



Speakout

Intermediate

General programme of contents

Area of Foreign Languages

Speakout Intermediate

UNIT 1 IDENTITY

OBJECTIVES

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

- To develop speaking and understanding by talking about family events.
- To listen to someone describing his family history.
- To talk about people in your life.
- To role-play an interview and to learn by listening to set of interviews.
- To listen to a set of instructions and do a test.
- To create a new identity.
- To read about a BBC programme that reveals family histories.
- To read tips on successful interviews.
- To write an e-mail of introduction and to answer of questionnaire.

CONTENTS

LISTENING

- Listen to someone describing their family history.
- Listen to a set of instructions and do a test.
- Listen to a set of interviews; learn to understand and use two-word responses.
- Watch and understand a documentary about life online.

SPEAKING

- Talk about family events.
- Talk about people in your life.
- Discuss the differences between men and women.
- Talk about types of interviews and interview experiences; role-play an interview.
- Discuss and create a new identity.

READING

- Read and understand a text about a BBC programme that reveals family histories.
- Read a BBC blog about the differences between men and women.
- Read and answer a questionnaire about what women really think.
- Read tips on successful interviews.

WRITING

- Write an e-mail of introduction; learn to use formal and informal styles.
- Write answer to a questionnaire.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Question forms including subject versus object questions and questions with prepositions.
- Review of verb tenses: present and past simple versus present and past continuous.
- Talking about yourself.

Vocabulary.

- Family
- Relationships; collocations with *take, get, do, go*
- Interview advice; phrases to introduce questions
- Things you can do in Second Life; phrases to describe an avatar

Pronunciation.

- Intonation patterns in question forms
- Stressed syllables

– Learning reflection:

- Entering unprepared into conversation on topics that are familiar, personal interest or pertinent to everyday life.
- Writing personal letters describing experiences and impressions.
- Understanding radio broadcast material about familiar topics.
- Summarising and giving their opinion about and answering questions in detail.
- Taking an active part in inform discussion in familiar contexts.
- Providing concrete information required in an interview.
- Carrying out a prepared interview, checking and confirming information.
- Catching the main points in TV programmes.
- Checking and confirming information on familiar routine and non-routine matters.
- Conveying information and ideas on abstract and concrete topics, checking information, and asking about our explaining problems.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn the differences between men and women and to learn what women really think.
- Interest in learning tips to help you do well at an interview.
- 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. Discussing the differences between men and women.

1.1 **Evaluation criteria:** Interest in learning about people and what they think.

2. Mathematical competence: Using percentages to talk about what women think. 2.1 **Evaluation criteria:** To be able to use mathematical concepts in English.

3. Knowledge and interaction with the physical world: To talk about people's family. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: Learning tips on how to do well on interviews. 4.1 **Evaluation criteria:** Be willing to learn how to express oneself correctly.

5. Cultural and artistic competence: Learning about Second Life, a computer game. 5.1 **Evaluation criteria:** Learning how people would live through a computer game if there were no rules..

6. Competence of learning to learn: Students complete the **LookBack** in Unit 1. 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: Tell me about yourself.
- Learning how talk about yourself, interview advice, and listening and learning on how to interview.

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.*
- *Vocabulary Study, Workbook, Unit 1.p. 4,6,7,8.*
- *Grammar Study, Workbook , Unit 1.p. 4,6.*
- *Reading study, Workbook, Unit 1. p. 7.*
- *Writing study, Workbook, Unit 1. p. 5.*
- *Speaking study, Workbook, Unit 1.*

Extension activities:Teacher's notes

- Resource bank p. 127
- Language bank
- Warm up extra activity games
- Homework ideas
- Vocabulary bank
- Workbook exercises

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 family histories, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation in question forms.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk the differences between men and women.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the correct tense.
- Use consciously his/her linguistic knowledge in order to listen to understand key words about men and women.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how women really think 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 TALES

OBJECTIVES

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

- To talk about life stories.
- To talk about an important news event.
- To tell a true story or a lie and to read a text about lying.
- To listen to people telling anecdotes.
- To listen to a radio programme about films.
- To listen to news report and to read a news report.
- To watch a BBC drama about an art thief.
- To read an article about conspiracy theories.
- To tell a narrative and learn to write one.

CONTENTS

LISTENING

- Listen to a radio programme about important roles in films.
- Listen to news reports.
- Listen to people telling anecdotes; learn to keep a story.
- Watch and listen to a drama about a burglar and a famous painting.

