* 45).
* An adapted educational text about The Venezuelan Youth Orchestra (*El Sistema*) *Student’s Book,* *page* 46.

**Production of oral and written texts:**

* Reproduction of Unit 4 dialogues.
* A narrative/An email to a friend (*Student’s Book*, *pages* 54-55).

**III. MIXED ABILITY ACTIVITIES**

Consolidation and Revision Activities

* + **Student’s Book**
	+ *Dictionary Skills* (*page* 82)
	+ *Extra Reading practice 4* (*page* 86).
	+ *Extra Listening practice 4* (*page* 92).
	+ *Extra Speaking practice 4* (*page* 98).
	+ *Grammar reference (Unit 4, pages* 117 to 120).
	+ *Wordlist (Unit 4, page* 129).
	+ *Irregular verbs* (*pages* 132 and 133).
	+ *Phrasal verbs* (*pages* 134 to 136).
	+ *False friends* (*page* 137)
	+ *Phonetic chart* (*page* 138 to 140)
	+ *Speaking reference* (*pages* 141 and 142).
	+ *Pair-work* (*pages* 143 and 144).
	+ *Writing reference* (*pages* 145 to 147 and Unit 4 *page* 152).
	+ Active Teach.
	+ **Workbook**
	+ *Exercises* (*Unit 4*, *pages* 29 to 36).
	+ *Grammar reference* (*pages* 90 to 113).
	+ *Wordlist (Unit 4, page* 117).
	+ *Writing templates (Unit 4, page* 123).
	+ *Irregular verbs* (*pages* 126 and 127).
	+ *Consult MyEnglishLab (Workbook online).*

Extension activities

* + **Student’s Book**
	+ *Recommended web pages to extend knowledge of the unit topic: Time website*
	+ *Online Skills (Unit 4, page 158).*
	+ **Teacher’s Guide**
	+ *Optional activities, Additional activities, Extra help, Extra challenge, Optional exercises, Tips.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 4A and 4B (pages 64-65).*
	+ *Vocabulary Worksheets 4A and 4B (pages 76-77).*
	+ *Writing Worksheets 4 (page 85).*
	+ *Extra Reading Practice 4 (page 93).*
	+ *Extra Listening Practice 4 (page 101).*
	+ *Extra Speaking Practice 4 (page 109).*
	+ *Writing template 4 (page 117).*
	+ **Workbook**
	+ *Extra Extended Reading practice 4 (pages 66 and 67).*
	+ *Extra Reading practice 4 (page 57).*
	+ *Extra Listening practice 4 (page 75).*
	+ *Extra Speaking practice 4 (page 81).*
	+ *Exam crammer - Grammar (pages 84 and 88).*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**IV. ASSESSMENT**

**Formative assessment**

* + **Student’s Book***, Review 4, page 56*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 4A and 4B (pages 64-65).*
	+ *Vocabulary Worksheets 4A and 4B (pages 76-77).*
	+ *Writing Worksheets 4 (page 85).*
	+ *Extra Reading Practice 4 (page 93).*
	+ *Extra Listening Practice 4 (page 101).*
	+ *Extra Speaking Practice 4 (page 109).*
	+ *Writing template 4 (page 117).*
	+ **Workbook**
	+ *Extra Reading practice 4* (*page* 57).
	+ *Extra Listening practice 4* (*page* 75).
	+ *Extra Speaking practice 4* (*page* 81).
	+ *Exam crammer - Grammar* (*pages* 84 and 85).
	+ *Exam crammer - Writing (pages* 86 and 87).
	+ *Exam crammer - Word Building* (*page* 88).

**Summative assessment**

* + **Teacher’s Resource File**
	+ *Mixed-ability End-of-unit Tests 4A and 4B (pages 18-19 and 20-21).*
	+ *Mixed-ability End-of-term Tests (Unit 3-4) A and B (pages 36-38 and 39-41).*

**Self-assessment**

* *Essentials, Unit 4, (Workbook,* *page* 35).
* *Challenge, Unit 4, (Workbook,* *page* 36).

ASSESSMENT TOOLS

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
* *Extra Listening Practice 4*, (*Teacher’s Resource File, page* 101).
* Express oneself and interact correctly and fluently in different communicative situations:
* *Extra Speaking Practice 4, (Teacher’s Resource File, page 109).*

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Understand the information contained in written texts from various sources:
* *Mixed-ability End-of-unit Tests 4A and 4B, Reading, (Teacher’s Resource File, pages 18-19 and 20-21).*
* *Mixed-ability End-of-term Tests (Unit 3-4) A and B (pages 36-38 and 39-40)*
* *Extra Reading Practice 4, (Teacher’s Resource File, page 93).*
* Write clear and detailed texts with different objectives and using various media: A narrative/An email.
* *Narrative/An email* (*Writing Worksheets 4,* *Teacher’s Resource File, page* 85)
* *Narrative/ An email* (*Writing template 4, Teacher’s Resource File, page* 117.

