



Speakout

Pre-Intermediate

General programme of contents

Area of Foreign Languages

Speakout Pre-Intermediate

UNIT 1 LIFE

OBJECTIVES

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

- To develop speaking and understanding by talking about what makes you happy.
- To ask and answer personal questions.
- To start/end a conversation.
- To talk about important people in your life.
- To understand routine exchanges.
- To watch an extract from a BBC drama.
- To understand newspaper articles about relationships.
- To write about an important year in your life and about your best friend.
- To improve the use of linking words.

CONTENTS

LISTENING

- Listen to people talk about what makes them happy.
- Watch an extract from a drama.

SPEAKING

- Talk about what makes you happy.
- Ask and answer personal questions.
- Talk about relationships and about past events.
- Start/end a conversation talk about important people in your life .

READING

- Read two newspaper articles about relationships.
- Read an article about the art of conversation.
- Read a competition entry about friendship.

WRITING

- Write about an important year in your life .
- Improve the use of linking words.
- Write a competition entry about your best friend.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Question forms.
- Past simple.
- Making
- Conversation.

Vocabulary.

- Free time.
- Relationships.
- Conversation topics.

Pronunciation.

- Sentence stress.
- /d/,/t/,/id/ endings.
- Learn how to sound natural by linking sentences.

– Learning reflection:

- Learning to understand short routine exchanges.
- Can ask for and provide personal information.
- Understanding simple texts containing common vocabulary.
- Describing past activities with the past simple.
- Writing a series of simple phrases and sentences using connectors.
- Using polite forms of greetings, farewells and introductions to start and maintain a conversation.
- Describing people in simple terms, write basic descriptions of events, past activities and personal experiences.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn the art of conversation: to start and maintain it .
- Interest in learning about people's love stories from around the world.
- 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 past experiences.

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

2. Mathematical competence: . 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 interests, holiday experiences and weekends. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

4. **Social and civil competence:** Learning how to talk to people of all nationalities. 4.1**Evaluation criteria:** Be willing to learn how to express oneself correctly.

5. **Cultural and artistic competence:** References to a famous British TV show. 5.1**Evaluation criteria:** Pleasure in learning cultural facts.

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: Nice day, isn't it.
- Learning how to start and maintain a conversation.

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

Extension activities:Teacher's notes

- Resource bank p. 146
- Language bank

- Warm up extra activity game
- Homework ideas

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

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

2. EVALUATION CRITERIA

- Understand the general message of texts about people talking about what makes them happy, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using the regular past simple: /d/, /t/, or /id/.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about romantic relationships.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as the *do/don't* of conversation.
- Use consciously his/her linguistic knowledge in order to listen to understand key words in the BBC drama Blackpool.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people introduce themselves and maintain a conversation 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 WORK

OBJECTIVES

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

- To talk about what motivates you at work .
- To talk and read about dangerous jobs.
- To discuss likes and dislikes.
- To understand, describe and write about your work and life balance.
- To listen to interview about jobs.
- To watch an extract from a BBC documentary about commuting.
- To write an e-mail about work experience .

CONTENTS

LISTENING

- Listen to people talk about how companies motives staff.
- Listen to interviews about jobs.
- Watch an extract from a documentary about commuting.

SPEAKING

- Develop speaking and understanding through talking about work and studies.
- Talk about dangerous jobs and about routines.
- Discuss likes and dislikes and respond and ask more questions to keep the conversation going.
- Describe your work and life balance.

READING

- Read an article about dangerous jobs.
- Read a survey about work and life balance.

WRITING

- Write an email about work experience.
- Write a web comment about work and life balance.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present simple and present continuous.
- Adverbs of frequency.
- Expressing likes and dislikes.

Vocabulary.

- Works.
- Jobs.
- Types of works
-

Pronunciation.

- Stressed syllables on compound words.
- Polite intonation.

– Learning reflection:

- Understanding clear, standard speech on familiar matters.
- Learn to participate in short conversations in routine contexts on topics of interest.
- Understanding short texts on familiar matters on every day or job-related language.
- Ask and answer questions about what they do at work and in their free time.
- Talk about what you like and dislike.
- Use simple techniques to maintain a short conversation.
- Ask and answer questions about what they do at work and in free time.
- Describe their families, living conditions, schooling, present, or most recent jobs.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about people and their job and to identify a variety of jobs.
- Interest in learning about different types of jobs.
- 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. Responding and making questions.

