



# **Speakout**

## **Upper Intermediate**

### **General programme of contents**

*Area of Foreign Languages*

**Speakout Upper Intermediate**

## UNIT 1 BEGINNINGS

### OBJECTIVES

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

- To ask and answer personal questions.
- To talk about the kind of people you get on with.
- To talk about experiences.
- To make phone enquires and handle them.
- To watch a BBC programme about first encounters and about speed flatmating.
- To read an informal mail.
- To read adverts.
- To read a review of a BBC programme.
- To write an informal e-mail.
- To summarise an incident.

### CONTENTS

#### LISTENING

- Listen to a radio programme about flatmating.
- Listen to people describing how certain activities make them feel.
- Listen to a phone enquiry about a language course.

#### SPEAKING

- Ask personal questions;talk about the kind of people you get on with.
- Talk about experiences.
- Role play making phone enquires;learn to manage enquires.
- Describe a first encounter.

#### READING

- Read description of people on a flatmate finder site;read an informal email.
- Read a review of a BBC programme I've never seen Star Wars;read and answer a personality quiz.
- Read several short adverts.

#### WRITING

- Write an informal email.
- Write a summary of a first encounter story.

## LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

### **Grammar.**

- Direct and indirect questions
- Present perfect and past simple including time phrases
- Making polite phone enquires .

### **Vocabulary.**

- Personality
- Feelings -ed/-ing adjectives; modifiers with gradable and ungradable adjectives; word formation:nouns from adjectives.
- Phrases used in adverts.
- Phrases for telling a personal story.

### **Pronunciation.**

- Sentence stressed and intonation in question forms.
- Connected speech in the past simple and present perfect.
- Intonation in polite enquires.

– Learning reflection:

- Understanding radio documentaries and identifying the speaker's mood, tone, etc.
- Engaging in extended conversation on general topics in participatory fashion.
- Asking someone to clarify or elaborate and using strategies to achieve comprehension.
- Finding and understanding relevant information in everyday material such as reviews.
- Intervening appropriately in discussion exploiting appropriate language to do so.
- Initiating, maintaining and ending discourse with effective turn-taking.
- Expressing themselves and asking questions clearly and politely in formal or informal register appropriate to the situation and person/people concerned.
- Understanding comedy shows/plays.
- Summarising, reporting and giving their opinion about information on familiar routine and nonroutine matters within their field of interest.

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn to ask questions politely, discuss experiences and manage enquiries.
- Interest in learning about social phenomenons such as “speed flatmating”.
- 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. Asking polite questions.

1.1 **Evaluation criteria:** Learning how to use direct and indirect questions.

2. **Mathematical competence:** Learning phone numbers to make inquiries. 2.1 **Evaluation criteria:** To be able to use mathematical concepts in English.

3. **Knowledge and interaction with the physical world:** Learning about life on a University campus in Britain. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

1 **Social and civil competence:** Making polite enquires on the phone. 4.1 **Evaluation criteria:** Be willing to learn how to express oneself correctly.

2 **Cultural and artistic competence:** References to a famous British people.

3 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

4 **Competence of learning to learn:** Students complete the **LookBack** in Unit 1.

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

5 **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.

**9. 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: Ideal flatmates
- Learning how to stay in touch through e-mailing.

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

### Extension activities:Teacher's notes

- Resource bank p. 125
- Language bank
- Warm up extra activities
- 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

- Understand the general message of texts about people describing themselves, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using connected speech in the past simple and present perfect and polite requests.
- Recognise the general idea and be able to get specific information of written adverts.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the correct adjective.
- Use consciously his/her linguistic knowledge in order to listen to understand key words to understand phone conversations.
- Analyse social aspects of the Anglo-Saxon countries, by comparing how people live on University campuses 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 ISSUES

### OBJECTIVES

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

- To talk about big issues.
- To discuss surveillance society.
- To learn to give and respond to opinions.
- To do a class survey.
- To listen to opinions about surveillance
- To listen to people debate
- To watch a BBC programme about happiness
- To read about charity
- To read and write a letter of complaint
- To write your top tips for how to be happy

### CONTENTS

#### LISTENING

- Listen to opinions about surveillance.
- Listen to informal discussions.
- Watch an extract from a documentary about happiness in the West.