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1. Linguistic knowledge**

* + Understand and use the grammatical structures learnt in the unit correctly: Gerunds and infinitives. Past perfect simple vs. Continuous.
* *Mixed-ability End-of-unit Tests 4A and 4B, Grammar*, (*Teacher’s Resource File,* *pages* 18-19 and 20-21).
* *Mixed-ability End-of-term Tests (Unit 3-4) A and B (pages* 36-38 and 39-40)
* *Worksheets & Skills Work-Grammar Worksheet 4 Level to / B, (Teacher’s Resource File,* *page* 64-65).
	+ Learn and extend vocabulary: music and musicians. **Words in the text**: *phrasal verbs with* *make; aim*; Pop concerts: expressions. Common expressions with gerunds. (*be/get*) *used to*.
	+ *Mixed-ability End-of-unit Tests 4A and 4B, Vocabulary*, *(Teacher’s Resource File,* *pages* 18-19 and 20-21)
	+ Mixed-ability End-of-term Tests (Unit 3-4) A and B (*pages* 36-38 and 39-40)
* *Worksheets & Skills Work-Vocabulary Worksheet 4 Level to / B*, (*Teacher’s Resource File, page* 76-77).

**3.2 Reflection on learning**

* + Identify and use basic learning strategies and skills.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* + Show interest in learning and curiosity about the foreign language and recognize linguistic diversity as an enriching element, whilst valuing an understanding of the culture of the countries which speak that language.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* Use literature as a source of pleasure and learning in order to improve linguistically and have a personal enrichment as part of the cultural patrimony of different societies.
* Read adapted texts in different genres:
* William Shakespeare’s quote at the beginning of the unit (*Student’s Book*, *page* 45).
* An adapted educational text about The Venezuelan Youth Orchestra (*El Sistema*) *(Student’s Book, page* 46).
* Recognize literature as a means of transmission of feelings, thoughts and collective values.
* Identify in the literary text linguistic and cultural aspects of the foreign language.
* Plan and produce texts with literary intent with the aid of clear writing models:
* Reproduction of Unit 4 dialogues.
* A narrative/An email to a friend (*Student’s Book*, *page* 55).
* Use the library, the video library and Internet effectively.

**unidad 5 – *Good job!***

**I. OBJECTIVES**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* To understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
* An interview with a person who describes a bad experience in his first job (*My worst job*).
* To practice a range of listening comprehension skills; **Listening Strategies**: *Using the questions to predict the content.*
* To express oneself fluently and accurately using the appropriate strategies and skills for each communicative situation:
* Function: *A job interview*.
* **Useful language**: useful expressions to talk about skills, talk about aims/ambitions.

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* To understand the gist and the most relevant specific information in reading texts in different contexts linked to the topic of the unit:
* A questionnaire about transferable skills (*How good are your transferable skills?* – **Focus on the Topic**).
	+ An adapted educational text about how to maximize the chances of getting employment on leaving university (*So now you’re at university-but what next*?).
* To practice a range of reading skills and specific aspects of effective reading according to the type of text:
* **Reading Strategies:** *Answering true/false questions*.
* **Language in context:** *False friends, words in the text preview, grammar preview*.
* To practice different types of composition, with the aid of clear writing models and step-by-step instructions; in this unit: **An opinion essay.**
* To practice and acquire the necessary writing skills to write effectively; **Writing Strategies**: *Writing an opinion essay*.
* To use appropriate resources of cohesion and coherence in a text (Language work): useful expressions to introduce arguments; adverbs of degree.

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* To understand and use the grammatical structures learnt in the unit correctly, providing a relatively high degree of cognitive challenge:
* *Conditionals; conditionals* and conditional commands; *Unless/ as long as*; future time clauses; conditionals with modals; *I wish / If only*.

**Vocabulary**

* To learn and use a range of vocabulary that is genuinely useful for expressing ideas:
* **Topic vocabulary review**: Transferable skills.
* **Words in the text**: words from *skill*, words from *apply;*
* Skills and abilities.
* *Would.*

**Phonetics**

* To improve pronunciation through the use of the phonetic alphabet and the recognition and production of basic patterns of rhythm, intonation and stress in words and sentences. In this unit:
* Word stress (**Say it right!**).
* Sentence stress: expressing intention/ability (**Pronunciation workshop**).

**3.2 Reflection on learning**

* To think about the strategies used to improve and self-correct oral and written productions (*Reading Strategies, Listening Strategies, Speaking Strategies, Writing Strategies*), using the proposed exercises (*Action plan*!) for each skill.
* To implement strategies to revise, organize, consolidate and remember the vocabulary and language structures: *Round-up, Language in context, Word building, Words in the text.*
* To practice basic language and vocabulary structures and functions of the foreign language in real and specific everyday communication contexts, highlighted as: *Have your say! Let’s Listen!, Say it right!*
* To consolidate the strategies of assessment and self-assessment in the learning process while giving students ample preparation and practice in exam techniques and strategies.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Immersion in the language, tradition and culture of the English-speaking world and also recognition and appreciation of the foreign language as an instrument of communication and learning, whilst showing to positive attitude towards people who speak another language and have to different culture to the student’s own.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* To enjoy literature through the reading of chosen texts and those of other, audiovisual, artistic genres (theatre, cinema, radio, television...), in order to gain an understanding of the world and of the human condition, to enrich ones language and to develop aesthetic awareness.