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

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

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

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

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

4. Social and civil competence: To learn how to express yourself by writing e-mails about work experience.

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

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

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

6. Competence of learning to learn: Students complete the LookBack in Unit 2. 6.1 **Evaluation criteria:** Interest in learning how to learn in English.

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

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

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

CROSS-CURRICULAR ITEMS

- Risky business
- Learning about people's jobs around the world.

ATTITUDES AND VALUES

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

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening study, Workbook, Unit 2 p.13.*
- *Vocabulary Study, Workbook, Unit 2. p. 10,12,14,15.*
- *Grammar Study, Workbook , Unit 2.p. 10,12.*
- *Reading study, Workbook Unit 2 p.11.*
- *Writing study, Workbook, Unit 2. p. 11.*
- *Speaking study, Workbook, Unit 2.*

Extension activities:Teacher's notes

- Resource bank p. 150
- 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 jobs, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using adverbs of frequency.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about people's jobs around the world.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the present simple and present continuous.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about asking and responding to questions.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people work and and their daily routines compared to people in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 2.

UNIT 3 TIME OUT

OBJECTIVES

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

- To talk about future plans.
- To discuss your favourite types of culture.
- To make and receive phone calls.
- To plan a perfect day out.
- To listen and understand a radio programme for gist and detail and about young people having fun.
- To watch an extract from a BBC travel programme about visiting Barcelona.

CONTENTS

LISTENING

- Listen to a radio programme about young people having fun.
- Listen to four phone calls.
- Watch an extract from a travel programme visiting Barcelona.

SPEAKING

- Talk about future plans.
- Ask and answer questions for a culture survey.
- Make and receive phone calls and learn to manage phone problems.
- Plan a perfect day out.

READING

- Read an art quiz.

WRITING

- Write an email invitation

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present continuous.
- *Be going to* for future.
- Making phone calls.
- Questions without auxiliaries.

Vocabulary.

- Time out.
- The arts.
- Collocations.

Pronunciation

- Stressed syllables
- Learning reflection:
- Understanding and extracting useful information from short recorded passages about every day issues.
 - Discussing what to do, where to go and make arrangements to meet.
 - Write short notes and messages relation to matter in areas of need.
 - Learning to find information in every day material.
 - Asking and answering questions and exchanging ideas on familiar topics.
 - Learning to handle social exchanges, using polite forms of greeting and address.
 - Learning how to ask for repetition if something is not understood.
 - Describing plans and arrangements.
 - Write notes and messages related to matters of immediate need.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

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

BASIC COMPETENCES

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

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

2. Mathematical competence: Talking about the cost of things.

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

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

4. Social and civil competence: To learn how to make a phone call.

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

5. Cultural and artistic competence: References to the arts and culture. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

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

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

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

CROSS-CURRICULAR ITEMS

- Artistic competence: Weird of wonderful
- Learning about the arts and a general knowledge quiz.

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

Extension activities:Teacher's notes

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

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 two important cities in Europe, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using the present continuous and *be going to* for future predictions.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about travelling the globe.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as questions using the correct auxiliaries.
- Use consciously his/her linguistic knowledge in order to listen to dialogues making a phone call.
- Analyse social-cultural aspects of people around the world, by comparing art and art culture to people in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 3.

UNIT 4 GREAT MINDS

OBJECTIVES

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

- To develop speaking through describing what you did at school.
- To give advice and make suggestions for language learners.
- To listen to two people describing their secret talents.
- To watch an extract from a BBC documentary about brainpower.
- To read an article about different schoolbooks.
- To read suggestions to improve your English.
- Check your work and correct mistakes.
- Write advice for a problem page.

CONTENTS

LISTENING

- Listen to two people describing their secret plans.
- Listen to a radio programme giving advice about language learning.
- Watch an extract from a documentary about brain power.

SPEAKING

- Talk about your talents.
- Talk about what you did at school and about obligations
- Give and respond to advice.
- To discuss five top tips for tests.

READING

- Read an article about different schools.
- Read an entry for a problem page.
- Read suggestions for how to improve your English.

WRITING

- Write a competition entry about talents.
- Write advice for a problem page.
- Check your works and correct mistakes.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present perfect+*ever/never*.
- *Can, have to ,must*(obligation).
- Giving advice

Vocabulary.

