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 an 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 reveal family histories.
- Read a BBC blog about the differences between men and women.
- Read and answer a questionnaire about 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 suprise, 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 to 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.

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.*

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**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 who 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 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.
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

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**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.

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**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.

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**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.
- Reading study, Workbook, Unit 7 p. 46.
- Writing study, Workbook, Unit 7. p. 49.
- Speaking study, Workbook, Unit 7.

Extension activities: Teacher’s notes
- 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 civil 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.*
- **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 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.