 **II. CONTENTS**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Listen and identify transferable skills (**Focus on the topic** *Student’s Book, page* 57).
* Dictation (*Student’s Book,* *page* 59).
* Put the verbs into the correct tense in a dialogue in order to practice the grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book, page* 61).
* Complete the text with the words given in a text in order to practice the vocabulary section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book, page* 63).
* Oral communication ranking jobs from the most to the least interesting (**Have your say**!, *Student’s Book, page* 64)*.*
* Listen to an interview with a man about his job and complete the listening comprehension activities (*My worst job, Student’s Book, page* 64)
* Read a chart about how to improve listening comprehension skills and do the exercises (**Listening strategies-***Student’s Book,* *page* 64).
* Read some tips for an interview for a part-time job. Read and listen to a job interview (Model text) to practice the language functions they have learned in the unit and answer a comprehension question (**Have your say!)** about interview tips (Student’s Book, *page* 65).
* Oral communication to practice the language functions (A job interview), they have learned in the unit using the useful expressions provided (**Useful language:** talking about skills, talking about aims/ambitions. **Controlled practice and Free practice** (*Student’s Book, page* 65 and 143, *Speaking reference* *page* 142).

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Reading and comprehension of a questionnaire about transferable skills and answer the questions (**Focus on the topic**, *Student’s Book, page* 57).
	+ Read an adapted educational text about how to maximize the chances of getting employment on leaving university (*So now you’re at university-but what next*?,  *Student’s Book, page* 58).
	+ Read a chart about how to improve the reading comprehension skills **(Reading Strategies: answering true/false questions)** and do the exercises **- Action plan!** *Student’s Book*, *pages* 58 and 59).
* After reading the text, complete a range of vocabulary and grammar exercises through to variety of question types in the Language in context section (Reading): (**Language in context**: *False friends, words in the text preview, grammar preview Student’s Book pages* 58 and 59).
* Read an opinion essay (writing composition model) (*The most important aspect of any job is the salary*) and follow the step-by-step instructions: Analysis of the ideas and language of the model text. Practice the key language used doing some exercises (useful expressions to introduce arguments and adverbs of degree) (*Student’s Book*, *pages* 66 y 67).
* Read the chart (**Writing Strategies:** *Writing an opinion essay (II)* which helps acquire the necessary skills for writing effectively (*Student’s Book, page* 66).
* Write an opinion essay on the subject: my ideal job is hard work but well paid , following the text model and the step-by-step instructions (*Plan, write, check*, *Student’s Book pages* 66-67*; Student’s Book, Writing Reference, page* 153):

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* Exercises that provide practice of the unit grammar points (*Student’s Book, pages* 60-61*; Student’s Book, Grammar Reference, page* 121).
* Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 61).

**Vocabulary**

* + Exercises that provide practice of the unit vocabulary:
* **Topic vocabulary review**: Transferable skills.
* **Words in the text**: words from *skill*, words from *apply;*
* Skills and abilities.
* *Would.*
	+ Exercises that provide practice of the vocabulary points in real communication contexts (**Round-up**, *Student’s Book, page* 63).

**Phonetics**

* Listen and repeat the stress in some words about transferable skills (**Say it right!** *Student’s Book*, *page* 62).
* Exercises that provide pronunciation practice: sentence stress: expressing intention/ability (**Pronunciation workshop**, *Student’s Book, page* 65).

**3.2 Reflection on learning**

* Practice and think about the language skills needed to improve written and oral English:
* **Reading Strategies:** *Answering true / false questions* (*Student’s Book, page* 59).
* **Listening Strategies:** *Using the questions to predict the content* *(Student’s Book, page* 64).
* **Writing Strategies**: *Writing an opinion essay (II)* (*Student’s Book, page* 66).
* Implement strategies to practice, revise, extend and consolidate vocabulary and grammar:
* **Language in context** (*Student’s Book, page* 59).
* **Grammar reference**, (*Student’s Book, page* 121 to 123 and *Workbook pages* 90 to 113).
* **Wordlist** (*Student’s Book, page* 130, *Workbook*, *page* 118)
* **Round-up** (*Student’s Book, pages* 61 and 63).
* **Topic vocabulary review**: Transferable skills. **Words in the text**: words from *skill*, words from *apply;* Skills and abilities. *Would.*
* Understanding of the varieties of language use, differences in register and between written and spoken language.
* Autonomous use of different learning resources, computer-based, digital or print, such as bilingual and monolingual dictionaries or other reference books.
* Analysis of the use and meaning of grammatical structures through comparison and contrast with the mother tongue.
* Students see how well they can use the grammar, vocabulary and writing skills taught in the unit (**Review** Unit 5, *Student’s Book, page* 68) and (**Essentials**, Workbook *page* 43 – **Challenge**, Workbook *page* 44).