#### **SPEAKING.**

- To talk about charities and social issues.
- To discuss surveillance society; role-play a meeting to discuss crime-cutting plans.
- To discuss different issues; learn to support your viewpoint.
- To discuss ingredients of happiness; carry out a happiness survey.

#### READING

- To read two articles about a charity; read and answer a geography quiz.
- To read a letter of complaint.
- To read a series of newspaper extracts.

#### WRITING

- To write a letter of complaint; learn to use formal written language.
- To write tips for being happy for a website.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

#### **Grammar.**

- Present perfect simple and present perfect continuous.
- The passive.
- Giving and responding to opinions.

### **Vocabulary.**

- Social issues; verbs and nouns with the same forms.
- Surveillance.
- Opinion adjectives.
- Consumer society; survey phrases .

### **Pronunciation.**

- Sentence stress and weak forms in the present perfect.
- Sentence stress with the passive.
- Sentence stress in opinion phrases.

### **– Learning reflection:**

- Identifying the content and relevance of articles.
- Outlining an issue or a problem , speculating about causes or consequences and weighing advantages and disadvantages of different approaches.
- Obtaining information, ideas and opinions from specialised sources.
- Understanding specialised articles outside their field, using a dictionary.
- Writing letters conveying degrees of emotion and highlighting the personal significance.
- Developing a clear argument, expanding and supporting their points of view.
- Understanding TV broadcast material, being able to identify the speaker’s mood and tone.
- Carrying out an effective, fl uent interview.
- Expressing views effectively in writing and relate to those of others.

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn about people who use comedy to help others.
- Interest in learning about surveillance, technology and privacy.
- 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. Supporting your viewpoint.**

1.1 **Evaluation criteria:** Interest in learning about technology and privacy through passive sentence structures.

**2. Mathematical competence: Talking about money.**

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

**3. Knowledge and interaction with the physical world: Completing a Geography quiz.**

**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 formal letters, Ex. A letter to the city council filing a complaint.**

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

**5. Cultural and artistic competence: References people and their level of happiness and how to achieve it.**

**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

- Geography quiz
- Learning about facts about different countries 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.10.*
- *Vocabulary Study, Workbook, Unit 2. p. 9,10,11,13.*
- *Grammar Study, Workbook, Unit 2.p. 9,12.*
- *Reading study, Workbook Unit 2 p.11.*

- *Writing study, Workbook, Unit 2. p. 11,12.*
- *Speaking study, Workbook, Unit 2.*
- *Review and check, Units 1. Units 1-2. p. 14, 15, 16.*
- *Test 1. Units 1-2. p. 17.*

Extension activities:Teacher's notes

- Resource bank p. 130, 133.
- 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 surveillance and people debating about it, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation in sentence stress.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about Comic Relief.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using the present perfect simple and continuous.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about people's opinions.
- Analyse social aspects by learning about "The Happiness Formula" by comparing what has failed to bring people happiness and how to change their lives.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 2.

## UNIT 3 DOWNTIME

### OBJECTIVES

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

- To discuss bad habits.
- To talk about the future.
- To read and write an opinion essay.
- To plan a niche holiday and listen to a BBC radio programme about holidays.
- To listen to people describe TV game shows.
- To describe procedures.
- To watch a BBC programme about adventures.
- To read about a couple in conflict.
- To use linkers to organise your essay.

### CONTENTS

#### LISTENING

- Listen to a BBC radio programme about holidays.
- Listen to people describe TV game shows.
- Watch a BBC programme about adventures.

#### SPEAKING

- Discuss bad habits.
- Talk about the future.
- Plan a niche holiday.
- Describe procedures.

#### READING

- Read about a couple in conflict.
- Read an opinion essay.

