



Speakout Elementary

General programme of contents

Area of Foreign Languages

Speakout Elementary

UNIT 1 WELCOME

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding by using the simplest everyday polite forms of greetings and farewell.
- To introduce people using the present simple of *be*.
- To learn common greetings and countries and nationalities to introduce oneself and others.
- To learn how to describe possessions in simple terms, asking and answering questions.
- To learn how to make requests and to listen for key words.
- To use polite forms of greetings and address at a hotel or e-mail.

CONTENTS

LISTENING

- Understand people in tourist situations
- Listen for key information
- Listen to prices and numbers
- Watch an extract from a sitcom about a hotel

SPEAKING

- Introduce yourself and others
- Identify objects
- Give information for numbers, prices, etc.
- Make simple requests
- Arrival and check into a hotel

READING

- Read about travelling light
- Read a general knowledge quiz about world facts
- Read tourist leaflets

WRITING

- Improve your use of capital letters
- Complete a registration form at a hotel
- Write an email to book a hotel room

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present simple: *be*
- *this/that, these/those*; possessives
- Making requests

Vocabulary.

- Greetings
- Countries and nationalities
- Objects
- Tourist places
- Hotel services and phrases for booking in a hotel

Pronunciation.

- Stressed syllables
- Stressed syllables
- Sentence stress and polite intonation

– Learning reflection:

- Understanding basic introductions.
- Learning to introduce oneself and others.
- Learning to make simple requests.
- Reading and listening to a British show.
- Spelling countries and nationalities.
- Learning functional language for meeting people.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn how to communicate with people of all nationalities .
- Interest in learning about British culture.
- Positive attitude towards working in pairs.
- Willingness to ask and answer questions and learn through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMEPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Introducing themselves to their partners.

1.1 **Evaluation criteria:** Interest in learning about meeting people from around the world.

2. Mathematical competence: Students practise prices at a souvenir shop.

2.1 **Evaluation criteria:** To be able to use mathematical concepts in English.

3. Knowledge and interaction with the physical world: References to countries and their

national food. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

- 1 **Social and civil competence:** To learn how to write an e-mail to book hotels.
 4.1**Evaluation criteria:** Be willing to learn how to express oneself correctly.
- 2 **Cultural and artistic competence:** References to a famous British TV show.
 5.1**Evaluation criteria:** Pleasure in learning cultural facts.
- 3 **Competence of learning to learn:** Students complete the **LookBack** in Unit 1.
 6.1**Evaluation criteria:** Interest in learning how to learn in English.
- 4 **Personal autonomy and initiative competence:** Initiative to work in pairs to complete dialogues and speakings throughout the unit. 7.1**Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.
- 8. The emotional competence:** (Castilla la Mancha): *The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.*

CROSS-CURRICULAR ITEMS

- Social competence: Nice to meet you
- Learning about countries and nationalities to understand different cultures.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language.
- Attentive-assertive listening.
- Use of target language in class.

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening, Workbook, Unit 1. p. 5,7,9.*
- *Vocabulary Study, Workbook, Unit 1.p. 5,7,9.*
- *Grammar Study, Workbook , Unit 1.p. 5,8.*
- *Reading study, Workbook, Unit 1. p. 5,8.*
- *Writing study, Workbook, Unit 1. p. 6.*
- *Speaking study, Workbook, Unit 1. p.*

Extension activities:Teacher's notes

- Fawlty Towers: watch an extract
- Resource bank p. 146
- Photo bank p. 152

- Warm up extra activity game
- Homework ideas

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- Understand the general message of texts about personal information, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *this/these, that/those*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about general knowledge or travelling.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using possessives.
- Use consciously his/her linguistic knowledge in order to listen to understand key words.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people introduce themselves in those countries compared with their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 1.

UNIT 2 LIFESTYLE

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through conversation of a basic factual nature on a predictable topic such as her/his school.
- To exchange information using the present simple to talk about daily routines.
- To understand a simple conversation to ask for information.
- To learn the present simple.
- To be able to say, write and understand different activities.
- To use specific vocabulary to describe himself/herself and what he/she does and lives.
- To speak and use *to be* to talk about activities and daily routines.
- To learn through reading and speaking about different lifestyles.

CONTENTS

LISTENING

- Listen to a conversation between two friends choosing the right online group for them.
- Listen to people describing their jobs.
- Listen and identify a variety of jobs.
- Learn to get a speaker to slow down and grade their language.
- Watch an extract from a reality programme about a difficult job

SPEAKING

- Talk about activities
- Talk about a group/team
- Talk about routines
- Describe other people's routines
- Learn to show you don't understand
- Ask questions at a tourist information centre
- Talk about life at home: likes and dislikes

READING

- Read an article about social online groups
- Read a web posting about pen pals

WRITING

- Learn how to use linkers: *and*, *but* and *or*
- Write an internet posting to a penpal describing yourself

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present simple: *I/you/we/they*
- Present simple: *he/she/it*
- Asking for information

Vocabulary.

- Activities
- Daily routines, jobs
- The time
- Household routines; phrases to describe life at home

Pronunciation.