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* **Focus on the Topic**: A questionnaire about transferable skills (*Student’s Book, page* 57).
* **Quote information:** Discuss what the students think the unit quote means, having to whole-class discussion and talk about the author: Jerome K. Jerome (*Student’s Book, page* 57)*.*
* Tips to maximize the chances of getting employment on leaving university. (*Reading*, *Student’s Book, page* 58)*.*

**CONTENT BLOCK 5 - Literary Education (País vasco & cataluña)**

**Genres:**

* Jerome K. Jerome´s at the beginning of the unit (*Student’s Book*, *page* 57).
* A questionnaire about transferable skills (*How good are your transferable skills?, Student’s Book, page* 57).
* An adapted educational text about how to maximize the chances of getting employment on leaving university. (*Reading*, *Student’s Book, page* 58)*.*

**Production of oral and written texts:**

* Reproduction of Unit 5 dialogues.
* An opinion essay (II) (*Student’s Book*, *pages* 66-67).

**III. MIXED ABILITY ACTIVITIES**

Consolidation and Revision Activities

* + **Student’s Book**
	+ *Dictionary Skills (page 82)*
	+ *Extra Reading practice 5 (page 87).*
	+ *Extra Listening practice 5 (page 93).*
	+ *Extra Speaking practice 5 (page 99).*
	+ *Grammar reference (Unit 5, pages 121 and 123).*
	+ *Wordlist (Unit 5, page 130).*
	+ *Irregular verbs (pages 132 and 133).*
	+ *Phrasal verbs (pages 134 to 136).*
	+ *False friends (page 137)*
	+ *Phonetic chart (page 138 to 140)*
	+ *Speaking reference (pages 141 and 142).*
	+ *Pair-work (pages 143 and 144).*
	+ *Writing reference (pages 145 to 147 and Unit 5 page 153).*
	+ *Active Teach.*
	+ **Workbook**
	+ *Exercises (Unit 5, pages 37 to 44).*
	+ *Grammar reference (pages 90 to 113).*
	+ *Wordlist (Unit 5, page 118).*
	+ *Writing templates (Unit 5, page 124)*
	+ *Irregular verbs (pages 126 and 127).*
	+ *Consulta de MyEnglishLab (Workbook online).*

Extension activities

* + **Student’s Book**
	+ *Recommended web pages to extend knowledge of the unit topic: The telegraph website.*
	+ *Online Skills (Unit 5, page 159).*
	+ **Teacher’s Guide**
	+ *Optional activities, Additional activities, Extra help, Extra challenge, Optional exercises, Tips.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 5A and 5B (pages 66-67).*
	+ *Vocabulary Worksheets 5A and 5B (pages 78-79).*
	+ *Writing Worksheets 5 (page 86).*
	+ *Extra Reading Practice 5 (page 94).*
	+ *Extra Listening Practice 5 (page 102).*
	+ *Extra Speaking Practice 5 (page 110).*
	+ *Writing template 5 (page 118).*
	+ **Workbook**
	+ *Extra Extended Reading practice 1 (pages 60 and 61).*
	+ *Extra Reading practice 5 (page 58).*
	+ *Extra Listening practice 5 (page 76).*
	+ *Extra Speaking practice 5 (page 82).*
	+ *Exam crammer - Grammar (pages 84 to 88).*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**IV. ASSESSMENT**

**Formative assessment**

* + **Student’s Book***, Review 5, page 68.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 5A and 5B (pages 66-67).*
	+ *Vocabulary Worksheets 5A and 5B (pages 78-79).*
	+ *Writing Worksheets 5 (page 86).*
	+ *Extra Reading Practice 5 (page 94).*
	+ *Extra Listening Practice 5 (page 102).*
	+ *Extra Speaking Practice 5 (page 110).*
	+ *Writing template 5 (page 118).*
	+ **Workbook**
	+ *Extra Reading practice 5 (page 58).*
	+ *Extra Listening practice 5 (page 76).*
	+ *Extra Speaking practice 5 (page 82).*
	+ *Exam crammer - Grammar (pages 84 and 85)*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**Summative assessment**

* + **Teacher’s Resource File**
	+ *Mixed-ability End-of-unit Tests 5A and 5B (pages 22-23 and 24-25).*

**Self-assessment**

* + *Essentials, Unit 5, (Workbook, page 43).*
	+ *Challenge, Unit 5, (Workbook, page 44).*

ASSESSMENT TOOLS

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
* *Extra Listening Practice 5*, *Teacher’s Resource File, page* 102).
* Express oneself and interact correctly and fluently in different communicative situations:
	+ *Extra Speaking Practice 5, Teacher’s Resource File, page 110).*

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Understand the information contained in written texts from various sources:
* *Mixed-ability End-of-unit Tests 5A and 5B, Reading*, *Teacher’s Resource File,* *pages* 22-23 and 24-25.
* *Extra Reading Practice 5*, *Teacher’s Resource File,* *page* 94.
* Write clear and detailed texts with different objectives and using various media: An opinion essay (II).
* *An opinion essay (II) (Writing Worksheets 5,* *Teacher’s Resource File,* *page* 86).
* *An opinion essay (II* (*Writing template* *5, Teacher’s Resource File,* *page* 118).