- Expressions with *make* and *do*.
- Education .
- Language learning.

Pronunciation

- Pronunciation of have in connected speech.
- Rhyming past participles.

– Learning reflection:

- Understanding clear, standard speech on familiar matters.
- Writing simple phrases and sentences about themselves, where they live and what they do.
- Understanding simple matters with high frequency language or job-related language.
- Participating in conversations in routine contexts on topics of interest.
- Making and responding to suggestions.
- Giving simple descriptions or presentations of people, living or working conditions, daily routines, likes/dislikes.
- Writing about everyday aspects of their environment: people, places, a job or study experience in linked sentences.

SOCIO-CULTURAL CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about London and Barcelona as two important European cities.
- Interest in learning about places around the world and art culture.
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Making a phone call.

1.1 **Evaluation criteria:** Learning polite, formal and informal language to talk on the phone.

2. **Mathematical competence:** Learning prices and times to talk about cities. 2.1 **Evaluation criteria:** Using mathematical concepts in

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

4. **Social and civil competence:** To learn how to take and leave a phone message. 4.1**Evaluation criteria:** Be willing to learn how to be tactful in the

another language.

5. **Cultural and artistic competence:** References to culture through a culture quiz. 5.1**Evaluation criteria:** Pleasure in learning cultural facts.

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

LookBack in Unit 4. 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: Can I take a message?
- 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. 26.*
- *Vocabulary Study, Workbook, Unit 4. p. 23,25,27.*
- *Grammar Study, Workbook, Unit 4. p. 23,25,26.*
- *Reading study, Workbook, Unit 4 p. 24.*
- *Writing study, Workbook, Unit 4. p. 24.*
- *Speaking study, Workbook, Unit 4.*

Extension activities:Teacher's notes

- Resource bank, p.158
- Language bank

- Homework ideas
- Workbook

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

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

2. EVALUATION CRITERIA

- To understand the general message of texts about two important cities in Europe, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when talking on the phone.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about what to do when visiting London or Barcelona.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using collocations properly.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about London.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how to make a polite phone call in those countries compared to their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 4.

UNIT 5 TRAVEL

OBJECTIVES

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

- To develop speaking and understanding through telling a travel anecdote.
- To ask for, give and understand directions.
- To discuss travel.
- To present ideas for an award.
- To understand travel advice.
- To watch an extract BBC travel programme.
- To read a text about a man who works in three countries every day.
- To read about amazing journeys.
- To write an e-mail describing a trip or weekend away.
- To write an application for an award.

CONTENTS

LISTENING

- Listen to a radio programme about travel items.
- Listen to a man describing a special place in a city and understanding directions.
- Watch an extract from a travel programme about a trip across the Andes.

SPEAKING

- Describe journeys.
- Talk about travels.
- Ask for and give directions.
- Learn to show and check understanding.
- Present ideas of a journey of a lifetime for an award.

READING

- Read about amazing journeys.
- Read a text about a man who works in three continents every day.

WRITING

- Write an e-mail describing a trip or weekend away.
- Learn how to use sequencers.
- Write an application for an award.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Past simple and past continuous
- Verb patterns
- Asking for/giving advice

Vocabulary.

- Transport
- Travel items
- Tourism

Pronunciation.

- *Was* and *were* in connected speech
- Stressed syllables

– Learning reflection:

- Identifying information in written materials such as letters.
- Telling a story or describing something in a simple list of points.
- Understanding and extracting essential information from recorded passages dealing with everyday matters.
- Writing simple texts about familiar subjects on interests.
- Understanding simple directions to get from X to Y.
- Asking for repetition when something is not understood.
- Indicating when they are following.
- Giving a short, basic presentation on a topic on everyday life.
- Describing plans and arrangements.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about food travelling around the world.
- Interest in learning about travel destinations.
- 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 holidays.

1.1 **Evaluation criteria:** To use a specific past tense to talk about holidays and travel destinations.

2. **Mathematical competence:** Learning to give directions.

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

3. **Knowledge and interaction with the physical world:** Travelling the world.

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

4. **Social and civil competence:** To learn how give directions. 4.1 **Evaluation criteria:** Be willing to learn tact and specific vocabulary to express oneself correctly.

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

6. **Competence of learning to learn:** Students complete the **LookBack** in Unit 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: Full Circle
- Learning about the people and their culture.