- Strong and weak forms of *do you*
- Present simple verb endings: /s/, /z/, /ɪz/
- Polite intonation

– Learning reflection:

- Understanding people's schedules by learning the time.
- Learning to talk about your routines and likes and dislikes.
- Learning how to use linkers to talk about jobs.
- Reading and listening about people's lifestyle.
- Learning when and how to use the present simple.
- Learning functional language to speak about yourself.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about people and their job and to identify a variety of jobs.
- Interest in learning about various activities and routines.
- Positive attitude towards working in pairs.
- Willingness to discuss jobs in banking and learn through dialogues and personal experience.
- Enjoyment in completing activities

BASIC COMPETENCES

1. Linguistic communicative competence: *All the activities of the unit use the language as an instrument of communication. Ex. Describing other people's routines.*

1.1 **Evaluation criteria:** Interest in learning about how other people live and work.

2. Mathematical competence: *Learning how to tell the time in English*

2.1 **Evaluation criteria:** Using mathematical concepts in English.

3. **Knowledge and interaction with the physical world: References people's jobs.**

3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. **Social and civil competence: To learn how to express yourself by writing e-mails to penpals around the world**

4.1 **Evaluation criteria:** Be willing to learn formal and informal writing.

5. **Cultural and artistic competence: References to how people work and live around the world.**

5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. **Competence of learning to learn: Students complete the LookBack in**

Unit 2. 6.1 **Evaluation criteria:** Interest in learning how to learn in English.

7. **Personal autonomy and initiative competence: Initiative to work in pairs to complete dialogues and speakings throughout the unit.**

7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. **The emotional competence: (Castilla la Mancha):** The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.

CROSS-CURRICULAR ITEMS

- Computer systems
- Learning about the internet and how to use it.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening study, Workbook, Unit 2 p.11.*
- *Vocabulary Study, Workbook, Unit 2. p. 10,12,13,14.*

- *Grammar Study, Workbook , Unit 2.p. 10,11,12,13.*
- *Reading study, WorkbookUnit 2 p.13.*
- *Writing study, Workbook, Unit 2. p. 12.*
- *Speaking study, Workbook, Unit 2.*

Extension activities:Teacher's notes

- Resource bank p. 150
- Homework ideas: paragraph about an online group
- Language bank 2.1
- Workbook

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- To understand the general message of texts about likes and dislikes, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when asking what time something starts.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about visiting a foreign city.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the present simple.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about different jobs.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people work and and their daily routines compared to people in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 2.

UNIT 3 PEOPLE

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through conversations about describing friends.
- To make arrangements to meet friends.
- To understand a simple conversation from a documentary about a special occasion and to be able to talk about it.
- To learn specific vocabulary to describe family photos.
- To be able to say, write and understand how to make arrangements.
- To learn about special occasions and how other celebrate theirs.
- To learn words and expressions used to describe friends..

CONTENTS

LISTENING

- Listen to people describing their friends.
- Learn to show interest when you listen.
- Watch an extract from a documentary about a special occasion.

SPEAKING

- Describe a personality.
- Do a quiz and find out what kind of friend you are.
- Talk about your family.
- Make arrangements to meet friends.
- Talk about a special occasion.

READING

- Read a quiz about what type of friend you are.
- Read an article about unusual families.
- Read an invitation.

WRITING

- Improve your use of apostrophe's.
- Write about your family.
- Write an invitation.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Frequency adverbs
- *Have/have got*
- Making arrangements

Vocabulary.

- Personality
- Family photo
- Time expressions
- Special occasion activities; phrases to describe special occasions

Pronunciation

- Stressed syllables
- Contracted forms of *have/have got*
- Positive and negative intonation

– Learning reflection:

- Discuss your family and friends.
- Learning to make arrangements.
- Learning when to use adverbs of frequency.
- Reading and listening about special occasions.
- Learning when and how to use *have/have got*.
- Learning functional language to speak to talk about friends and families.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn how to discuss special occasions celebrated around the world.
- Interest in learning about families around the world.
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Talking about and describing friends and family.

1.1 **Evaluation criteria:** Interest in learning about families around the world.

2. Mathematical competence: Using numbers to fill out an invitation.

2.1 **Evaluation criteria:** To be able to use mathematical concepts in English.

3. Knowledge and interaction with the physical world: References a wedding in Crete.

3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: To learn polite language to make arrangements.

4.1 **Evaluation criteria:** Be willing to learn tacit and formal and informal language.

5. **Cultural and artistic competence:** References how people celebrate special occasions around the world. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. **Competence of learning to learn:** Students complete the **LookBack** in Unit 3. 6.1 **Evaluation criteria:** Interest in learning how to learn in English.

7. **Personal autonomy and initiative competence:** Initiative to work in pairs to complete dialogues and speakings throughout the unit. 7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. **The emotional competence:** (Castilla la Mancha): *The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.*

CROSS-CURRICULAR ITEMS

- Social competence: Big Happy Families
- Learning about families around the world.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 3 p. 18.*
- *Vocabulary Study, Workbook, Unit 3. p. 15,17,19.*
- *Grammar Study, Workbook, Unit 3. p. 15,16,18.*
- *Reading study, Workbook, Unit 3 p. 15,16.*
- *Writing study, Workbook, Unit 3. p. 18.*
- *Speaking study, Workbook, Unit 3.*
- *Review and check 1, Units 1-3*
- *Test 1, Units 1-3*

Extension activities:Teacher's notes

- Resource bank, p. 153, 154
- Warm up
- Homework ideas
- Language bank
- Workbook

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- To understand the general message of texts about families and friendships, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *have/have got*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about a celebration.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using adverbs of frequency.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about friends and family.
- Analyse social aspects of countries around the world, by comparing family descriptions to those in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 3.

