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 competences

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.*

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**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:**

- Fawly Towers: watch an extract
- Resource bank p. 146
- Photo bank p. 152
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/, /iz/
- 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, Workbook, Unit 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.
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 others 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. **Evaluation criteria:** Be willing to learn tact 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.*
- *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.
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 /id*/

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. **Evaluation criteria:** Be willing to learn ways to keep a conversation going.

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,.
- 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.*
- *Reading study, Workbook, Unit 8 p. 49.*
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.*
- *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.

   2.1 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 suing 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.**

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

6. **Competence of learning to learn: Students complete the LookBack in Unit 10.**

   **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.**

   **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.
- 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
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 flu.
- 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 speaking 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 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.