SPEAKING

- Talk about life experiences.
- Talk about your life story.
- Talk about an important news story/event.
- Tell a true story or a lie.
- Discuss fictional crime dramas.
- Tell a narrative.

READING

- Read a text about whether Hollywood films use fact or fiction.
- Read an article about conspiracy theories.
- Read short news stories.
- Read a text about how to tell if someone is lying.

WRITING

- Write a news report; learn to use time linkers: *as soon as*, *while*, *during*, *until* and *by the time*.
- Write a short newspaper article.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present perfect versus past simple
- Narrative tenses
- Telling a story

Vocabulary.

- Types of story; focus on prepositions (with expressions of time, nouns, and fixed expressions).
- The news
- Collocations with *say* and *tell*; sequencers
- Crime collocations; narrative phrases

Pronunciation.

- Strong and weak forms of the present perfect
- Polite intonation

– Learning reflection:

- Understanding the information content of audio material.
- Describing past activities.
- Asking for and sharing personal information.
- Reading texts on subjects related to their interest.
- Describing past activities.
- Expressing news and views effectively in writing.
- Describing events, real, or imagined.
- Narrating a story.
- Expressing and responding to feelings such as surprise, happiness, sadness, interest and indifference.
- Following many films and their storyline.
- Relating a narrative or description.
- Giving detailed accounts of experiences, describing feelings and reactions.
- Writing a description of an event, real or imagined.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn the difference between real lives and the films portrayed about them.
- Interest in learning about news stories.
- 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 your life story.

1.1 **Evaluation criteria:** Interest in learning about important news and events.

2. Mathematical competence: Using numbers to talk about stories in the news.

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

3. Knowledge and interaction with the physical world: References true stories, lies and newspaper articles.

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

4. Social and civil competence: To learn how to tell a story and to keep it going.

4.1 **Evaluation criteria:** Be willing to learn how to write a narrative.

5. Cultural and artistic competence: A story about the theft of the Mona Lisa.

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

- Social-cultural competence: What really happened?
- Learning about news stories from 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 2 p.11.*
- *Vocabulary Study, Workbook, Unit 2. p. 9,10,12,13.*
- *Grammar Study, Workbook , Unit 2.p. 9,11.*
- *Reading study, Workbook Unit 2 p.10.*
- *Writing study, Workbook, Unit 2. p. 12.*
- *Speaking study, Workbook, Unit 2.*
- *Review and check 1, Units 1-2. p. 14,15,16.*
- *Test 1, Units 1-2. p. 17.*

Extension activities:Teacher's notes

- Resource bank p. 131, 132.
- Homework ideas
- Language bank
- Workbook
- Warm up exercises

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 conspiracy theories and news stories, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using collocations with *say* and *tell*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about how to tell if someone is lying.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using time linkers.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about films.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 2.

UNIT 3 CONTACT

OBJECTIVES

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

- To discuss attitudes now/earlier in life.
- To talk about predictions.
- To explain misunderstandings, read a story about a misunderstanding and listen to a series of misunderstandings.
- To write a series of messages and to write a memo.
- To discuss the best ways to communicate and to read an article about teenage communication.
- To watch a BBC documentary about the Internet's impact.

CONTENTS

LISTENING

- Listen to predictions about the future of communication.
- Listen to telephone conversations involving misunderstandings.
- Watch and understand a documentary about the impact of the Internet.

SPEAKING

- Discuss attitudes now in comparison to ones you had earlier in life.
- Talk about how things will change in the future.
- Learn to reformulate and retell a story about a misunderstanding; role-play resolving a misunderstanding.
- Talk about communication preferences.

READING

- Read an article about teenage communication.
- Read a short story about a misunderstanding.

WRITING

- Write messages; learn to use note form.
- Write a memo.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- The future (plans): the present continuous, *going to*, *will*, *might*
- The future (predictions) *Will*, *might*, *may*, *could*, *going to*, *likely to*
- Dealing with misunderstandings

Vocabulary.

- Communication
- Future time markers; idioms

- Types of misunderstandings; phrases to clarify/ask someone to reformulate
- Internet communication; phrases for discussing preferences

Pronunciation

- *Going to* in fast speech
- Intonation; dealing with misunderstandings

– Learning reflection:

- Communicating with accuracy in familiar contexts.
- Writing notes conveying simple information to friends, service people, teachers, and others.
- Expressing thoughts about abstract or cultural topics such as the future.
- Explaining why something is a problem.
- Understanding the information content of recorded or broadcast audio material.
- Following articulated speech, may have to ask for repetition.
- Explaining why something is a problem, discuss what to do next, compare and contrast alternatives.
- Catching the main points on TV programmes.
- Giving or seeking personal views and opinions in discussing topics of interest.
- Writing notes conveying simple information of immediate relevance to friends, service people, teachers, and others.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about technology and how it affects our lives.
- Interest in learning about how the internet has revolutionised 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. Using the future to make predictions.