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

Extension activities:Teacher's notes

- Resource bank, p. 161, 162.
- Photo bank, p. 155
- 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 travelling, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *was/were*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about must see travel destinations.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using giving directions.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about what people take with them on holidays.

- Analyse social aspects of the different countries, by comparing how people live in different areas of the world compared to their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 5.

UNIT 6 FITNESS

OBJECTIVES

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

- To talk about your lifestyle and discuss food preferences.
- To listen to conversations between a doctor and her patients.
- To explain health problems and to read and identify information in an article about living longer.
- To write about food and a sporting memory.
- To watch an extract from a short comedy about squash and to ask about a sport for a sports survey.
- To listen to a radio interview with a food expert.

CONTENTS

LISTENING

- Listen to a radio interview with a food expert.
- Listen to conversations between a doctor and her patients; predict information.
- Watch an extract from a short comedy about squash.

SPEAKING

- Talk about your health.
- Discuss food preferences.
- Make predictions for the future.
- Explain health problems.
- Ask and answer questions about sports for a survey.

READING

- Read an article about living longer.
- Read a TV guide about Street Doctors.
- Read a website entry about a sporting memory.

WRITING

- Write about food.
- Improve your sentence structure.
- Write about a sporting memory.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present perfect + *for/since*
- *May, might, will*
- Seeing the doctor

Vocabulary.

- Health
- Food
- Illness

Pronunciation

- Sentence stress in *How long have you...?*

– Learning reflection:

- Identifying specific information in written materials such as letters, brochures and newspaper articles.
- Asking and answering questions about what they do at work and their free time.
- Using an overall idea to derive unknown words from the context.
- Writing everyday aspects of their environments or study experience in linked sentences.
- Expressing how they feel and expressing thanks.
- Providing basic information in an interview/consultation
- Asking and answering questions on familiar topics.
- Writing descriptions of events, past activities and personal experiences.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about social networking and its use.
- Interest in learning about network terminology.
- 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 the importance of food.

1.1 **Evaluation criteria:** Interest in learning about a healthy lifestyle.

2. Mathematical competence: Learning the significance of numbers in texts.

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

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

4. Social and civil competence: To explain health problems to your doctor.

4.1 **Evaluation criteria:** Be willing to learn about correct vocabulary/expressions to talk to your doctor.

5. **Cultural and artistic competence:** References ways to live a longer healthy life. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

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

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

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

CROSS-CURRICULAR ITEMS

- Social competence: A long life
- Learning how to live a long healthy life.

ATTITUDES AND VALUES

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

MIXED-ABILITY ACTIVITIES

Consolidation activities:

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

- Resource bank, p. 166.

- Warm up
- Homework ideas
- Language bank
- Workbook exercises

Extension activities:Teacher's notes

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

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

Accumulative evaluation

Self-evaluation

- **LookBack** Unit 6 p. 66

2. EVALUATION CRITERIA

- To understand the general message of texts about living a longer life, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about a sporting memory.
- Complete short dialogues using the appropriate structures, functions and vocabulary to predict information.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about seeing the doctor.
- Analyse social aspects of the different countries, by comparing how people eat and think they will eat in the future 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 6.

UNIT 7 CHANGES

OBJECTIVES

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

- To talk about a life change.
- To tell the story of a man's life.
- To learn to find information.
- To listen to a radio programme about two women who changed their lives.
- To understand short, predictable conversations.
- To watch an extract from the beginning of *My Family and Other Animals*.
- To read and predict information in a story.
- To use paragraphs to write about a change and to write a blog/diary.

CONTENTS

LISTENING

- Listen to a radio programme about two women who changed their lives.
- Understand short predictable conversations.
- Watch an extract from the beginning of a film.

SPEAKING

- Talk about a life change.
- Discuss when you might tell a lie.
- Find out and check information.
- Talk about a new experience.

READING

- Read and predict information in a story about Ferdinand Waldo Demara.
- Read a text about Chinese students in the UK.
- Read a blog about starting university.

WRITING

- Write about a decision which changed your life.
- Learn to use paragraphs.
- Write a blog/diary about a new experience.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- *Used to*
- Purpose, cause and result
- Finding out information

Vocabulary.

- Verbs + prepositions
- Collocations
- Facilities

Pronunciation.