UNIT 4 PLACES

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking through describing your home and to develop listening by listening to a man describing his flat.
- To talk about things you can do in a town.
- To understand a simple conversation in shops and to maintain a conversation in a shop.
- To understand a text that talks about an English village not in England
- To learn how to improve your writing with the use of commas in e-mails and blogs.
- To learn English through native speakers on a trip to amazing places.

CONTENTS

LISTENING

- Listen to a conversation between two people talking about a special flat.
- Learn to say *no* politely in a shop.
- Listen to various shopping conversations.
- Watch an extract about some amazing places.

SPEAKING

- Describe your home.
- Talk about things you can do in towns.
- Describe a favourite place in your town/city.
- Describe your favourite place of all.

READING

- Read an article about a special kind of village.
- Read a web posting about a favourite place.

WRITING

- Improve your use of commas.
- Write an e-mail about your home.
- Write a blog about your favourite place.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- *There is/there are*
- *Can* for possibility
- Ordering in a restaurant

Vocabulary.

- Rooms/furniture; prepositions (1)
- Places in towns; prepositions (2)
- Things to buy; shops
- Phrases to describe places

Pronunciation

- *There is/there are*
- Strong and weak forms of *can* and *can't*
- Polite intonation

– Learning reflection:

- Understanding a description.
- Learning to write an e-mail or blog.
- Learning when and which prepositions to use.
- Reading and listening about favourite places to visit.
- Learning about amazing places around the world.
- Learning functional language to speak politely and ask for or offer help.

SOCIO-CULTURAL CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn how to use the right words to speak politely.
- Interest in learning about homes and places around the world.
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Learning descriptive language.

1.1 **Evaluation criteria:** Interest in learning about homes around the world .

2. Mathematical competence: Using numbers to learn prices in English 2.1 **Evaluation criteria:** Using mathematical concepts in English.

3. Knowledge and interaction with the physical world: References countries and places to visit around the world. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

- 1 **Social and civil competence:** To learn how to say *no* politely in a shop. 4.1 **Evaluation criteria:** Be willing to learn how to be tactful in the another language.
- 2 **Cultural and artistic competence:** References to how people learn English abroad.
- 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.
- 3 **Competence of learning to learn:** Students complete the **LookBack** in Unit 4.
- 6.1 **Evaluation criteria:** Interest in learning how to learn in English.
- 4 **Personal autonomy and initiative competence:** Initiative to work in pairs to complete

dialogues and speakings throughout the unit. 7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. The emotional competence: (Castilla la Mancha): *The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.*

CROSS-CURRICULAR ITEMS

- Social competence: Can I help you?
- Using tact and the correct vocabulary to communicate in English.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 4 p. 23,25.*
- *Vocabulary Study, Workbook, Unit 4. p. 23,25,26,27.*
- *Grammar Study, Workbook , Unit 4. p. 23,25.*
- *Reading study, Workbook, Unit 4 p. 24.*
- *Writing study, Workbook, Unit 4. p. 24.*
- *Speaking study, Workbook, Unit 4.*

Extension activities:Teacher's notes

- Resource bank, p. 157,158
- Photo bank, p. 155

- Homework ideas
- Workbook

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- To understand the general message of texts about places around the world, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *can/can't*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about homes.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using prepositions correctly.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about a favourite place.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how to get the attention of staff in those countries compared with the ones in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 4.

UNIT 5 FOOD

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through conversations about your eating and drinking habits.
- To learn to understand fast speech and to order a meal at a restaurant.
- To use specific vocabulary to describe a special dish.
- To read a text about eating and drinking habits.
- To watch an extract from a cookery programme about a famous chef.
- To learn how to write a recipe.
- To learn how to form paragraphs to write a short report about your class.

CONTENTS

LISTENING

- Listen to people talk about food.
- To understand fast speech.
- Listen to a man ordering in a fast food restaurant.
- Watch an extract from a cookery programme.

SPEAKING

- Talk about your eating and drinking habits.
- Talk about diets and lifestyles.
- Order a meal in a restaurant.
- Describe a special dish.

READING

- Read an article about how much food an average person gets through in a lifetime.
- Read a recipe.

WRITING

- Learn to use paragraphs and write a short report.
- Write a recipe.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Countable and uncountable nouns
- *How much/many*
- Quantifiers
- Ordering in a restaurant

Vocabulary.

- Food/drink
- Containers
- Restaurant words
- Ingredients; phrases for writing a recipe

Pronunciation.

- Fast speech; linking
- Learning reflection:
- Understanding fast speech and linking.
 - Learning to order in a restaurant.
 - Learning to talk about food and drink.
 - Reading and listening about food and its preparation.
 - Using useful phrases to order in a restaurant.
 - Learning functional language describing what food and drink you have in your fridge.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about food people eat.
- Interest in learning about healthy eating lifestyles.
- Positive attitude towards working in pairs.
- Willingness to discuss personal finance and learn through dialogues and personal experience.
- Enjoyment in completing activities

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. To talk about food and drink.

1.1 **Evaluation criteria:** Interest in learning about what people eat.

2. Mathematical competence: Learning to say numbers.

2.1 **Evaluation criteria:** . Using mathematical concepts in English.

3. Knowledge and interaction with the physical world: Eating seafood in Goa.

3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: To learn how to order in a restaurant. 4.1 **Evaluation criteria:** Be willing to learn tact and specific vocabulary to express oneself correctly.