1.1 **Evaluation criteria:** Learning how to make predictions.

2. Mathematical competence: Using numbers to leave notes.

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

3. Knowledge and interaction with the physical world: Learning about teenagers 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 deal with misunderstandings and reformulate. 4.1 **Evaluation criteria:** Be willing to learn tact and formal and informal language.

2 **Cultural and artistic competence:** References to the internet and technology.

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

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

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: The virtual revolution
- Learning about how the Internet is changing 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. 19,21.*
- *Grammar Study, Workbook, Unit 3. p. 18,21.*
- *Reading study, Workbook, Unit 3 p. 19.*
- *Writing study, Workbook, Unit 3. p. 19.*
- *Speaking study, Workbook, Unit 3.*

Extension activities:Teacher's notes

- Resource bank, p. 135, 137.
- Warm up
- Homework ideas
- Language bank
- Workbook exercises
- Vocabulary 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 teenage communication, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *going to* for fast speech.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about misunderstandings.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as future time markers.
- Use consciously his/her linguistic knowledge in order to listen to dialogues dealing with misunderstandings.
- Analyse social-cultural aspects of teenagers around the world, by comparing them to teenagers in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 3.

UNIT 4 JOBS

OBJECTIVES

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

- To develop speaking through discussing the qualities needed for different jobs.
- To talk about past habits.
- To participate in a meeting and to listen to people making decisions in a meeting.
- To describe a day in your life and to listen to people describing dream jobs gone wrong.
- To read an article about millionaires.
- To read a covering letter and to learn how to write one.
- To write about daily routines.
- To read job advertisements.
- To watch a BBC comedy about a man's first day in a new job.

CONTENTS

LISTENING

- Listen to two people describing dream jobs gone wrong.
- Listen to people making decisions in a meeting.
- Watch and understand a comedy programme about a man's first day in a new job.

SPEAKING

- Discuss the qualities needed for different jobs; complete a survey and discuss the results.
- Talk about past habits.
- Learn to manage a discussion; participate in a meeting and create a business plan.
- Describe a day in your life.

READING

- Read an article about millionaires.
- Read and do a survey about whether you have got what it takes to be a millionaire.
- Read about childhood dreams.
- Read job advertisements.
- Read about a programme called *The Apprentice*.

WRITING

- Write a covering letter; learn to organise your ideas.
- Write about daily routines.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Modals of obligation: *must, have to, should*
- *Used to* and *would*
- Reaching agreement

Vocabulary.

- Personal qualities; confusing words
- Strong adjectives
- Business collocations; phrases to give opinions, comments on other opinions and suggestions.
- Office conversation; phrases to describe routines.

Pronunciation

- Stressed syllables
- Sentence stress

– Learning reflection:

- Reading texts on subjects related to their field of interests.
- Giving brief comments on the views of others.
- Comparing and contrasting alternatives, discussing what to do next, where to go, who or which to choose, etc.
- Understanding factual information about common everyday or job-related topics, identifying general messages and specific details.
- Conveying information and ideas on abstract and concrete topics, checking information and asking about or explaining problems.
- Making their opinions and reactions understood, giving brief reasons and explanations.
- Understanding a TV comedy show on topics of personal interest.
- Exchanging, checking, and confirming information on familiar routine and non-routine matters.
- Writing clear, detailed texts on a variety of subjects.

SOCIO-CULTURAL CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about different jobs and dream jobs around the world.
- Interest in learning about jobs and what it takes to do them.
- 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 past habits.

1.1 **Evaluation criteria:** Learning how to use *used to*, *would* and strong adjectives.

2. Mathematical competence: Using numbers to talk about routines.

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

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

1 **Social and civil competence:** Learning how to write a covering letter.