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1. Linguistic knowledge**

* + Understand and use the grammatical structures learnt in the unit correctly:

 Conditionals; conditionals and conditional commands; Unless/as long as; future time clauses; conditionals with modals; I wish / If only

* + *Mixed-ability End-of-unit Tests 5A and 5B, Grammar, Teacher’s Resource File (pages* 22-23 and 24-25).
* *Worksheets & Skills Work-Grammar Worksheet 5 Level to / B, Teacher’s Resource File,* *pages* 66-67
	+ Learn and extend vocabulary: Transferable skills. **Words in the text**: words from *skill*, words from *apply;* Skills and abilities. *Would.*
* *Mixed-ability End-of-unit Tests 5A and 5B, Vocabulary*, *Teacher’s Resource File,* (*pages* 22-23 and 24-25).
* *Worksheets & Skills Work-Vocabulary Worksheet 5 Level to / B*, *Teacher’s Resource File* (*pages* 78-79).

**3.2 Reflection on learning**

* + Identify and use basic learning strategies and skills.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* + Show interest in learning and curiosity about the foreign language and recognize linguistic diversity as an enriching element, whilst valuing an understanding of the culture of the countries which speak that language.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* Use literature as a source of pleasure and learning in order to improve linguistically and have a personal enrichment as part of the cultural patrimony of different societies.
* Read adapted texts in different genres:
* Jerome K. Jerome’s quote at the beginning of the unit (*Student’s Book*, *page* 57).
* A questionnaire about transferable skills (*How good are your transferable skills?, Student’s Book, page* 57).
* An adapted educational text about how to maximize the chances of getting employment on leaving university. (*Reading*, *Student’s Book,* *page* 58)*.*
* Recognize literature as a means of transmission of feelings, thoughts and collective values.
* Identify in the literary text linguistic and cultural aspects of the foreign language.
* Plan and produce texts with literary intent with the aid of clear writing models:
* Reproduction of Unit 5 dialogues.
* An opinion essay (II) (*Student’s Book*, *page* 67).
* Use the library, the video library and Internet effectively.

**unidad 6 – *A question of sport***

**I. OBJECTIVES**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* To understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
* A questionnaire about sports (*Are you to real sports fan?* – **Focus on the Topic**).
* An interview with a sports psychologist (*Sports psychology*).
* To practice a range of listening comprehension skills; **Listening Strategies:** *Knowing the marking scheme.*
* To express oneself fluently and accurately using the appropriate strategies and skills for each communicative situation:
* Function: *comparing photos*.
* **Useful language**: useful expressions to comparing and contrasting photos, and giving opinion.

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* To understand the gist and the most relevant specific information in reading texts in different contexts linked to the topic of the unit:
* A questionnaire about sports (*Are you to real sports fan?* – **Focus on the Topic**).
* An adapted educational text about chess boxing (*The intellectual fight club*).
* To practice a range of reading skills and specific aspects of effective reading according to the type of text:
* **Reading Strategies:** *Starting with the questions, not the text*.
* **Language in context:** *False friends, words in the text preview, grammar preview*.
* To practice different types of composition, with the aid of clear writing models and step-by-step instructions; in this unit: **a summary.**
* To practice and acquire the necessary writing skills to write effectively; **Writing Strategies**: *Writing a summary*.
* To use appropriate resources of cohesion and coherence in a text (Language work): useful expressions to identify key information.

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* To understand and use the grammatical structures learnt in the unit correctly, providing a relatively high degree of cognitive challenge:
* *Relative clauses*: relative pronouns; defining/non-defining relative clauses; Word order and pronoun use: verbs with prepositions.

**Vocabulary**

* To learn and use a range of vocabulary that is genuinely useful for expressing ideas:
* **Topic vocabulary review**: sports*.*
* **Words in the text**: *chance*, words from *know*; verbs connected with sport.
* *of which / of whom*.

**Phonetics**

* To improve pronunciation through the use of the phonetic alphabet and the recognition and production of basic patterns of rhythm, intonation and stress in words and sentences. In this unit:
* Sound as blue /u:/
* Sounds of /h/ and /w/ (relative pronouns).
* Silent letters.
* Key phrases for comparing photos (**Pronunciation workshop**).

