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 enquiries 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 enquiries; learn to manage enquiries.
• 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.
Linguistic knowledge:

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

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 enquiries.

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
ger 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.

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

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

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, fluent 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.


   2.1 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.

2.1 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 19th 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.*
• 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 19th 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.

SOCIOCULTURAL 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 they 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.

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

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**CROSS-CURRICULAR ITEMS**

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

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**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

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**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:**

- Resource bank, p. 145, 147.
- Warm up
- Homework ideas
EVALUATION

1. EVALUATION RESOURCES

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

Accumulative evaluation

Self-evaluation
• LookBack Unit 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.
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.*
- *Reading study, Workbook, Unit 7 p. 48.*
- *Writing study, Workbook, Unit 7. p. 49.*
- *Speaking study, Workbook, Unit 7.*
Extension activities: Teacher’s notes
• Warm up
• Homework ideas
• Language bank
• Workbook exercises

EVALUATION

1. EVALUATION RESOURCES

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

Accumulative evaluation

Self-evaluation
• LookBack. Unit 7 p. 90

2. EVALUATION CRITERIA

• To understand the general message of 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
- Sentence 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.
- Reading study, Workbook, Unit 9. p. 62.
- Writing study, Workbook, Unit 9. p. 63.
- Speaking study, Workbook, Unit 9.
Extension activities: Teacher’s notes

- 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

- 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.
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.*
- *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*
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’s 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 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.