- Pronunciation of *used to*
- Intonation in questions

– Learning reflection:

- Asking and answering questions about pastimes and past activities.
- Writing text on many familiar subjects by linking elements into linear sequence.
- Using connectors to link sentences to tell a story or describe something.
- Dealing with everyday demands, finding out and passing on information.
- Asking for clarification about key words and phrases not understood.
- Describing past activities and personal experiences.
- Giving basic descriptions of events and activities.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about two women who changed their lives.
- Interest in learning about a famous film.
- 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. Using phrases to connect ideas.

1.1 **Evaluation criteria:** Interest in learning about a famous film.

2. Mathematical competence:

2.1 **Evaluation criteria:**

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

4. Social and civil competence: Helping foreign students outside of their country. 4.1 **Evaluation criteria:** Finding out information and checking information.

5. **Cultural and artistic competence:** References to a famous film: The Great Impostor. 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: Can you tell me?
- Using tact and the correct vocabulary to help people 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 7 p. 44.*
- *Vocabulary Study, Workbook, Unit 7. p. 41,43,45.*
- *Grammar Study, Workbook, Unit 7. p. 41,43.*
- *Reading study, Workbook, Unit 7 p. 42.*
- *Writing study, Workbook, Unit 7. p. 42.*
- *Speaking study, Workbook, Unit 7.*

Extension activities:Teacher's notes

- Resource bank, p. 169,170.
- 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. 59

2. EVALUATION CRITERIA

- To understand the general message of texts about predicting information in a story, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *used to*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about changes in people's lives.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as checking information.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about life changes.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people leave their country to another and how they react compared to people their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 7.

UNIT 8 MONEY

OBJECTIVES

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

- To talk about a product that people should invest in and listen to a radio programme about great investments.
- To talk about why you should earn more cash and listen to a discussion about salaries.
- To learn how to present a business idea.
- To understand a web debate and read an article about shopping tips.
- To write a description of a product and an idea for a business investment.
- To watch and understand an extract from a documentary about Google.

CONTENTS

LISTENING

- Listen to a radio programme about great investments.
- Listen to a discussion about salaries.
- Listen to conversations in shops.
- Watch an extract from a documentary about the success of Google.

SPEAKING

- Talk about a product that people should invest in; how to describe objects, places, things.
- Talk about quantity; discuss which professions should earn the most money.
- Describe things.
- Present a business idea.

READING

- Read a text about musicians' pay.
- Understand a web debate.
- Read about an article about shopping tips.
- Read a competition advertisement and entry.

WRITING

- Write a description of a product; add emphasis to your writing.
- Write an idea for a business investment.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Relative clauses
- *To much/many, enough, very*
- Buying things

Vocabulary.

- Money
- Multi-word verbs
- Shopping

Pronunciation

- Stress on multi-word verbs
- Pronunciation of *Do you...?* and *Can I...?*

– Learning reflection:

- Understanding and extracting essential information from recorded passages dealing with everyday matters.
- Writing a short simple advertisement.
- Handling numbers, quantities, cost and time.
- Participating in routine contexts on topics of interest.
- Asking about things and making simple transactions in shops, post offices or banks.
- Defining the features of something concrete using simple phrases.
- Giving short presentations on a topic of everyday life, giving reasons, explanations for opinions, plans and actions.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about products that should be invested in and to present a business idea.
- Interest in learning about business investments.
- Positive attitude towards working in pairs.
Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

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

1.1 **Evaluation criteria:** Learning about spending money and quantities.

2. Mathematical competence: Talk about earning more money.

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

3. Knowledge and interaction with the physical world: Learning about the founders of Google

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

- 1 **Social and civil competence:** To learn correct shopping vocabulary and to describe things.
- 4.1 **Evaluation criteria:** Learning language to buy things.
- 2 **Cultural and artistic competence:** References to how people's salaries.
- 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.
- 3 **Competence of learning to learn:** Students complete the **LookBack** in Unit 8.
- 6.1 **Evaluation criteria:** Interest in learning how to learn in English.
- 4 **Personal autonomy and initiative competence:** Initiative to work in pairs to complete

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

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

CROSS-CURRICULAR ITEMS

- Social competence: Pay me more!
- Learning about jobs and their salaries.