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

2 **Cultural and artistic competence:** Learning about millionaires. 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: Learning to manage a conversation
- 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. 24.*
- *Vocabulary Study, Workbook, Unit 4. p. 23,24,26,27.*
- *Grammar Study, Workbook, Unit 4. p. 23,26.*
- *Reading study, Workbook, Unit 4 p. 25.*

- *Writing study, Workbook, Unit 4. p. 26.*
- *Speaking study, Workbook, Unit 4.*
- *Review and check 2, Units 3-4. p. 28, 29, 30.*
- *Test 2, Units 3-4. p. 31.*

Extension activities: Teacher's notes

- Resource bank, p.140, 141, 142.
- Language bank
- Homework ideas
- Workbook exercises

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 millionaires, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when talking about past habits.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about childhood dreams and job advertisements.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using strong adjectives.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about reaching an agreement.
- Analyse social aspects of the Anglo-Saxon countries, by comparing people's jobs in those countries compared to ones in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 4.

UNIT 5 SOLUTIONS

OBJECTIVES

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

- To talk about different forms of transport and their uses.
- To present and answer questions on your area of expertise.
- To explain and solve problems.
- To describe a new machine and read about how technology changed the world.
- To listen to people answering difficult questions.
- To listen to conversations about technical problems.
- To watch a programme about a race between a car and two people.
- To read a book review.
- To write an advantages/disadvantages essay.
- To write an advertisement.

CONTENTS

LISTENING

- Listen to people answering difficult general knowledge questions.
- Listen to conversations about technical problems: learn to respond to requests.
- Watch and understand a programme about a race between a car and two people.

SPEAKING

- Discuss how technology has changed the world.
- Talk about different types of transport and their uses.
- Do a short general knowledge questionnaire; answer questions on your area of expertise.
- Role-play asking and responding to requests.
- Present and describe a new machine.

READING

- Read an article about how technology changed the world.
- Read an essay about the advantages and disadvantages of technology.
- Read a book review.
- Read a short text about PC anger in the workplace.

WRITING

- Write an advantages versus disadvantages essay; learn to use discourse markers.
- Write an advertisement for a new machine.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Comparatives and superlatives
- Question tags
- Polite requests

Vocabulary.

- Technology
- Words related to questions; word building: adjectives
- Problems and solutions
- Presentation phrases to describe a machine

Pronunciation.

- Main syllable stress in words/phrases
- Falling/rising intonation in question tags
- Polite intonation in requests

– Learning reflection:

- Comparing and contrasting alternatives, discussing what to do, where to go, who/which to choose, etc.
- Writing an essay which develops an argument, giving reasons in support of/against a particular viewpoint and explaining the advantages and disadvantages of various options.
- Following the main points, giving or seeking personal views and opinions in discussing topics of interest, giving brief comments on the views of others.
- Understanding what is said to them in standard language.
- Explaining why something is a problem, discussing what to do next, comparing and contrasting alternatives.
- Understanding a documentary in a standard dialect, giving a clear presentation, highlighting significant points and adding supporting detail.
- Writing detailed descriptions on familiar subjects.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about technology and how it changed the world.
- Interest in learning about resolving technical problems.
- 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 technology.

1.1 **Evaluation criteria:** Using comparative and superlatives to talk about technology.

2. Mathematical competence: Learning to talk about distances and consumption. 2.1 **Evaluation criteria:** . Using mathematical concepts in English.

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

4. Social and civil competence: To learn to respond to requests. 4.1 **Evaluation criteria:** Be willing to learn tact and specific vocabulary express polite requests.

5. Cultural and artistic competence: References to how people use technology around the world. 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

- Cultural competence: Machines
- Learning about machines and technology.

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 5 p. 32.*
- *Vocabulary Study, Workbook, Unit 5. p. 32,34,35,36.*
- *Grammar Study, Workbook, Unit 5. p. 33,43.*
- *Reading study, Workbook, Unit 5 p. 31.*
- *Writing study, Workbook, Unit 5. p. 35.*
- *Speaking study, Workbook, Unit 5.*

Extension activities:Teacher's notes

- Resource bank, p. 147.
- Warm up
- Homework ideas
- Language bank
- 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 technology, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation – intonation in question tags.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that advantages versus disadvantages essay.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as making and responding to polite requests.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about confirming information.

- Analyse social aspects of the different countries, by comparing how people use technology 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 talk about your emotions and to learn by reading about basic emotions.
- To discuss what you would do in different situations.
- To introduce /respond to news.
- To talk about memorable moments.
- To listen to conversations where people hear news.
- To watch a BBC comedy about a man's terrible day.
- To read about a BBC programme *The People Watchers*.
- To write a letter of advice and a website entry.