5. **Cultural and artistic competence:** References to people's eating habits. 5.1**Evaluation criteria:** Pleasure in learning cultural facts.

6. **Competence of learning to learn:** Students complete the **LookBack** in Unit 5. 6.1**Evaluation criteria:** Interest in learning how to learn in English.

7. **Personal autonomy and initiative competence:** Initiative to work in pairs to complete dialogues and speakings throughout the unit. 7.1**Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. **The emotional competence:** (Castilla la Mancha): *The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.*

CROSS-CURRICULAR ITEMS

- Healthy living
- Learning about the right food to eat to lead a healthy life.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Course book, Unit 5 p. 31.*
- *Vocabulary Study, Course book, Unit 5. p. 28,30,32.*
- *Grammar Study, Course book, Unit 5. p. 28,29,30,31.*
- *Reading study, Unit 5 p. 29.*
- *Writing study, Course book, Unit 5. p. 31.*
- *Speaking study, Course book, Unit 5. p. .*

Extension activities:Teacher's notes

- Resource bank, p. 161, 162.
- Photo bank, p. 157
- Warm up
- Homework ideas

- Language bank 5.1
- Workbook exercises

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

Accumulative evaluation

Self-evaluation

- **LookBack** Unit 5

2. EVALUATION CRITERIA

- To understand the general message of texts about food and drinking habits, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *how much/many* with countable/uncountable nouns.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that what people eat.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using ordering food.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about what people have in their fridge.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people eat in different areas of the world compared to their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 5.

UNIT 6 THE PAST

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through descriptions of your favourite childhood things.
- To interview a special person and to learn the past simple to talk about past events.
- To hear famous people talking about their favourite thing.
- To read about “Time twins”
- To watch a documentary about a famous dancer.
- To learn how to link sentences using *because* and *so*.
- To write your life’s story.
- To write a profile about a special person.
- To learn how to keep a conversation going by learning specific vocabulary.

CONTENTS

LISTENING

- Listen to people describing famous people’s favourite things.
- Learn to keep a conversation going.
- Listen to someone describing their weekend.
- Watch an extract from a documentary about a famous dancer.

SPEAKING

- Talk about people’s favourite things.
- Describe your favourite childhood things.
- Talk about your life/past events.
- Describe a perfect/terrible weekend.
- Interview a special person.

READING

- Read an article about “time twins”.
- Read an essay about a special person.

WRITING

- Link sentences with *because* and *so* and write your life’s story.
- Write a profile essay about a special person.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- *Was/were*
- Past simple
- Making conversation

Vocabulary.

- Dates and time phrases
- Common verbs (I)
- Weekend activities
- Phrases for interviewing

Pronunciation

- Strong and weak forms of *was* and *were*
- Past simple of regular verbs with /t/, /d/ and /ɪd/

– Learning reflection:

- Understanding dates and time phrases to speak of the past.
- Learning how to maintain a conversation going by talking about weekend activities.
- Learning when to use the Past simple.
- Reading and listening about people's lives.
- Learning when and how to use the regular and irregular past simple.
- Learning functional language understand an interview.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about famous people and the way they live.
- Interest in learning about how to communicate in English.
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Using the past simple to talk about your life.

1.1 **Evaluation criteria:** Interest in learning about how famous people live.

2. Mathematical competence: Learning dates and time phrases to speak about the past.

2.1 **Evaluation criteria:** Learning how to use mathematical concepts in English.

3. Knowledge and interaction with the physical world: References people's lives around the

world. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: To learn how to keep a conversation going

- . 4.1 **Evaluation criteria:** Be willing to learn ways to keep a conversation
5. **Cultural and artistic competence:** Learn about a famous dancer and his life. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.
6. **Competence of learning to learn:** Students complete the **LookBack** in Unit 6. 6.1 **Evaluation criteria:** Interest in learning how to learn in English.
7. **Personal autonomy and initiative competence:** Initiative to work in pairs to complete dialogues and speakings throughout the unit. 7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. **The emotional competence:** (Castilla la Mancha): *The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.*

CROSS-CURRICULAR ITEMS

- Social competence: Talking about the past
- Using “time twins” to learn about the past.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates’ opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 6 p. 36,.*
- *Vocabulary Study, Workbook, Unit 6. p. 33,37.*
- *Grammar Study, Workbook , Unit 6. p. 33,35.*
- *Reading study, Workbook Unit 6 p. 34.*
- *Writing study, Workbook, Unit 6. p. 36.*
- *Speaking study, Workbook, Unit 6.*
- *Review and check 2, Unit 4-6, Course book, p. 38,39.*
- *Test 2, Units 4-6. p. 40.*

Extension activities:Teacher’s notes

- Resource bank p. 165, 166
- Warm up text photocopy

- Notes/information on special dates
- Workbook
- Language bank
- Homework ideas

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

Accumulative evaluation

Self-evaluation

- **LookBack** Unit 6 p. 66

2. EVALUATION CRITERIA

- To understand the general message of texts about people's lives, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using the past simple to talk about what you have done.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about important people.
- Complete short dialogues using the appropriate structures, functions and vocabulary.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about people's lives.
- Identify learning strategies used to progress in the learning process by completing the **Lookback** for Unit 6.

UNIT 7 HOLIDAYS

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through conversations about travel.
- To understand someone giving you directions and to give directions.
- To read an article about a bus ride from London to Sydney.
- To compare places, transport and holidays and to be able to write a short article on it.
- To watch an extract from a travel show about Buenos Aires.
- To plan and talk about a long journey.
- To check and correct information about a holiday.