#### WRITING

- Write an opinion essay.
- Use linkers to organise your essay.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

#### **Grammar.**

- Habit and routine: *used to, would, be/get used to*
- Future forms review: *going to, present continuous, present simple, will, be likely to, might, could*
- Describing procedures

## **Vocabulary.**

- Good and bad behaviour
- Locations; uncountable and plural nouns
- Common actions in procedures
- Phrases for describing and recommending an activity

## **Pronunciation**

- Connected speech in future forms
- Sentence stress in phrases to explain procedures, and in mirror questions

### – Learning reflection:

- Understanding articles concerned with contemporary problems in which the writers adopt a particular stance or viewpoint.
- Communicating fluently, accurately and effectively routine and non-routine matters.
- Understanding recordings encountered in social life and identify speaker viewpoints and attitudes.
- Communicating with good grammatical control without restricting what they want to say.
- Giving a clear, detailed description of how to carry out a procedure.
- Understanding TV programmes such as travel shows.
- Giving clear descriptions of an experience, relating a narrative or description.
- Giving detailed accounts of experiences, describing feelings and reactions.

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn about travelling around the world.
- Interest in learning about different global experiences and activities.
- 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 future.

1.1 **Evaluation criteria:** Talking about locations by using future forms.

**2. Mathematical competence:**

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

**3. Knowledge and interaction with the physical world:** Learning about travel locations and activities to do there.

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

4. **Social and civil competence:** To about behaviours, good/bad habits. 4.1 **Evaluation criteria:** Learning how to talk about habits and how to be polite in public.

5. **Cultural and artistic competence:** Learning through “50 Things To Do Before You Die” activities and experiences in places around the world.  
5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

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

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

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

#### CROSS-CURRICULAR ITEMS

- Knowledge competence: Great experiences
- Learning about the countries.

#### 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. 18,21,22.*
- *Grammar Study, Workbook, Unit 3. p. 18,19,21.*
- *Reading study, Workbook, Unit 3 p. 20.*
- *Writing study, Workbook, Unit 3. p. 16.*
- *Speaking study, Workbook, Unit 3.*

Extension activities:Teacher's notes

- Resource bank, p. 135, 137.
- 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

### 2. EVALUATION CRITERIA

- To understand the general message of texts about computer gaming affecting a relationship, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation in connected speech in future forms.
- 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 future forms.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about describing procedures.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 3.

## UNIT 4 STORIES

### OBJECTIVES

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

- To tell anecdotes.
- To talk about regrets.
- To talk about your reading.
- To describe a TV/film scene through speaking and writing.
- To listen to a BBC radio programme about very short stories.
- To watch a BBC drama.
- To listen to people recommending books.
- To read stories with a moral.
- To read a funny story about a saying.

### CONTENTS

#### LISTENING

- Listen to a radio programme about very short stories.
- Listen to people recommending books.
- Watch an extract from a programme about great experiences.

#### SPEAKING

- Tell a person an anecdote.
- Talk about wishes and regrets.
- Talk about reading habits, learn to summarise a plot.
- Talk about a favourite book.
- Describe a favourite scene in a TV programme or film.

#### READING

- Read stories with a moral.
- Read a biography for Sir David Attenborough.
- Read an article about a favourite film moment.

#### WRITING

- Write a story; learn to use adverbs in stories.
- Write a description of a favourite scene.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

#### **Grammar.**

- Narrative terms
- Wishes and regrets; *I wish/ if only/ should have*
- Expressing likes and dislikes

### **Vocabulary.**

- Sayings e.g. *Ever cloud has a silver lining*
- Regrets; multi-word verbs
- Reading
- Feeling adjectives; phrases for describing a favourite scene

### **Pronunciation**

- Weak forms in narrative tenses
- Sentence stress and weak forms in regrets
- Sentence stress in phrases for likes and dislikes

### **– Learning reflection:**

- Conveying degrees of emotion and highlighting the personal significance of events and experiences.
- Using language flexibly and effectively for social purposes.
- Highlighting the personal significance of events and experiences when speaking and sustaining views clearly by providing relevant explanations and arguments.
- Summarising a wide range of factual and imaginative texts, commenting on and discussing contrasting viewpoints and main themes.
- Summarising the plot and sequence of events in a film or play.
- Understanding films.
- Giving clear descriptions of a scene and fluently relate a narrative.
- Giving detailed accounts of experiences, describing feelings and reactions.

### **SOCIO-CULTURAL CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn about books and films.
- Interest in learning about stories and their morals.
- 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. Expressing likes and dislikes.

1.1 **Evaluation criteria:** Learning to summarise a plot.