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. 49,50.*
- *Vocabulary Study, Workbook, Unit 8. p. 46,48.*
- *Grammar Study, Workbook, Unit 8. p. 46,48.*
- *Reading study, Workbook, Unit 8 p. 47.*
- *Writing study, Workbook, Unit 8. p. 47.*
- *Speaking study, Workbook, Unit 8.*

Extension activities:

- Resource bank, p. 173,174.
- Warm up
- Homework ideas

- Language bank
- Workbook exercises
- Photo bank, p.158.

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

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

Accumulative evaluation

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

2. EVALUATION CRITERIA

- To understand the general message of texts about professions and their salaries, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when stressing multi-word verbs.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about large businesses.
- Complete short dialogues using the appropriate structures, functions and vocabulary such as words referring to money and shopping.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about businesses, salaries and investments.
- Analyse social aspects of the Anglo-Saxon countries, by comparing salaries earned by different professions compared to the ones in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 8.

UNIT 9 NATURE

OBJECTIVES

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

- To talk about green issues and to be able to write about your views on the environment.
- To give your views on life in the city or the country and to write a travel blog.
- To listen to a radio programme about environmental issues.
- To understand two articles about experiences in the wild.
- To watch an extract from a documentary about the Northern Lights.
- To talk about the places of natural beauty using specific nature vocabulary.

CONTENTS

LISTENING

- Listen to a radio programme about environmental issues.
- Listen to people discussing a quiz.
- Watch an extract from a documentary about seeing the Northern Lights.

SPEAKING

- Talk about the environment.
- Talk about nature.
- Make guesses about pictures and learn to give yourself time to think.
- Talk about an amazing natural place.

READING

- Read two articles about experiences in the wild.
- Read a travel blog.

WRITING

- Write about your views on the environment.
- Write a travel blog.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Comparatives/superlatives
- Articles
- Making guesses

Vocabulary.

- Nature
- The outdoors
- Animals

Pronunciation.

- Sentence stress
- Stressed syllables
- Pronunciation of *must, could, might* (silent letters)

– Learning reflection:

- Understanding and extracting essential information from recorded passages dealing with everyday matters.
- Describing everyday aspects of his/her environment.
- Using an idea of an overall meaning to derive the meaning of words from context.
- Giving and seeking personal views and opinions in discussing topics of interest.
- Using simple techniques to maintain a conversation.
- Recalling and rehearsing an appropriate set of phrases in discussing topics of interest.
- Using simple techniques to maintain a conversation.
- Recalling and rehearsing an appropriate set of phrases from his/her repertoire.
- Telling a story or describing something in a simple list of points.
- Writing a simple description of an event, trip.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about the world we live in and how to take care of it.
- Interest in learning about animals and the environment.
- 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 protecting the environment.*

1.1 **Evaluation criteria:** Interest in learning about the world we live in.

2. Mathematical competence: *Students practise talking about animals speed, height, weight, etc.*

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

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

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

4. Social and civil competence: To learn about recycling and taking care of the environment.

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

5. Cultural and artistic competence: References a documentary about the Northern Lights.

5.1 Evaluation criteria: Pleasure in learning cultural facts.

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

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

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

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

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

CROSS-CURRICULAR ITEMS

- Social competence: Into the wild
- Learning about countries and their indigenous animals and environment.

ATTITUDES AND VALUES

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

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening, Workbook, Unit 9. p. 54.*
- *Vocabulary Study, Workbook, Unit 9. p. 51,53,55.*
- *Grammar Study, Workbook, Unit 9. p. 51,53.*
- *Reading study, Workbook, Unit 9. p. 52.*
- *Writing study, Workbook, Unit 9. p. 52.*
- *Speaking study, Workbook, Unit 9.*
- *Review and check 3, Units 7-9. p. 56, 57.*
- *Test 3. Units 7-9.*

Extension activities:Teacher's notes

- Resource bank p. 178
- Photo bank p. 158
- 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 nature and the environment, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *must, could, might*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about experiences in the wild.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using *it's possible, it's not possible* or *it's certain* to make guesses.
- Use consciously his/her linguistic knowledge in order to listen to understand environmental issues.
- Analyse social aspects of different countries by answering questions and using key phrases to express yourself.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 9.

UNIT 10 SOCIETY

OBJECTIVES

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

- To discuss qualities of different places and to listen to conversations about different cities.
- To talk about an important issue and to write about it.
- To read an article about crime and punishment and to decide on the punishments to fit the crimes.
- To watch an extract from a documentary about the world's oldest rock band.
- To use formal expressions to write a letter.
- To learn how to write an e-mail of complaint.