CONTENTS

LISTENING

- Listen to a radio programme about therapies.
- Listen to a conversation where people receive news.
- Watch and understand a comedy programme about a man's terrible day.

SPEAKING

- Talk about your emotions.
- Discuss what advice to give people in a variety of situations.
- Learn to introduce and respond to news; role-play giving someone news.
- Describe an achievement.

READING

- Read about basic emotions.
- Read about a BBC programme *The People Watchers*.
- Read about the best ways to give bad news.

WRITING

- Write a letter of advice; learn to qualify what you say.
- Write about one of your happiest memories.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Zero and first conditionals
- Second conditional
- Giving good and bad news

Vocabulary.

- *-ing* versus *-ed* adjectives; multi-word verbs with *on*, *off*, *up* and *down*
- Verb-noun collocations
- Life events
- Phrases to describe a good/bad experience

Pronunciation

- Weak forms of *will* in contractions
- Strong and weak forms of *would*
- Exaggerated intonation to show emotion

– Learning reflection:

- Understanding the main point of radio programmes on topics of personal interest.
- Expressing yourself clearly and without having to restrict what you want to say.
- Using a variety of strategies to achieve comprehension.
- Writing letters conveying degrees of emotion and commenting on the correspondent's news and views.
- Conveying degrees of emotion and highlighting the personal significance of events and experiences.
- Giving brief comments on the views of others.
- Following TV comedy programmes in a standard dialect.
- Relating a narrative, giving detailed accounts of experiences, describing feelings and reactions.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about emotions and how humans react to the stimulation around them.
- Interest in learning how to give and receive news.
- 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 your emotions.

1.1 **Evaluation criteria:** Interest in learning about a healthy state of mind.

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

3. **Knowledge and interaction with the physical world:** Watching a British show to learn different techniques to convince people. 3.1**Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

1 **Social and civil competence:** To learn how to give advice. 4.1**Evaluation criteria:** Be willing to learn about correct vocabulary/expressions express yourself in person and by letter.

2 **Cultural and artistic competence:** Learn how British people give and respond to news. 5.1**Evaluation criteria:** Pleasure in learning cultural facts.

3 **Competence of learning to learn:** Students complete the **LookBack** in Unit 6. 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: The People Watchers
- Learning how to analyse people and their reactions to requests.

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. 40.*
- *Vocabulary Study, Workbook, Unit 6. p. 37,38,39,41.*
- *Grammar Study, Workbook, Unit 6. p. 38,39.*
- *Reading study, Workbook, Unit 6 p. 37.*
- *Writing study, Workbook, Unit 6. p. 40.*

- *Speaking study, Workbook, Unit 6.*
- *Review and check 3, Units 5-6, p. 42,43,44.*
- *Test 2, Units 5-6, p. 45.*

Extension activities:Teacher's notes

- Resource bank, p. 150, 151, 152.
- Warm up
- Homework ideas
- Language bank
- 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 6 p. 78.

2. EVALUATION CRITERIA

- To understand the general message of texts about basic emotions, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using strong and weak forms of *will* and *would* when using the conditionals.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about memorable moments in someone's life.
- Complete short dialogues using the appropriate structures, functions and vocabulary to respond to news. Use consciously his/her linguistic knowledge in order to listen to dialogues about treating an illness.
- Analyse social aspects of the different countries, by comparing how people get others to do things through watching *People Watchers*.
- Identify learning strategies used to progress in the learning process by completing the **Lookback** for Unit 6.

UNIT 7 SUCCESS

OBJECTIVES

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

- To talk about success.
- To talk about your abilities.
- To give/clarify opinions.
- To describe an achievement.
- To understand a radio programme about success.
- To listen to a conversation about memory.
- To listen to a discussion about intelligence.
- To watch a BBC documentary about an achievement.
- To read a biographical text.
- To read about qualifications.
- To write a summary.
- To write an internet post.

CONTENTS

LISTENING

- Listen to and understand a radio programme about success.
- Listen to a three-way conversation about memory.
- Listen to a discussion about intelligence; learn to refer to what you said earlier.
- Watch and understand a programme about an incredible experience.

SPEAKING

- Discuss how people can be successful.
- Talk about something you've been doing.
- Talk about your abilities.
- Choose the right candidate for the job.
- Give opinions and examples.
- Describe an achievement.

READING

- Read a short introduction to *The Secret of Success*.
- Read a biographical text about the memory men.
- Read a story about qualifications.