**2. Mathematical competence:** .

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

3. **Knowledge and interaction with the physical world:** References the coast of France in a story with a moral. 3.1**Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

1 **Social and civil competence:** To talk about regrets. 4.1**Evaluation criteria:** To learn *I wish, If only, should have*.

2 **Cultural and artistic competence:** To talk about books and films. 5.1**Evaluation criteria:** Pleasure in learning cultural facts and learning to express like and dislikes.

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

- Cultural competence: Tess of the D'Urbervilles
- Learning about England and an example of 19<sup>th</sup> century literature.

#### 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. 23,24,25,26,27.*
- *Grammar Study, Workbook, Unit 4. p. 23,25.*

- *Reading study, Workbook, Unit 4 p. 26.*
- *Writing study, Workbook, Unit 4.*
- *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, 142.
- Language bank
- Homework ideas
- 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 stories with a moral, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using sayings.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about best film moments.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using multi-word verbs.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about likes and dislikes.
- Analyse social aspects of the Anglo-Saxon countries, by comparing sayings and their meanings in those countries compared to the ones in their own country.
- Identify learning strategies used to progress in the learning process by completing the **LookBack** for Unit 4.

## UNIT 5 IDEAS

### OBJECTIVES

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

- To talk about inventions and to read an article about the worst inventions ever.
- To plan a viral advert and to listen to programmes about advertising.
- To discuss crazy ideas and watch a BBC programme about presenting ideas.
- To find your advertising IQ.
- To read about the rules of brainstorming.
- To write a report and an advert.

### CONTENTS

#### LISTENING

- Listen to a programme about advertising.
- Listen to people brainstorming.
- Watch an extract from a drama about a girl in 19<sup>th</sup> century rural England.

#### SPEAKING

- Talk about the effects of inventions.
- Discuss advertising tactics.
- Brainstorm ideas on a “how to” topic; learn to show reservations.
- Present a “genius” business idea.

#### READING

- Read an article about the worst inventions ever.
- Read and answer a questionnaire on advertising.
- Read about the five rules of brainstorming.

#### WRITING

- Write a report; learn to make written comparisons.
- Write a product leaflet for a “genius” idea.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

##### **Grammar.**

- Articles
- Conditionals: review of zero, first and second conditionals; *as long as*, *unless*, *providing that*
- Suggesting ideas

##### **Vocabulary.**

- Change; compound nouns
- Advertising

- Adjectives to describe ideas
- Phrases for presenting a business idea

### **Pronunciation.**

- Pronunciation of *the*; stress in compound nouns
- Sentence stress in conditional clauses
- Intonation in phrases for suggesting ideas

### – Learning reflection:

- Scanning quickly through long and complex texts to locate relevant details.
- Understanding articles and reports concerned with contemporary problems in which writers adopt a particular stance or viewpoint.
- Taking an active part in informal discussion in familiar context, commenting, putting viewpoints, evaluating alternative proposals, making and responding to hypothesis.
- Explaining a viewpoint on a topical issue giving advantages and disadvantages.
- Contributing, accounting for and sustaining their opinion and evaluating alternative proposals.
- Understanding TV broadcast material.
- Identifying the speaker's tone, mood, etc.
- Writing a report that develops an argument systematically.

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn about useful and useless inventions.
- Interest in learning about people's opinions from around the globe.
- 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 suggest ideas.

1.1 **Evaluation criteria:** To use a specific adjectives to show reservations.

**2. Mathematical competence:** Learning to read charts with percentages. 2.1 **Evaluation criteria:** . Using mathematical concepts in English.

**3. Knowledge and interaction with the physical world:** Watching a British show to learn about their wild and wacky ideas for inventions. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

- 1 **Social and civil competence:** Learning about inventions and how have helped people.
- 4.1 **Evaluation criteria:** To learn articles to talk about change.
- 2 **Cultural and artistic competence:** Learning how advertising affects us. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.
- 3 **Competence of learning to learn:** Students complete the **LookBack** in Unit 5.
- 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

- Cultural competence: Consumer crazy
- Learning about the people and how advertising affects us globally and individually.