**3.2 Reflection on learning**

* To think about the strategies used to improve and self-correct oral and written productions (*Reading Strategies, Listening Strategies, Speaking Strategies, Writing Strategies*), using the proposed exercises (*Action plan*!) for each skill.
* To implement strategies to revise, organize, consolidate and remember the vocabulary and language structures: *Round-up, Language in context, Word building, Words in the text.*
* To practice basic language and vocabulary structures and functions of the foreign language in real and specific everyday communication contexts, highlighted as: *Have your say! Let’s Listen!, Say it right!*
* To consolidate the strategies of assessment and self-assessment in the learning process while giving students ample preparation and practice in exam techniques and strategies.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Immersion in the language, tradition and culture of the English-speaking world and also recognition and appreciation of the foreign language as an instrument of communication and learning, whilst showing to positive attitude towards people who speak another language and have to different culture to the student’s own.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* To enjoy literature through the reading of chosen texts and those of other, audiovisual, artistic genres (theatre, cinema, radio, television...), in order to gain an understanding of the world and of the human condition, to enrich ones language and to develop aesthetic awareness.

 **II. CONTENTS**

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Listen and check the answers of a questionnaire about sports (*Are you a real sports fan?* – **Focus on the Topic,** *Student’s Book,* *page* 69).
* Fill in the gaps in a text, with the appropriate relative pronoun or omit it where possible in order to practice the grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book, page* 73).
* Fill in the gaps in an interview with the appropriate form of the words given in order to practice the vocabulary and grammar section of the unit in a real communication context. Listen and check (**Round-up**, *Student’s Book, page* 75).
* Listen and match some sentences to what is heard (**Let’s listen!** *Student’s Book,* *page* 75).
* Listen to an interview with a sports psychologist and complete the listening comprehension activities (*Sports psychologist, Student’s Book, page* 76).
* Read a chart about how to improve listening comprehension skills and do the exercises (**Listening strategies-***Student’s Book,* *page* 76).
* Oral communication associating sports with the right description (**Have your say!**, *Student’s Book*, *page* 76).
* Oral communication; ask and answer questions about sports (**Have your say!**, *Student’s Book*, *page* 76).
* Read a comparison between two photos and guess the missing words with the help of the useful language of the unit in order to practice language functions; comparing and contrasting photos and given opinion (*Student’s Book, page* 77).
* Oral communication to practice the language functions (comparing photos) they have learned in the unit using the useful expressions provided (**Useful language:** **Controlled practice and Free practice,** *Student’s Book, page* 77 and 144, *Speaking reference* *page* 142).

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Read and answer a questionnaire about sports (*Are you to real sports fan?* – **Focus on the Topic**, *Student’s Book,* *page* 69).
	+ Reading and comprehension of and educational and adapted text about chess boxing (*The intellectual fight club, Student’s Book, page 70).*
	+ Read a chart about how to improve the reading comprehension skills and do the exercises (**Reading strategies**) and do the exercises**-Action plan** *Student’s Book*, *pages* 70 and 71.
* After reading the text, complete a range of vocabulary and grammar exercises with a variety of question types in the Language in context section (Reading): (**Language in context**: *False friends, words in the text preview, grammar preview Student’s Book pages* 70 and 71).
* Reading and comprehension of a text (*The iditarod*) about a famous race in Alaska and also a summary of the text (model text) and follow the step-by-step instructions: Analysis of the ideas and language. Read the chart (**Writing Strategies**: *Writing summary)* which helps acquire the necessary skills for writing effectively and do the exercises (*Student’s Book, page* 78)*.*
* Write a summary of the first, second and fourth paragraphs of the text (*The intellectual fight club*), following the text model and the step-by-step instructions (*Plan, write, check*, *Student’s Book pages* 78-79*; Student’s Book, Writing Reference, page* 154):
* Determine the key words/ideas.
* Write a first draft of the summary.
* Check your first draft.
* Write the final summary.
* Check.

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1 Linguistic knowledge**

**Grammar**

* Exercises that provide practice of the unit grammar points (*Student’s Book, pages* 71-72*; Student’s Book,* Grammar Reference*, page* 124).
* Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 73).

**Vocabulary**

* + Exercises that provide practice of the unit vocabulary:
* **Topic vocabulary review**: sports.
* **Words in the text**: *chance*, words from *know*;
* verbs connected to sports
* *of which / of whom* (*Student’s Book, page* 74 and 75, *Wordlist*, *page* 131 and Grammar reference *page* 125).
	+ Exercises that provide practice of the unit grammar points in real communication contexts (**Round-up**, *Student’s Book, page* 75).

**Phonetics**

* Find in a paragraph an say the words that include the same sound as *blue* /u*:/, Student’s Book*, *page* 71).
* Listen and repeat the sounds /h/ and /w/ (**Say it right!,** *Student’s Book*, *page* 73).
* Listen and repeat words with silent letters (**Say it right!,** *Student’s Book*, *page* 75).
* Exercise that provide pronunciation practice: key phrases for comparing photos (**Pronunciation workshop**, *Student’s Book, page* 77).