CONTENTS

LISTENING

- Listen to people discuss how they like to travel.
- Understand directions.
- Learn to check and correct directions.
- Watch an extract from a travel show about Buenos Aires.

SPEAKING

- Talk about you like to travel.
- Compare places and holidays.
- Plan and talk about a long journey.
- Give directions in the street.
- Describe a town/city you know.

READING

- Read an article about a long journey.
- Read a travel article.

WRITING

- Learn to check and correct information.
- Write about a holiday.
- Write a short article about a town/city.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Comparatives
- Superlatives
- Giving directions

Vocabulary.

- Travelling
- Places (I)
- Places (II)
- Phrases to describe a town/city

Pronunciation.

- Stressed syllables
- Strong and weak form of *the*
- Sentence stress for correcting

– Learning reflection:

- Understanding comparative and superlative adjectives and their use.
- Learning to talk about a journey by using descriptive language.
- Learning how to check and correct directions.
- Reading and listening about a city/town.
- Learning how to write basic descriptions of their environment.
- Learning functional language to speak about travel and places.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about travel places around the world.
- Interest in learning about holiday destinations, cities and towns.
- Positive attitude towards working in pairs.
- Willingness to discuss jobs in banking and learn through dialogues and personal experience.
- Enjoyment in completing activities

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Talk about places.

1.1 **Evaluation criteria:** Interest in learning about computer repair.

2. Mathematical competence: Learning numbers to give directions.

2.1 **Evaluation criteria:** Learning mathematical concepts in English.

3. Knowledge and interaction with the physical world: References places and countries around the world. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: To learn how to give directions.

4.1 **Evaluation criteria:** Be willing to learn polite language to help people.

1 **Cultural and artistic competence:** References to Buenos Aires. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

2 **Competence of learning to learn:** Students complete the **LookBack** in Unit 7.

6.1 **Evaluation criteria:** Interest in learning how to learn in English.

3 **Personal autonomy and initiative competence:** Initiative to work in pairs to complete

dialogues and speakings throughout the unit. 7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. **The emotional competence:** (Castilla la Mancha): *The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.*

CROSS-CURRICULAR ITEMS

- Social competence: Giving directions
- Using tact and the correct vocabulary to communicate in English when helping people.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 7 p. 44.*
- *Vocabulary Study, Workbook, Unit 7. p. 41,43,45.*
- *Grammar Study, Workbook, Unit 7. p. 41,43.*
- *Reading study, Workbook Unit 7 p. 42.*
- *Writing study, Workbook, Unit 7. p. 44.*
- *Speaking study, Workbook, Unit 7.*

Extension activities: Teacher's notes

- Resource bank p. 169, 170
- Workbook
- Language bank
- Homework ideas

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

Accumulative evaluation

Self-evaluation

- **Lookback** Unit 7 p. 76

2. EVALUATION CRITERIA

- To understand the general message of texts about places to visit around the world, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *the*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about travel destinations.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the comparative or superlative adjectives.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about giving directions.
- Analyse social aspects of countries around the world compared to their own country.
- Identify learning strategies used to progress in the learning process by completing the

Lookback for Unit 7.

UNIT 8 NOW

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To talk about what people are doing at the moment.
- To learn how to describe people's appearance.
- To ask for and give recommendations.
- To talk about an event.
- To listen to a radio programme about ideas of beauty,
- To watch an extract from a documentary about an English music festival.
- To read blog entries about what people are doing now and to write one yourself.
- To write a review of an event.

CONTENTS

LISTENING

- Listen to a radio programme about beauty ideas.
- Learn to link words to speak faster.
- Watch an extract from a documentary about an English music festival.

SPEAKING

- Talk about taking photos.
- Talk about what people are doing.
- Discuss what you know about various film stars.
- Discuss what you know about various film stars.
- Describe people's appearance.
- Ask and answer a questionnaire about films.
- Ask for and give recommendations.
- Describe an event.

READING

- Read a blog about what people are doing now.
- Read a festival review.

WRITING

- Write a blog entry about what you are doing.
- Write a review about an event.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present continuous
- Present simple and present continuous
- Recommending

Vocabulary.

- Verbs+prepositions
- Appearance
- Types of film
- Festival activities; phases to describe an event

Pronunciation

- Weak forms of prepositions and articles.
- Work linking

– Learning reflection:

- Describing an event.
- Using the present continuous to talk about the present.
- Learning how to use link words to speak faster.
- Reading and listening about films.
- Learning how describe someone's appearance.
- Learning functional language to talk about current subjects.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn how to discuss current culture subjects.
- Interest in learning about film culture.
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Using specific vocabulary to discuss current affairs.

1.1 **Evaluation criteria:** Interest in learning how speak of the present.

2. Mathematical competence: Learning time differences to see what people are doing now.

2.1 **Evaluation criteria:** Learning mathematical concepts in English.

3. **Knowledge and interaction with the physical world:** References what people are doing at the moment around the world. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

1 **Social and civil competence:** To learn how to write an internet blog. 4.1 **Evaluation criteria:** Be willing to learn specific internet language.

2 **Cultural and artistic competence:** References to how people live. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

3 **Competence of learning to learn:** Students complete the **Lookback** in Unit 8.

6.1 **Evaluation criteria:** Interest in learning how to learn in English.