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

Extension activities:Teacher's notes

- Resource bank, p. 145, 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 inventions, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation in sentence stress in conditional phrases.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about advertising.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as talking about advertising.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about people brainstorming.
- Analyse social aspects of the UK, by comparing what people consider to be the best invention in comparison to what is thought in 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 different ages and read a web forum about different age groups.
- To discuss generations and to talk about your future,
- To listen to a BBC programme about letters to your “future self”, read a letter written by someone to his future self and write a letter to your future self..
- To listen to a call-in about life’s milestones.
- To write a forum comment.
- To watch a BBC programme about living longer.

### CONTENTS

#### LISTENING

- Listen to a radio programme about writing letters to your future your self.
- Listen to a radio phone-in programme about life’s milestones.
- Watch an extract from a documentary about people who live to a very old age.

#### SPEAKING

- Talk about different ages; discuss similarities and differences between generations.
- Talk about your future plans and hopes.
- Role-play a radio phone-in; learn to ask for clarification.
- Play and take part in a debate .

#### READING

- Read website forum entries on the best and worst thing about being your age.
- Read a forum comment stating an opinion.
- Read and answer a quiz on how optimistic you are.
- Read a letter written by someone to his future self.

#### WRITING

- Write a letter to your future self; learn to use linkers of purpose
- Write a forum comment giving your opinion.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

#### **Grammar.**

- Modal verbs and phrases for obligation, prohibition, permission and ability.
- Future perfect and perfect continuous.
- Persuading.

### **Vocabulary.**

- Age; word formation; nouns from verbs
- Optimism and pessimism
- Verb + noun collocations
- Collocations about living longer

### **Pronunciation**

- Sentence stress with modal verbs and phrases.
- Stress and weak forms in future perfect and continuous.
- Intonation in phrases for persuading.

### **– Learning reflection:**

- Giving feedback on, follow up statements and interferences to help the development of the discussion.
- Helping the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
- Talking confidently about plans, communicating spontaneously with good grammar. Writing letters conveying degrees of emotion and highlighting the significance of events and experiences.
- Clarifying by asking follow up questions to check understanding.
- Understanding documentaries in standard dialect.
- Participating actively in routine and non-routine formal discussion.

## **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 plans.

1.1 **Evaluation criteria:** Learning different tenses through conversation.

**2. Mathematical competence:** Learning ages either through listenings, readings or conversation.

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 in Japan and how to get to 101. 3.1 **Evaluation criteria:** Curiosity in learning about geography, social facts about foreign countries.

1 **Social and civil competence:** To learn how to persuade somebody using collocations. 4.1 **Evaluation criteria:** Be willing to learn about correct vocabulary/expressions to ask for clarifications.

2 **Cultural and artistic competence:** References ways to live a longer healthy life in Japan. 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: How to live to 101
- 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. 38.*
- *Vocabulary Study, Workbook, Unit 6. p. 37,38,40,41.*
- *Grammar Study, Workbook, Unit 6. p. 37,40.*

- *Reading study, Workbook, Unit 6 p. 39.*
- *Writing study, Workbook, Unit 6. p. 40.*
- *Speaking study, Workbook, Unit 6.*
- *Review and check 3, Units 5-6, p. 42, 43, 44.*
- *Test 3, Units 5-6, p. 45.*

Extension activities: Teacher's notes

- Resource bank, p. 150, 152.
- 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

#### **Accumulative evaluation**

#### **Self-evaluation**

- **LookBack** Unit 6 p. 78

### 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 in phrases for persuading.
- Recognise the general idea and be able to get specific information from forums.
- Complete short dialogues using the appropriate structures, functions and vocabulary to talk about optimism and pessimism.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about yourself in the future.
- Analyse social aspects of the different countries, by comparing how they view ages and generations 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 MEDIA

### OBJECTIVES

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

- To talk about “must-see” TV and read about five “must-see” TV programmes.
- To express strong reactions.
- To retell a news story.
- To listen to an expert talking about hoax photographs.
- To listen to people talking about recent news stories.
- To watch a BBC programme about live news.
- To read an essay on celebrities and the media and to read and learn about hot topics for tabloids.
- To write a discursive essay and learning to write a newspaper article.

### CONTENTS

#### LISTENING

- Listen to an expert talking about hoax photographs.
- Listen to people talking about recent news stories.
- Watch and understand a programme about live news.