CONTENTS

LISTENING

- Listen to conversations about different cities.
- Listen to people complaining.
- Watch an extract from a documentary about the world's oldest rock band.

SPEAKING

- Discuss qualities of different places, talk about where you live.
- Talk about crime and punishment; decide on the punishments that fit the crimes.
- Roleplay a complaint; learn to sound firm but polite.
- Talk about an important issue or problem.

READING

- Read an article on crime and punishment.
- Read a web comment about a problem.

WRITING

- Write a letter about an issue; use formal expressions.
- Write an e-mail of complaint.
- Write a web comment about an issue.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Uses of *like*
- Present/past passive
- Complaining

Vocabulary.

- Describing a city
- Crime and punishment
- Problems

Pronunciation.

- Pronunciation of different use of *like*
- Sentence stress

– Learning reflection:

- Describing their living conditions.
- Writing simple notes and messages relating to matters of everyday life.
- Reading factual texts on subjects related to their interests.
- Participating in short conversations in routine contexts on topics of interest.
- Making a simple complaint.
- Writing personal letters describing experiences, feelings and events in some detail.
- Explaining why something is a problem, discuss what to do next, compare and contrast alternatives.
- Describing past activities and personal experiences.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about and discuss crime and their punishments.
- Interest in learning about issues and problems in the world.
- Positive attitude towards working in pairs.
- Willingness to discuss jobs in banking and learn through dialogues and personal experience.
- Enjoyment in completing activities

BASIC COMPETENCES

1. Linguistic communicative competence: All the activities of the unit use the language as an instrument of communication. Ex. Describing the world's top ten cities.

1.1 **Evaluation criteria:** Interest in learning about the world's best cities.

2. Mathematical competence: Listening to large numbers in English.

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

3. Knowledge and interaction with the physical world: Learning about different cities around the world.

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

4. Social and civil competence: To learn how to express yourself firmly but politely.

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

5. Cultural and artistic competence: Learning about the oldest rock band in the world.

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

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

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

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

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

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

CROSS-CURRICULAR ITEMS

- Social-cultural competence: Crime and Punishment
- Learning and discussing crimes and a punishment that it deserves.

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

Extension activities:Teacher's notes

- Resource bank, p. 182
- Language bank
- Workbook exercises
- Warmup activities

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 crime and punishments, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *like*.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about the top cities in the world.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the present and past passive sentence structure.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about to people complaining.
- Analyse social aspects of the Anglo-Saxon countries, by comparing crime and punishment compared to it in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 10.

UNIT 11 TECHNOLOGY

OBJECTIVES

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

- To develop speaking by talking about things you've done.
- To listen to people talking about how they keep in touch.
- To discuss about technology you couldn't live without and read an article about computer games.
- To improve your use of pronouns.
- To give your opinion and to learn how to write about it.
- To watch a documentary about giving up television.
- To talk about future consequences.
- To listen to a discussion about the internet.

CONTENTS

LISTENING

- Listen to people talk about how they keep in touch.
- Listen to a discussion about the internet.
- Watch an extract from a documentary about children and TV.

SPEAKING

- Talk about things you have done recently.
- Discuss computer games; talk about your future.
- Give your opinion on different issues; learn to disagree politely.
- Talk about technology you couldn't live without.

READING

- Read an article about computer games.
- Read an article about "wilfing".

WRITING

- Write a travel blog entry; improve your use of pronouns.
- Write a web comment about your opinion of technology.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Present perfect (+ *just, yet, already*)
- First conditional + *when*
- Giving opinions

Vocabulary.

- Communication
- Feelings
- Internet terms

Pronunciation

- Pronunciation of *will* in connected speech
- Polite intonation

– Learning reflection:

- Understanding the main points of clear speech on familiar matters encountered in work, school, leisure.
- Asking and answering questions about pastimes and past activities.
- Understanding texts on subjects related to their interests.
- Describing events, real or imagined, in simple terms.
- Expressing belief, opinion, agreement, and disagreement politely and in simple terms.
- Explaining what they like or dislike about something, give reasons, opinions, plans and actions.

SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about technology and how people use it and need it in their life.
- Interest in learning about the internet.
- 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 technology.*

1.1 **Evaluation criteria:** Interest in learning about the internet, computers, TV or computer games and the people that use them.