4 **Personal autonomy and initiative competence:** Initiative to work in pairs to complete

dialogues and speakings throughout the unit. 7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. The emotional competence: (Castilla la Mancha): *The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.*

CROSS-CURRICULAR ITEMS

- Social competence: In the picture
- Learning how to write a blog.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 8 p. 47.*
- *Vocabulary Study, Workbook, Unit 8. p. 47,48,49.50.*
- *Grammar Study, Workbook, Unit 8. p. 46,48.*
- *Reading study, Workbook, Unit 8 p. 49.*

- *Writing study, Workbook, Unit 8. p. 47.*
- *Speaking study, Workbook, Unit 8.*

Extension activities: Teacher's notes

- Resource bank p. 173, 174
- Workbook
- Language bank
- Homework ideas

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

Accumulative evaluation

Self-evaluation

- **Lookback.** Unit 8 p. 86

2. EVALUATION CRITERIA

- To understand the general message of blogs and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using weak forms of prepositions and articles.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about films and film stars.
- Complete short dialogues using the appropriate structures, functions and vocabulary.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about film likes and dislikes.
- Analyse social aspects of the Anglo-Saxon countries, by comparing music festivals to the ones in their own country.
- Identify learning strategies used to progress in the learning process by completing the **Lookback** for Unit 8.

UNIT 9 TRANSPORT

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through conversations about types of transport.
- To learn how to apologise for being late.
- To listen to a museum tour.
- To listen to a man talk about his problems getting to work.
- To learn and write how to tell a long story using the correct linkers.
- To learn to speak about dealing with problems when flying and to write an e-mail explaining your experience at an airport.
- To watch an extract from a documentary about a day at Heathrow airport.
- To read an article about Paris Citybikes.

CONTENTS

LISTENING

- Listen to a guide giving a tour around a transport museum.
- Listen to a man talk about his problems getting work.
- Watch an extract from a documentary about a day at Heathrow airport.

SPEAKING

- Talk about types of transport.
- Talk about ways to travel around towns/cities.
- Apologise for being late.
- Tell a long story.
- Deal with problems with flying.

READING

- Read a news story about a lottery win.
- Read an extract from a survival instruction book.
- Read an article about things to do with friends.

WRITING

- Learn to use linkers and write a story.
- Write an e-mail about an experience at an airport/on a plane.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Articles: *a/an, the*, no article
- *Can/can't, have to/don't have to*
- Apologising

Vocabulary.

- Transport collocations
- Adjectives (I)
- Excuses
- Phrases to describe and complain about your problems.

Pronunciation.

- Strong and weak of *a* and *the*.
- Strong and weak forms of *can*, *can't*, *have to*, and *don't have to*.
- Intonation to show being happy or unhappy.

– Learning reflection:

- Talking about the present using the present continuous.
- Learning how to describe a person's appearance.
- Learning linking words to speak faster.
- Reading and listening about a British music festival.
- Recommending films and actors/actresses.
- Learning functional language to describe, recommend and talk about the present.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about the film industry.
- Interest in learning about film culture.
- Positive attitude towards working in pairs.
- Willingness to ask and answer questions and learn through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: *All the activities of the unit use the language as an instrument of communication. Ex. Describing a person.*

1.1 **Evaluation criteria:** Using the language to talk about the world around you.

2. Mathematical competence: *Students describe an event using the time.*

2.1 **Evaluation criteria:** To be able to use mathematical concepts in English.

3. Knowledge and interaction with the physical world: *References to countries and their transport system.*

3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: *To learn how to apologise.*

4.1 **Evaluation criteria:** Be willing to learn how to express oneself correctly.

5. **Cultural and artistic competence: Learning about Heathrow airport.**

5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. **Competence of learning to learn: Students complete the LookBack in**

Unit 9. 6.1 **Evaluation criteria:** Interest in learning how to learn in English.

7. Personal autonomy and initiative competence: Initiative to work in pairs to complete dialogues and speakings throughout the unit.

7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. The emotional competence: (Castilla la Mancha): The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.

CROSS-CURRICULAR ITEMS

- Social competence: Travel in style
- Learning about countries and nationalities to understand different cultures.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language.
- Attentive-assertive listening.
- Use of target language in class.

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening, Workbook, Unit 9. p. 54.*
- *Vocabulary Study, Workbook, Unit 9.p. 51,53,55.*
- *Grammar Study, Workbook , Unit 9. p. 52,54.*
- *Reading study, Workbook, Unit 9. p. 53.*
- *Writing study, Workbook, Unit 9.*
- *Speaking study, Workbook, Unit 9.*
- *Review and check 3, Units 7-9.*
- *Test 3, Units 7-9.*

Extension activities:Teacher's notes

- Resource bank p. 177,179.
- Photo bank p. 159.
- Warm up extra activity games
- Homework ideas
- Optional extra activities

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- Understand the general message of texts about travelling, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *a* and *the*, *can/can't*, and *have to/don't have to*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about Heathrow airport or travelling.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using linkers.
- Use consciously his/her linguistic knowledge in order to listen to understand key words.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people travel in those countries compared with their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 9.

UNIT 10 THE FUTURE

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding by talking about your future plans and wishes.
- To learn how to use the proper tense to make predictions about situations.
- To make suggestions and learn to say *no* politely.
- To listen to a radio interview with lottery winners and to understand a simple dialogue.
- To watch an extract from a documentary about the wettest place in Europe and extract simple vocabulary from it.
- To read an extract from an instruction book about survival.
- To read an article with tips on things to do with your friends.