#### SPEAKING

- Talk about TV watching habits.
- Discuss answers to a quiz.
- Discuss celebrities and the media.
- Talk about the press.
- Discuss “top five” lists; learn to make guesses.
- Retell a recent news story.

#### READING

- Read an article about five “must see” TV programmes.
- Read and answer a questionnaire about trust.
- Read an article about topics that keep the tabloids in business.
- Read a newspaper article about a man who traded a paper clip for a house.

#### WRITING

- Write a discursive essay; learn to use linkers of contrast.
- Write a news article.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

##### **Grammar.**

- Quantifiers: *a good deal of, little, a little, each, every, a few, quite a few, several, plenty of, lots of, no*
- Reported speech
- Adding emphasis

### **Vocabulary.**

- Television: multi-word verbs with more than one meaning
- Reporting verbs
- The Press
- When things go wrong; phrases for re-telling a news story

### **Pronunciation.**

- Final consonants and initial vowels in connected speech
- Stress to add emphasis

### – Learning reflection:

- Scanning quickly through long and complex texts to locate the relevant details.
- Taking an active part in informal discussion in familiar contexts, commenting, and giving their point of view.
- Understanding articles and reports concerned with contemporary problems.
- Identifying the content and relevance of news items, articles and reports.
- Writing an essay that develops an argument systematically.
- Summarising extracts from news items, interviews or documentaries containing opinions, argument and discussion.
- Understanding most TV news programmes.
- Writing an article or story.

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn about the media and celebrities.
- Interest in learning about stories in the news.
- 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. Reporting what someone said.

**1.1 Evaluation criteria:** Learning how to report stories in the news using the reported speech.

2. Mathematical  
competence: **2.1 Evaluation  
criteria:**

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

1 **Social and civil competence:** Talking about newspapers and their headlines.

4.1 **Evaluation criteria:** Learning to add emphasis and make guesses.

2 **Cultural and artistic competence:** Learning about the tabloids. 5.1 **Evaluation criteria:** Pleasure in learning cultural facts.

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

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: Best of the beeb
- Learning about the UK and their way of viewing newspapers and the stories.

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

Extension activities:Teacher's notes

- Resource bank, p. 156,157.
- Warm up
- Homework ideas
- Language bank
- Workbook exercises

## EVALUATION

### 1. EVALUATION RESOURCES

#### **Formative evaluation**

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

#### **Accumulative evaluation**

#### **Self-evaluation**

- **LookBack.** Unit 7 p. 90

### 2. EVALUATION CRITERIA

- To understand the general message of texts about stories in the news, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation in final consonants and initial vowels in connected speech.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about the media and celebrities.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as adding emphasis.
- Use consciously his/her linguistic knowledge in order to listen to dialogues.
- Analyse social aspects of the Anglo-Saxon countries, by comparing what people discuss "around the coffee machine" 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 BEHAVIOUR

### OBJECTIVES

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

- To talk about behaviour.
- To talk about using time and to read about saving time.
- To deal with awkward situations.
- To watch a BBC documentary about body language.
- To describe a family ritual and to write about one.
- To read three articles about life-changing decisions.
- To write an informal article.

### CONTENTS

#### LISTENING

- Listen to people talking about their attitudes to time.
- Listen to a radio programme about people's daily rhythms.
- Watch an extract from a programme about body language.

#### SPEAKING

- Discuss difficult decisions.
- Talk about your attitude to time.
- Talk about how to handle awkward situations; role-play an awkward situation, learn to soften a message.
- Describe a family or cultural ritual.

#### READING

- Read three news stories about behaviour in tough situations.
- Read a quiz on whether you're a morning or an evening person.
- Read about a family ritual.