**3.2 Reflection on learning**

* Practice and think about the language skills needed to improve written and oral English:
* **Reading Strategies:** *Starting with the questions, not the text* (*Student’s Book, page* 71).
* **Listening Strategies:** *knowing the marking scheme (Student’s Book, page* 76).
* **Writing Strategies**: *Writing a summary* (*Student’s Book, page* 78).
* Implement strategies to practice, revise, extend and consolidate vocabulary and grammar:
* **Language in context** (*Student’s Book, page* 71).
* **Grammar reference**, (*Student’s Book, page* 124 and 125 and *Workbook pages* 90 to 113).
* **Wordlist** (*Student’s Book, page* 131, *Workbook*, *page* 90 to 119)
* **Round-up** (*Student’s Book, pages* 73 and 75).
* **Topic vocabulary review**: sports. **Words in the text**: *chance*, words from *know*; verbs connected to sports, *of which / of whom* (*Student’s Book, page* 74 and 75, *Wordlist*, *page* 131 and Grammar reference *page* 125).
* Understanding of the varieties of language use, differences in register and between written and spoken language.
* Autonomous use of different learning resources, computer-based, digital or print, such as bilingual and monolingual dictionaries or other reference books.
* Analysis of the use and meaning of grammatical structures through comparison and contrast with the mother tongue.
* Students see how well they can use the grammar, vocabulary and writing skills taught in the unit (**Review** Unit 6, *Student’s Book, page* 80, and **Essentials**, Workbook *page* 51 – **Challenge**, Workbook *page* 52).

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* **Focus on the Topic**: sports (*Student’s Book, page* 69)
* **Quote information** Discuss what the students think the unit quote means, having to whole-class discussion and talk about the author: popular saying (*Student’s Book, page* 69)*.*
* Know about chess boxing (*The intellectual fight club, Student’s Book, page* 70).
* Sports and psychology (*Student’s Book, page* 76).
* *The Iditarod,* a race in Alaska based on an ancient route (*Student’s Book*, *page* 78).

**CONTENT BLOCK 5 - Literary Education (País vasco & cataluña)**

**Genres:**

* A popular saying at the beginning of the unit (*Student’s Book*, *page* 69).
* A questionnaire about sports (*Are you to real sports fan?* – *Student’s Book, page* 69).
* An adapted educational text about chess boxing (*The intelectual fight club, Student’s Book*, *page* 70).
* An educational text about a race in Alaska (*The Iditarod, Student’s Book, page* 78).

**Production of oral and written texts:**

* Reproduction of Unit 6 dialogues.
* A summary (*Student’s Book*, *pages* 78-79).

**III. MIXED ABILITY ACTIVITIES**

Consolidation and Revision Activities

* + **Student’s Book**
	+ *Dictionary Skills (page 82)*
	+ *Extra Reading practice 6 (page 88).*
	+ *Extra Listening practice 6 (page 94).*
	+ *Extra Speaking practice 6 (page 100).*
	+ *Grammar reference (Unit 6, pages 124 and 125).*
	+ *Wordlist (Unit 6, page 131).*
	+ *Irregular verbs (pages 132 and 133).*
	+ *Phrasal verbs (pages 134 to 136).*
	+ *False friends (page 137)*
	+ *Phonetic chart (page 138 to 140)*
	+ *Speaking reference (pages 141 and 142).*
	+ *Pair-work (pages 143 and 144).*
	+ *Writing reference (pages 145 to 147 and Unit 6 page 154).*
	+ *Active Teach.*
	+ **Workbook**
	+ *Workbook activities (Unit 6, pages 45 to 52).*
	+ *Grammar reference (pages 90 to 113).*
	+ *Wordlist (Unit 6, page 119).*
	+ *Writing templates (Unit 6, page 125)*
	+ *Irregular verbs (pages 126 and 127).*
	+ *Consult MyEnglishLab (Workbook online).*

Extension activities

* + **Student’s Book**
	+ *Recommended web pages to extend knowledge of the unit topic:*

*Vimeo website.*

*Iditarod.com*

* + *Online Skills (Unit 6, page 160).*
	+ **Teacher’s Guide***:*
	+ *Optional activities, Additional activities, Extra help, Extra challenge, Optional exercises, Tips.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 6A and 6B (pages 68-69).*
	+ *Vocabulary Worksheets 6A and 6B (pages 80-81).*
	+ *Writing Worksheets 6 (page 87).*
	+ *Extra Reading Practice 6 (page 95).*
	+ *Extra Listening Practice 6 (page 103).*
	+ *Extra Speaking Practice 6 (page 111).*
	+ *Writing template 6 (page 119).*
	+ **Workbook**
	+ *Extra Extended Reading practice 6 (pages 70 and 71).*
	+ *Extra Reading practice 6 (page 59).*
	+ *Extra Listening practice 6 (page 77).*
	+ *Extra Speaking practice 6 (page 83).*
	+ *Exam crammer - Grammar (pages 84 to 88).*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**IV. ASSESSMENT**