CONTENTS

LISTENING

- Listen to a radio interview with lottery winners.
- Learn to respond to suggestions.
- Listen to people discussing which activities they want to do.
- Watch an extract from a documentary about the wettest place in Europe.

SPEAKING

- Talk about your future plans/wishes.
- Make predictions about situations.
- Make some suggestions and invite your friends to join you.
- Talk about weather and how it makes you feel.

READING

- Read a news story about a lottery win.
- Read an extract from a survival instruction book.
- Read an article about things to do with friends.

WRITING

- Improve your use of linkers: *too*, *also* and *as well* to write a short story.
- Write a message board notice about your country.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- *Be going to*, *would like to*
- *Will*, *might*, *won't*
- Making suggestions

Vocabulary.

- Plans
- Phrases with *get*
- Adjectives (2)
- Phrases to describe the weather

Pronunciation.

- *Going to* and *would*
- Contracted form of *will*
- Stressed syllables

– Learning reflection:

- Students learn to make and respond to invitations.
- Learning to talk about the future and future predictions.
- Learning how to reply on a message board.
- Can describe arrangements in simple terms.
- Exchange limited information on familiar matters.
- Identify specific information in simpler written material.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about the weather in different countries.
- Interest in learning about various possible activities to do with friends.
- Positive attitude towards working in pairs.
- Willingness to discuss jobs in banking and learn through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Talking about the future.

1.1 **Evaluation criteria:** Learning to use the correct tense.

2. Mathematical competence: Learning weather concepts.

2.1 **Evaluation criteria:** Using mathematical concepts in English.

3. Knowledge and interaction with the physical world: References the weather.

3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: To learn how to express yourself using Do/don't.

4.1 **Evaluation criteria:** Be willing to learn polite way to advise someone.

5. Cultural and artistic competence: References weather around the world.

5.1 Evaluation criteria: Pleasure in learning cultural facts.

6. Competence of learning to learn: Students complete the LookBack in Unit

10. 6.1 Evaluation criteria: Interest in learning how to learn in English.

7. Personal autonomy and initiative competence: Initiative to work in pairs to complete dialogues and speakings throughout the unit.

7.1 Evaluation criteria: To enjoy one on one participation. To be willing to listen and interact with others.

8. The emotional competence: (Castilla la Mancha): The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.

CROSS-CURRICULAR ITEMS

- Social competence: Wild Weather
- Learning about the weather around the world.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening study, Workbook, Unit 10 p. 61.*
- *Vocabulary Study, Workbook, Unit 10. p. 60,61,63.*
- *Grammar Study, Workbook, Unit 10. p. 59,62.*
- *Reading study, Workbook Unit 10 p. 60.*
- *Writing study, Workbook, Unit 10. p. 62.*
- *Speaking study, Workbook, Unit 2.*

Extension activities: Teacher's notes

- Resource bank p. 181,182.
- Homework ideas
- Language bank

- Workbook
- Warm up

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- To understand the general message of texts about life using the future tense, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when talking about activities.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about the weather around the world.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the future tenses.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about making and responding to suggestions.
- Analyse social aspects of different countries, by comparing the weather in those places to the weather in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 10.

UNIT 11 HEALTH

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through conversations about what to do when you don't feel well.
- To discuss cures for the common cold and to give advice and offer help.
- To understand a simple conversation from a radio programme about colds and flus.
- To read and do a quiz about how fit you are.
- To be able to say, write and understand advice on when you are feeling unwell.
- To learn how to make stories more interesting using the correct vocabulary and sentence structures.
- To watch an extract from a sitcom about a shopping experience and to learn about a social experiment.
- To learn, with the right vocabulary and expressions, how to ask for help at a pharmacy.

CONTENTS

LISTENING

- Listen to a radio programme about colds and flu.
- Listen to different scenarios of people needing help and thanking someone.
- Watch an extract from a sitcom about an unusual shopping experience.

SPEAKING

- Talk about what to do when you don't feel well and give advice.
- Discuss cures for the common cold.
- Do a quiz about your fitness.
- Talk about healthy weekends.
- Give advice and offer help; thank someone.
- Ask for help in a pharmacy.

READING

- Read an article about cold cures around the world.
- Read a quiz about how fit you are.
- Read an article about a social experiment.

WRITING

- Learn to use adverbs in stories and how to make stories more interesting.
- Write some advice for a health message board.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- *Should/shouldn't*
- Adverbs of manner
- Offering to help

Vocabulary.

- The body, health
- Common verbs (2)
- Problems
- Phrases to describe a problem and to give advice,

Pronunciation

- Consonant clusters

– Learning reflection:

- Advise on health problems using the body and health vocabulary.
- Learning to use *should/shouldn't*.
- Learning when to use adverbs of manner and to talk about how you do things.
- Writing short stories and expressing simple opinions.
- Learning to discuss everyday issues, make and respond to offers of help.
- Learning functional language to speak about basic medical matters.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about people and their health and fitness and how they maintain a healthy lifestyle.
- Interest in learning about health and fitness
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: *All the activities of the unit use the language as an instrument of communication. Ex. To talk about healthy and fitness.*

1.1 **Evaluation criteria:** Interest in learning about healthy lifestyles.

2. Mathematical competence: *Using numbers to talk about exercise distances.*

2.1 **Evaluation criteria:** To be able to use mathematical concepts in English.