#### WRITING

- Write an informal article: learn to use an informal style in an article.
- Write about a family ritual.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

#### **Grammar.**

- Conditionals: second, third and mixed conditionals •-ing form and infinitive
- Handling an awkward situation

### **Vocabulary.**

- Collocations connected to decision making
- Feelings phrases; idioms connected to time
- Adjectives of manner
- Phrases to talk about a family or cultural ritual

### **Pronunciation**

- Weak forms in conditionals
- Sentence stress and weak forms in verb phrases
- Sentences stress and intonation when handling an awkward situation

– Learning reflection:

- Scanning quickly through long and complex texts to locate the relevant details.
- Having sufficient range of language to describe unpredictable situations and explaining the main points in an idea or problem with precision.
- Highlighting the significance of events and experiences.
- Accounting for and sustaining views by providing explanations and arguments.
- Expressing views effectively in writing and relating to those of others.
- Using a variety of strategies to achieve comprehension.
- Coping linguistically to negotiate a solution to a dispute.
- Understanding documentaries.
- Developing a clear description or narrative expanding and supporting their main points.

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To read articles about life-changing decisions.
- Interest in learning about families' behaviours.
- 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 real-life situations.

1.1 **Evaluation criteria:** Using the conditionals to talk about difficult decisions.

**2. Mathematical competence:** To talk about attitudes to time.

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

3. **Knowledge and interaction with the physical world:** Learning about real-life stories from newspapers from 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 handle an awkward situation. 4.1**Evaluation criteria:** Learning how to soften a message.

5. **Cultural and artistic competence:** Talking about human behaviour, customs and rituals through a documentary. 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

- Social competence: The human animal
- Learning about people's behaviour, customs and rituals.

#### 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. 52,53,54,55.*
- *Grammar Study, Workbook, Unit 8. p. 51,54.*
- *Reading study, Workbook, Unit 8 p. 53.*
- *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, 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 news stories about behaviour in tough situations, and to identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation in weak forms in conditionals or sentence stress in verb phrases or when handling an awkward situation.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about family.
- Complete short dialogues using the appropriate structures, functions and vocabulary such as adjectives of manner.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about people's attitude to time or their daily rhythms.
- Analyse social aspects of the Anglo-Saxon countries, by comparing people's customs, behaviours and rituals 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 TROUBLE

### OBJECTIVES

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

- To discuss how a witness you are.
- To speculate about scams.
- To report an incident and listen to someone reporting an incident.
- To listen to people talk about getting tricked.
- To watch a BBC programme about a sea rescue.
- To read an article about memory.
- To read and write an advice leaflet to help visitors to your city.
- To write a story about a lucky escape.

### CONTENTS

#### LISTENING

- Listen to people talking about getting tricked.
- Listen to someone reporting an incident.
- Watch an extract from a documentary about a sea rescue.

#### SPEAKING

- Discuss how good a witness you are.
- Talk about what you would do in difficult situations.
- Speculate about how scams work.
- Role-play reporting an incident; learn to rephrase.
- Discuss items to take on a life raft.

#### READING

- Read an article about memory.
- Read newspaper extracts about crime.
- Read an advice leaflet about how to avoid trouble on holiday.
- Read about strange reasons people call emergency services.
- Read a story about a lucky escape.

#### WRITING

- Write an advice leaflet to help visitors to your city; learn to avoid repetition.
- Write a story about a lucky escape.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

##### **Grammar.**

- *-ing* form and infinitive with different meanings
- Past modals of deduction
- Reporting an incident

### **Vocabulary.**

- Crime
- Synonyms for verbs connected to scams; verbs + dependent prepositions
- Verb phrases for incidents
- Survival terms; phrases to negotiate agreement

### **Pronunciation.**

- Silent letters in connected speech
- Connected speech in past modals of deduction
- Sentence stress

### **– Learning reflection:**

- Understanding articles concerned with contemporary problems.
- Developing a clear description or narrative with supporting details and examples.
- Describing events both real and imagined.
- Conveying degrees of emotion and highlighting the personal significance of events and experiences.
- Evaluating different ideas or solutions to a problem.
- Passing on detailed information reliably, including details.
- Understanding current affairs/real-life drama programmes.
- Evaluating different ideas or solutions to a problem, giving advantages and disadvantages of various options,

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn how to avoid trouble on holiday.
- Interest in learning about ordinary people caught up in extraordinary situations.
- 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 being a witness.*

1.1 **Evaluation criteria:** Using the *-ing* form and infinitive to talk about crime and how to be a good witness.