WRITING

- Write a summary; learn to make notes for a summary.
- Write about an achievement for an internet post.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present perfect simple versus continuous
- Present and past modals of ability
- Clarifying opinions

Vocabulary.

- Success verb phrases with *about, with, to for, on, at* and *in*
- Ability
- Qualifications
- Phrases to describe an achievement

Pronunciation.

- Strong and weak forms of *have*
- Stress on multi-syllabic words
- Word stress in phrases

– Learning reflection:

- Understanding the information content of recorded and broadcast material on topics of personal interest.
- Communicating on familiar routine and non-routine matters related to your interest and professional field.
- Reading texts on subjects related to their field of interest.
- Summarising report and giving their opinion about information on familiar routine and nonroutine matters within his field.
- Giving or seeking personal views and opinions in discussing topics of interest.
- Taking initiatives in an interview, expanding and developing ideas with little help or prodding from an interviewer.
- Understanding a TV show.
- Relating a narrative as a linear sequence of points.
- Giving detailed accounts of experiences, describing feelings, and reactions.
- Writing connected texts on familiar fields.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about famous British people who dedicate their time to charity.
- Interest in learning about men with extraordinary gifts.
- 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 interests.

1.1 **Evaluation criteria:** Learning the difference between the present perfect continuous and present perfect simple.

2. Mathematical competence: Using numbers for understanding job advertisements. 2.1 **Evaluation criteria:** Using mathematical concepts in English.

3. Knowledge and interaction with the physical world: Watching a documentary about an achievement. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. Social and civil competence: Learning about people's qualifications for jobs. 4.1 **Evaluation criteria:** Learning to clarify your opinions and refer to what you said earlier.

5. Cultural and artistic competence: References to an MBE award winner and artist Stephen Wiltshire. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. Competence of learning to learn: Students complete the **LookBack** in Unit 7. 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: The Memory Men?
- Learning about men that have extraordinary abilities.

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. 49.*
- *Vocabulary Study, Workbook, Unit 7. p. 46,47,48,50.*
- *Grammar Study, Workbook, Unit 7. p. 47,48.*
- *Reading study, Workbook, Unit 7 p. 46.*
- *Writing study, Workbook, Unit 7. p. 49.*
- *Speaking study, Workbook, Unit 7.*

Extension activities: Teacher's notes

- Resource bank, p. 156,157.
- Warm up
- Homework ideas
- Language bank
- 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 7 p. 90

2. EVALUATION CRITERIA

- To understand the general message of biographical texts about memory men, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using phrases with *about, with, to, for, on, at, and in.*
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about stories of qualifications.

- Complete short dialogues using the appropriate structures, functions and vocabulary, such as discussing people's qualifications.
- Use consciously his/her linguistic knowledge in order to listen to dialogues.
- Analyse social aspects of the Anglo-Saxon countries, by comparing what people consider the secret to success compared to people in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 7.

UNIT 8 COMMUNITIES

OBJECTIVES

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

- To describe your neighbourhood and listen to descriptions of online communities.
- To compare real-world and online activities.
- To listen to people describing guest/host experiences.
- To discuss social situations.
- To design a community.
- To watch a BBC documentary about a remote community.
- To read a text from a BBC website about neighbours.
- To read about how to be a good guest.
- To write a website review and an advertisement.

CONTENTS

LISTENING

- Listen to descriptions of online communities.
- Listen to people describing guest/host experiences; learn to accept apologies.
- Watch and understand a documentary programme about a man's visit to a remote community.

SPEAKING

- Describe your neighbourhood and discuss how it could be improved.
- Compare real-world and online activities.
- Discuss problematic social situations.
- Create an ideal community.

READING

- Read a BBC blog about neighbours.
- Read a website review.
- Read about how to be a good guest.

WRITING

- Write a website review; learn to use complex sentences.
- Write a web advert for members of your ideal community.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Articles; quantifiers
- Relative clauses
- Being a good guest

Vocabulary.

- Getting on (with people); compound nouns
- The Internet
- Welcoming
- Communities; phrases to discuss ideas

Pronunciation

- Stress patterns in compound nouns

– Learning reflection:

- Scanning longer texts in order to locate desired information and gather information from different parts of the texts.
- Making their opinions and reactions understood, giving brief reasons and explanations.
- Understanding the information content of recorded or broadcast audio material on topics of personal interest.
- Writing clear, detailed texts on a variety of subjects related to the student's field of interest.
- Exchanging, checking and confirming accumulated information on familiar routine and nonroutine matters within their field.
- Following TV broadcast material and identifying the speaker's mood, tone, etc.
- Making the student's opinions and reactions understood, giving brief reasons and explanations.
- Writing detailed descriptions on familiar subjects.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about communities around the world and the differences between them.
- Discussing social situations.
- 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. Discussing social situations.