3. Knowledge and interaction with the physical world: Learning about common cold cures from people around the world.

3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: To learn polite language to give advice using should/shouldn't.

4.1 **Evaluation criteria:** Be willing to learn tact and formal and informal language.

5. Cultural and artistic competence: References how people maintain a healthy lifestyle through eating habits and exercise.

5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. Competence of learning to learn: Students complete the LookBack in Unit

11. 6.1 Evaluation criteria: Interest in learning how to learn in English.

7. Personal autonomy and initiative competence: Initiative to work in pairs to complete dialogues and speakings throughout the unit.

7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. The emotional competence: (Castilla la Mancha): The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.

CROSS-CURRICULAR ITEMS

- Social competence: Never Felt Better
- Learning about health and fitness.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 11 p. 66.*
- *Vocabulary Study, Workbook, Unit 11. p. 64,66,68.*
- *Grammar Study, Workbook, Unit 11. p. 64,67.*
- *Reading study, Workbook, Unit 11. p. 65.*

- *Writing study, Workbook, Unit 11. p. 67.*
- *Speaking study, Workbook, Unit 3. p. 68.*

Extension activities: Teacher's notes

- Resource bank, p. 185, 186
- Warm up
- Homework ideas
- Language bank
- Workbook

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- To understand the general message of texts about the body and health, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using adverbs of manner.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about health and being healthy.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as learning to thank someone.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about curing the common cold.
- Analyse social aspects of countries around the world, by comparing how people cure a cold to those in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 11.

UNIT 12 EXPERIENCES

OBJECTIVES

Throughout this unit, the student will be able to achieve the following aims:

- To develop speaking and understanding through talking about unusual experiences and listening to people talk about theirs.
- To describe movement from one place to another.
- To understand an extract from a documentary about sharks.
- To phone someone about a problem.
- To learn how to write a postcard and to write about an exciting/frightening experience.
- To learn specific vocabulary by reading about a dangerous job.

CONTENTS

LISTENING

- Listen to people talking about their experiences.
- Listen to different scenarios of people needing help and thanking someone.
- Watch an extract from a documentary about sharks.

SPEAKING

- Talk about unusual experiences.
- Describe movement from one place to another.
- Talk about past experiences.
- Describe difficult situations/problems.
- Say telephone numbers.
- Phone someone about a problem.
- Describe an exciting/frightening experience.
- Read an article about a dangerous job.

READING

WRITING

- Learn to use postcard phrases and use them to write one.
- Write a story about an exciting/frightening experience.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present perfect
- Present perfect and past simple
- Telephoning

Vocabulary.

- Outdoor activities
- Prepositions (3)
- Telephoning expressions
- Phrases to describe an experience

Pronunciation

- Sentence stress

– Learning reflection:

- Understanding and describing past activities and personal experiences.
- Learning to write short, simple messages on postcards relaying news.
- Students understand simple texts and can discuss and express how they feel about personal experiences.
- Interacting with ease in structured situations and short phone conversations.
- Learning to tell a story about a personal experience.
- Learning to write a short, basic descriptions of past events in a narrative form.

SOCIO-CULTURAL CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about travel experiences around the world.
- Interest in learning about dangerous jobs.
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: *All the activities of the unit use the language as an instrument of communication. Ex. Learning to talk about past experiences.*

1.1 **Evaluation criteria:** Learning how to use the past simple and present perfect.

2. Mathematical competence: *Using numbers to say telephone numbers.*

2.1 **Evaluation criteria:** Using mathematical concepts in English.

3. Knowledge and interaction with the physical world: *References activities that can be done in different countries around the world.*

3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: *To learn how to telephone.*

4.1 **Evaluation criteria:** Be willing to learn how to be tactful in the another language.

5. **Cultural and artistic competence: References dangerous jobs.**

5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. **Competence of learning to learn: Students complete the LookBack in Unit**

12. 6.1 **Evaluation criteria:** Interest in learning how to learn in English.

7. **Personal autonomy and initiative competence: Initiative to work in pairs to complete dialogues and speakings throughout the unit.**

7.1 **Evaluation criteria:** To enjoy one on one participation. To be willing to listen and interact with others.

8. **The emotional competence: (Castilla la Mancha):** The maturity which a student shows in his/her actions, both with others and with him/herself, above all when resolving everyday problems.

CROSS-CURRICULAR ITEMS

- Social competence: Afraid of nothing
- Learning about rare/dangerous jobs around the world.

ATTITUDES AND VALUES

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc.
- Overcome mental blocking when meeting new people in the target language
- Attentive-assertive listening
- Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 12 p. 71.*
- *Vocabulary Study, Workbook, Unit 12. p. 69,72,73.*
- *Grammar Study, Workbook , Unit 12. p. 70,72.*
- *Reading study, Workbook, Unit 12. p. 70.*
- *Writing study, Workbook, Unit 12. p. 69.*
- *Speaking study, Workbook, Unit 12.*
- *Review and check 4: Units 10-12.*
- *Test 4: Units 10-12.*

Extension activities:Teacher's notes

- Resource bank, p. 190
- Language bank
- Homework ideas
- Workbook

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

- Classroom observation to check both individual and global progress
- Skills: reading, writing, listening exercises

2. EVALUATION CRITERIA

- To understand the general message of texts about peculiar jobs, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using the past participle.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about past experiences.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using prepositions of movement.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about speaking on the phone.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 12.