**2. Mathematical competence:**

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

**3. Knowledge and interaction with the physical world: How to avoid trouble on holiday.**

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

**4. Social and civil competence: To learn about reporting an incident.**

**4.1 Evaluation criteria:** Be willing to learn about reporting crimes.

**5. Cultural and artistic competence: To use past deductions to talk about scams.**

**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: SCAM, Crime
- Learning about reporting a crime.

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

Extension activities:Teacher's notes

- Resource bank p. 165, 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 newspaper extracts about crime, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using connected speech in past modals of deduction.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about emergency services or a lucky escape.
- Complete short dialogues using the appropriate structures, functions and vocabulary, such as using verb phrasing for incidents and crime.
- Use consciously his/her linguistic knowledge in order to listen to understand people talking about getting tricked.
- Analyse social aspects of Anglo-Saxon countries by comparing how people react to crime 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 CULTURE

### OBJECTIVES

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

- To talk about films and shows you've seen.
- To show a visitor around part of your town and to discuss a project for your town.
- To listen to a film review, read about it and write one.
- To listen to tours of two very different places.
- To watch a BBC programme about a graffiti artist.
- To write about a favourite work of art.

### CONTENTS

#### LISTENING

- Listen to a film review on a radio programme.
- Listen to tours of two different places.
- Watch an extract from a programme about a famous graffiti artist.

#### SPEAKING

- Talk about films.
- Talk about popular culture and art experience.
- Learn to express estimates; role-play showing a visitor around part of your town.
- Choose a new artistic project for your town.

#### READING

- Read a film review.
- Read an insiders' answers to popular culture questions.
- Read forum entries about the arts.

#### WRITING

- Write a film review; learn to write more descriptively.
- Write a description of a favourite work of art or building.

#### LANGUAGE KNOWLEDGE AND USE

– Linguistic knowledge:

##### **Grammar.**

- Relative clauses
- Participle clauses
- Giving a tour

##### **Vocabulary.**

- Adjectives to describe films
- The arts; two-part phrases: *do and don'ts*, *pros and cons*, etc.

- Dimensions
- Phrases to describe art, phrases to discuss options

### **Pronunciation.**

- Intonation in non-defining relative clauses
- Connected speech in two-part phrases
- Intonation in phrases adding interest

### – Learning reflection:

- Understanding broadcast audio material, identifying the speaker's tone and mood.
- Writing clear descriptions on various subjects related to their field of interest.
- Writing a review of a film, book or play.
- Scanning quickly through long complex texts.
- Expressing their ideas and opinions on popular culture.
- Presenting and responding to complex lines of argument convincingly.
- Giving a clear and developed tour/presentation.
- Understanding documentaries in standard dialect.
- Writing clear, detailed descriptions on a variety of subjects.

## **SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**

- To learn about popular culture and the arts.
- Interest in learning about films.
- 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 popular culture.*

1.1 **Evaluation criteria:** Interest in learning about popular culture and using participle clauses to talk about it.

**2. Mathematical competence:** *Learn to express estimates.*

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

**3. Knowledge and interaction with the physical world:** *Listen to tours of two very different places.*

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

**4. Social and civil competence: To learn how to write a review.**

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

**5. Cultural and artistic competence: Learning about graffiti artist.**

**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: Moving experiences
- Learning and discussing films and the arts.

#### 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. 68.*
- *Vocabulary Study, Workbook, Unit 10. p. 66,67,68,69.*
- *Grammar Study, Workbook, Unit 10. p. 66,67.*
- *Reading study, Workbook, Unit 10. p. 67.*
- *Writing study, Workbook, Unit 10. p. 66.*
- *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, 172.
- Language bank
- Workbook exercises
- Warm up 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 popular culture, and identify relevant details in oral messages related with them.
- Express himself/herself with fluency and using the correct pronunciation - intonation when using phrases adding interest or non-defining relative clauses.
- Recognise the general idea and be able to get specific information of written texts coming from different sources that talk about films.
- Complete short dialogues using the appropriate structures, functions and vocabulary.
- Use consciously his/her linguistic knowledge in order to listen to dialogues about tours of two different places.
- Analyse social aspects of the Anglo-Saxon countries, by comparing the arts and popular culture 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 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**

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

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

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

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

#### CROSS-CURRICULAR ITEMS

- Social competence: 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.*