1.1 **Evaluation criteria:** Learning about problematic social situations.

2. Mathematical competence: Using numbers and percentages to talk about where you live. 2.1 **Evaluation criteria:** Learning mathematical concepts in English.

3. Knowledge and interaction with the physical world: Learning about neighbours and neighbourhoods.

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

4. **Social and civil competence:** To learn how to be a good guest and to accept apologies through specific English vocabulary. 4.1 **Evaluation criteria:** Learning civil behaviour with your neighbour.

5. **Cultural and artistic competence:** References to people's lives on the Internet. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. **Competence of learning to learn:** Students complete the **LookBack** in Unit 8. 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

- Technological competence: My place in cyberspace
- Learning about people and their interaction with the Internet and their relationships with people through online communities.

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. 52.*
- *Vocabulary Study, Workbook, Unit 8. p. 51,52,53,54.*
- *Grammar Study, Workbook, Unit 8. p. 51,53.*
- *Reading study, Workbook, Unit 8 p. 54.*
- *Writing study, Workbook, Unit 8. p. 54.*
- *Speaking study, Workbook, Unit 8.*

- *Review and check 4, Units 7-8. p. 56, 57, 58.*
- *Test 4, Units 7-8. p. 59.*

Extension activities:

- Resource bank, p. 160, 161, 162.
- Warm up
- Homework ideas
- Language bank
- 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 8 p. 102

2. EVALUATION CRITERIA

- To understand the general message of texts about neighbours, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when stress patterns in compound nouns.
- Recognise the general idea and be able to get specific information of written texts coming from the internet.
- Complete short dialogues using the appropriate structures, functions and vocabulary such as *a, an, the*, or no article.
- Use consciously his/her linguistic knowledge in order to listen to dialogues of people describing guest/host experiences.
- Analyse social aspects of different countries, by comparing communities, neighbours and tribes as opposed to those in their own countries.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 8.

UNIT 9 HISTORY

OBJECTIVES

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

- To talk about important events in history and listen to descriptions of past decades.
- To talk about your own history.
- To compile and do a quiz, listen to people doing a quiz about history, and read a quiz about history.
- To describe a role model.
- To watch a BBC documentary about a great artist.
- To read about important moments in history.
- To read about time travel.
- To write a short essay and a wiki entry.

CONTENTS

LISTENING

- Listen to people describing past decades.
- Listen to people doing a quiz about history; learn to react to information.
- Watch and understand a documentary programme about a great artist.

SPEAKING

- Describe a big moment in history.
- Talk about your personal history.
- Compile and do a quiz.
- Talk about people who influenced you.

READING

- Read magazine extracts about important moments in history.
- Read about the invention of the word *teenager*
- Read a short article about time travel.
- Read a quiz about history.

WRITING

- Write a short essay; learn to structure paragraphs.
- Write a wiki entry about an influential person.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Third conditional
- Active versus passive
- Expressing uncertainty

Vocabulary.

- History
- Periods of time; collocations with *come, give, have, make*
- Describing people
- Phrases to describe outstanding work; phrases to describe a role model

Pronunciation.

- *Had* and *would have* in connected speech
- Forms of the verb *be* in fast speech
- Intonation patterns to sound interested

– Learning reflection:

- Understanding the description of events, feelings, and wishes.
- Writing short, simple essays on topics of interest.
- Understanding the information content of the recorded or broadcast audio material on topics of personal interest.
- Giving clear, detailed descriptions on subjects related to their field of interest.
- Entering unprepared into conversations on familiar topics.
- Giving feedback on and follow up statements and inferences in a discussion.
- Initiating, maintaining and ending discourse appropriately with effective turn taking.
- Understanding a documentary in standard dialect.
- Presenting a clear, detailed description on subjects related to their field of interest.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about history and how it has affected us today.
- Interest in learning about art and the arts.
- 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. Talking about your personal history.

1.1 **Evaluation criteria:** Learning to use the active and passive.

2. Mathematical competence: Students practise talking history and historical dates.

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

3. Knowledge and interaction with the physical world: References to important moments in history.

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

4. Social and civic competence: To learn about history and how it affects the environment we live in.

4.1 **Evaluation criteria:** Be willing to learn about the world we live in.