**Formative assessment**

* + **Student’s Book***, Review 6, page 80.*
	+ **Teacher’s Resource File**
	+ *Grammar Worksheets 6A and 6B (pages 68-69).*
	+ *Vocabulary Worksheets 6A and 6B (pages 80-81).*
	+ *Writing Worksheets 6 (page 87).*
	+ *Extra Reading Practice 6 (page 95).*
	+ *Extra Listening Practice 6 (page 103).*
	+ *Extra Speaking Practice 6 (page 111).*
	+ *Writing template 6 (page 119).*
	+ **Workbook**
	+ *Extra Reading practice 6 (page 59).*
	+ *Extra Listening practice 6 (page 77).*
	+ *Extra Speaking practice 6 (page 83).*
	+ *Exam crammer - Grammar (pages 84 and 85).*
	+ *Exam crammer - Writing (pages 86 and 87).*
	+ *Exam crammer - Word Building (page 88).*

**Summative assessment**

* + **Teacher’s Resource File**
	+ *Mixed-ability End-of-unit Tests 6A and 6B (pages 26-27 and 28-29).*
	+ *Mixed-ability End-of-term Tests (Unit 5-6) A and B (pages 42-44 and 45-47).*
	+ *End-of-year Tests (Units 1-6) 1 and 2 (pages 48-51 and 52-55).*

**Self-assessment**

* + *Essentials, Unit 6, (Workbook, page 51).*
	+ *Challenge, Unit 6, (Workbook, page 52).*

ASSESSMENT TOOLS

**CONTENT BLOCK 1 - ORAL COMMUNICATION: LISTENENING, SPEAKING AND CONVERSING**

* Understand the gist and the most relevant specific information in oral texts in different communication contexts related to the contents of the unit:
	+ *Extra Listening Practice 6, (Teacher’s Resource File, page 103).*
* Express oneself and interact correctly and fluently in different communicative situations:
	+ *Extra Speaking Practice 6, (Teacher’s Resource File, page 111).*

**CONTENT BLOCK 2 - WRITTEN COMMUNICATION: READING AND WRITING**

* Understand the information contained in written texts from various sources:
	+ *Mixed-ability End-of-unit Tests 6A and 6B, Reading, (Teacher’s Resource File, pages 26-27 and 28-29).*
	+ *Extra Reading Practice 6, (Teacher’s Resource File, page 95).*
* Write clear and detailed texts with different objectives and using various media:
	+ *A summary (Writing Worksheets 6, Teacher’s Resource File, page 87).*
	+ *A summary (Writing template 6, Teacher’s Resource File, page 119).*

**CONTENT BLOCK 3 - UNDERSTANDING OF THE LANGUAGE**

**3.1. Linguistic knowledge**

* Understand and use the grammatical structures learnt in the unit correctly: *Relative clauses*: relative pronouns; defining/non-defining relative clauses; Word order and pronoun use: verbs with prepositions.
	+ *Mixed-ability End-of-unit Tests 6A and 6B, Grammar, (Teacher’s Resource File, pages 26-27 and 28-29).*
	+ *Worksheets & Skills Work-Grammar Worksheet 6 Level to / B, (Teacher’s Resource File, page 68-69).*
* Learn and extend vocabulary: **ew**: sports*.* **Words in the text**: *chance*, words from *know*; verbs connected with sport. *of which / of whom*.
	+ *Mixed-ability End-of-unit Tests 6A and 6B, Vocabulary, (Teacher’s Resource File, pages 26-27 and 28-29).*
	+ *Worksheets & Skills Work-Vocabulary Worksheet 6 Level to / B, (Teacher’s Resource File, page 80-81).*

**3.2 Reflection on learning**

* Identify and use basic learning strategies and skills.

**CONTENT BLOCK 4 - SOCIO-CULTURAL FEATURES AND INTERCULTURAL AWARENESS**

* Show interest in learning and curiosity about the foreign language and recognize linguistic diversity as an enriching element, whilst valuing an understanding of the culture of the countries which speak that language.

**CONTENT BLOCK 5 - LITERARY EDUCATION (País vasco & cataluña)**

* Use literature as a source of pleasure and learning in order to improve linguistically and have a personal enrichment as part of the cultural patrimony of different societies.
* Read adapted texts in different genres:
* A popular saying at the beginning of the unit (*Student’s Book*, *page* 69).
* A questionnaire about sports (*Are you to real sports fan?* – *Student’s Book, page* 69).
* An adapted educational text about chess boxing (*The intellectual fight club, Student’s Book*, *page* 70).
* An educational text about a race in Alaska (*The Iditarod, Student’s Book, page* 78).
* Recognize literature as to means of transmission of feelings, thoughts and collective values.
* Identify in the literary text linguistic and cultural aspects of the foreign language.
* Plan and produce texts with literary intent with the aid of clear writing models:
* Reproduction of Unit 6 dialogues.
* A summary (*Student’s Book*, *page* 79)
* Use the library, the video library and Internet effectively.