2. Mathematical competence: *Using numbers to talk about technology.*

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

3. Knowledge and interaction with the physical world: *References how much time people watch TV around the world.*

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

4. **Social and civil competence: To learn polite language to disagree with someone.**
4.1 **Evaluation criteria:** Be willing to learn tact and formal and informal language.

5. **Cultural and artistic competence: Discussing people and how they keep in touch.**
5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

6. **Competence of learning to learn: Students complete the LookBack in Unit 11.**
6.1 **Evaluation criteria:** Interest in learning how to learn in English.

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

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

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

CROSS-CURRICULAR ITEMS

- Social competence: Keeping in touch
- Learning about blogs, e-mailing, texting, etc.

ATTITUDES AND VALUES

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

MIXED-ABILITY ACTIVITIES

Consolidation activities:

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

Extension activities: Teacher's notes

- Resource bank, p. 186
- Warm up

- Homework ideas
- Language bank
- Workbook

EVALUATION

1. EVALUATION RESOURCES

Formative evaluation

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

2. EVALUATION CRITERIA

- To understand the general message of texts about computer games, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using *will* in connected speech.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about technology.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the present perfect.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about giving opinions and disagreeing politely.
- Analyse social aspects of people around the world, by comparing how they keep in touch compared to people in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 11.

UNIT 12 FAME

OBJECTIVES

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

- To develop speaking through talking about what you would do if you were famous and to develop listening through people talking about being famous.
- To talk about your favourite film.
- To listen to people making requests.
- To watch a documentary about Lewis Hamilton.
- To read a magazine article about film extras.
- To read a text about personal concierges.
- To use paragraphs to write a profile of a famous person.
- To write about your childhood ambitions.

CONTENTS

LISTENING

- Listen to people talking about being famous.
- Listen to people making requests.
- Watch an extract from a documentary about Lewis Hamilton.

SPEAKING

- Report other people' speech; talk about your favourite film.
- Talk about hypothetical situations.
- Make requests and offers; ask for more time.
- Talk about your dreams and ambitions.

READING

- Read a magazine article about film extras.
- Read a text about personal concierges.

WRITING

- Write a profile of someone famous; improve your use of paragraphs.
- Write a web comment about your childhood ambitions.

LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

Grammar.

- Reported speech
- Second Conditional
- Requests and offers

Vocabulary.

- Film
- Suffixes
- Collocations

Pronunciation

- Stressed syllables

– Learning reflection:

- Asking and answering questions and exchanging ideas and information on familiar topics in everyday situations.
- Expressing some thoughts on cultural topics such as books, music, film, etc.
- Understanding clear, standard speech on familiar matters.
- Describing events, real, or imagined, in simple terms.
- Communicating using simple phrases to ask for and provide things, to get information, and to discuss what to do next.
- Describing dreams, hopes and ambitions.

SOCIO-CULTURAL CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- To learn about pop culture such as films, music or famous people.
- Interest in learning about films, music, or famous people.
- Positive attitude towards working in pairs.
- Willingness to discuss how banks work and what they offer, learning through dialogues and personal experience.
- Enjoyment in completing activities.

BASIC COMPETENCES

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

1.1 **Evaluation criteria:** Learning the second conditional.

2. Mathematical competence:

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

3. Knowledge and interaction with the physical world: *References people's job in the spotlight.*

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

4. Social and civil competence: *To learn how to make requests and offers.*

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

5. **Cultural and artistic competence: Learning about film extras.**

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

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

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: What can I do for you?
- Using tact and the correct vocabulary to communicate in English.

ATTITUDES AND VALUES

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

MIXED-ABILITY ACTIVITIES

Consolidation activities:

- *Listening Workbook, Unit 12. p. 70,73.*
- *Vocabulary Study, Workbook, Unit 12. p. 69,71,73.*
- *Grammar Study, Workbook, Unit 12. p. 69,71.*
- *Reading study, Workbook, Unit 12. p. 72.*
- *Writing study, Workbook, Unit 12. p. 72.*
- *Speaking study, Workbook, Unit 12.*
- *Review and check 4, Units 10-12. p. 74,75.*
- *Test 4: Units 10-12. p. 76.*

Extension activities:Teacher's notes

- Resource bank, p. 189, 190.
- 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 film extras and celebrities on the internet, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when stressing syllables.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about Lewis Hamilton.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the second conditional.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about making requests and offers.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 12.