5. Cultural and artistic competence: Learning about Michelangelo.

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 and civic competence: History
- Learning about history and how it affects us individually and collectively.

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. 61.*
- *Vocabulary Study, Workbook, Unit 9. p. 60,62,64.*
- *Grammar Study, Workbook, Unit 9. p. 60,62.*
- *Reading study, Workbook, Unit 9. p. 63.*
- *Writing study, Workbook, Unit 9. p. 61.*
- *Speaking study, Workbook, Unit 9.*

Extension activities:Teacher's notes

- Resource bank p. 167
- Warm up extra activity game
- Homework ideas
- Language bank
- Workbook exercises

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 history, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *had/would have* in connected speech.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about historical figures.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using collocations with *come, give, have, make* to talk about periods of time.
- Use consciously his/her linguistic knowledge in order to listen to understand past decades.
- Analyse social aspects of Anglo-Saxon countries by talking about their personal history compared to people in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 9.

UNIT 10 WORLD

OBJECTIVES

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

- To discuss ideas for eco-living and listen to descriptions of the world's best food cities.
- To recommend a city for food and listen to people giving advice/warnings.
- To ask for/give travel advice.
- To watch a BBC documentary about the Arctic's melting ice caps.
- To talk about a special place.
- To read about a man who tried to live ethically for a year.
- To read advice about what not to do in an airport.
- To write a restaurant review and to write an e-mail campaigning for action.

CONTENTS

LISTENING

- Listen to descriptions of the world's best food cities.
- Listen to people giving advice/warnings; learn to make generalisations.
- Watch and understand a programme about the Arctic's melting ice caps.

SPEAKING

- Discuss environmental issues and solutions.
- Recommend a city for food.
- Talk about your attitude to food.
- Ask for and give travel advice.
- Talk about a special or an endangered place.

READING

- Read about a man who tried to live ethically for a year.
- Read about the world's greatest food city.
- Read some restaurant reviews.
- Read advice about what not to do in an airport.

WRITING

- Write a restaurant review; learn to link ideas.
- Write an e-mail campaigning for action.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Reported speech
- Verb patterns
- Giving advice/warnings

Vocabulary.

- The environment; word-building: prefixes
- Reporting verbs
- Airports
- Phrases to describe places

Pronunciation.

- Strong and weak forms of *to*, *for* and *that*
- Sentence stress

– Learning reflection:

- Understanding articles on contemporary problems in which the writers adopt particular viewpoints.
- Outlining an issue or a problem clearly, speculating about causes or consequences and weighing up advantages and disadvantages.
- Understanding radio documentaries and other recorded or broadcast audio material.
- Writing clear, detailed descriptions on subjects related to their interests.
- Dealing with most transactions likely to arise whilst travelling, arranging travel or accommodation or dealing with authorities during a foreign visit.
- Understanding a documentary.
- Planning what is to be said and the means to say it, considering the effect on the recipient.
- Writing letters conveying degrees of emotion and highlighting the personal significance of events and experiences.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about and discuss environmental issues and solutions.
- Interest in learning about issues and problems in the world and how to resolve them.
- 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. Giving advice/warnings.

1.1 **Evaluation criteria:** Learning how to make generalisations.

2. Mathematical competence: Using numbers in Fact Files.

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

3. Knowledge and interaction with the physical world: Learning about the environment and the Arctic.

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

4. **Social and civil competence: To learn what NOT to do in an airport.**

4.1 **Evaluation criteria:** Learning correct behaviour to travel.

5. **Cultural and artistic competence: Learning how to talk about food culture.**

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: The Great Melt
- Learning and discussing environmental problems and solutions.

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. 65.*
- *Vocabulary Study, Workbook, Unit 10. p. 65,66,67,69.*
- *Grammar Study, Workbook, Unit 10. p. 66,68.*
- *Reading study, Workbook, Unit 10. p. 67.*
- *Writing study, Workbook, Unit 10. p. 68.*
- *Speaking study, Workbook, Unit 10.*

- *Review and check 5. Units 9-10. p. 70, 71, 72.*
- *Test 5. Units 9-10. p. 73.*

Extension activities: Teacher's notes

- Resource bank, p. 170, 171, 172.
- Language bank
- Workbook exercises
- Warmup activities
- Vocabulary 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 food and restaurants, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using strong and weak forms of *to*, *for*, and *that*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about the environment.
- Complete short dialogues using the appropriate structures, functions and vocabulary.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about to food culture.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 10.