

ANAYA

Mission Accomplished Express 5^o

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STAGE AIMS AND COMPETENCES

- a) To learn and respect classroom rules, learn to work within the rules, be a good citizen and respect human rights and diversity within democratic society.
- b) To learn how to work both individually and as part of a team, trying hard and acting responsibly during study, in addition to demonstrating self-confidence, critical thinking skills, personal initiative, curiosity, interest, creativity and enterprise when learning.
- c) To acquire the ability to prevent and resolve conflicts peacefully, which enables students to act independently within the home and family environment, as well as within other social groups where they interact.
- d) To learn, understand and respect different cultures and types of people, equal rights and opportunities between men and women and to learn not to discriminate against those with disabilities.
- e) To learn and use the Spanish language and, where appropriate, the co-official language of the Autonomous Community, appropriately and to get used to reading.
- f) To acquire the basic communication skills needed, in at least one foreign language, to express and understand simple messages and manage everyday situations.
- g) To develop basic mathematical skills and begin to resolve problems that require basic calculations, in addition to gaining geometric knowledge, learning how to use estimations and being able to apply these skills in everyday situations.
- h) To learn the basics of Natural Science, Social Science, Geography, History and Culture.
- i) To begin to use Information and Communication Technologies to learn, developing critical thinking skills to assess and produce ideas.
- j) To use different forms of artistic representation and expressions and to begin to make visual and audiovisual contributions.
- k) To value hygiene and health, accept their own body and those of others and respect differences and to use physical education and sport to promote personal and social development.
- l) To learn about and value those animals most similar to the human being and adopt behaviour that promotes caring for them.
- m) To develop affective skills in all aspects of their personality and interactions with others, as well as being opposed to violence, prejudice of any kind and

negative gender stereotypes.

- n) To encourage road safety education and respect teachings to avoid road accidents.

THE VAUGHAN METHOD

The *Vaughan Method* is based on three key elements:

1. Oral production based classes

The first significant element of the *Vaughan Method* is that classes are mainly based on oral production- At *Vaughan Systems*, we believe that grammatical knowledge alone is not enough to master a language. In a traditional class, following a non-*Vaughan* method, teachers often focus on "grammatical theory" and not so much on linguistic practice. For example, many teachers make students learn English as though the language were a series of equations and make them memorise "if" "present simple" + "future" = "the first conditional" structures. However, at *Vaughan*, we believe that in real life situations, when things really matter, there is no time to start memorising theory. Our method is designed to make students use language more flexibly, in order to teach them to communicate correctly in English, without stopping to think. In our experience, this flexible use of language cannot be acquired through hours of studying grammar but rather through hours of putting this theory into practice.

Nevertheless, although at *Vaughan Systems*, classes are mainly based on oral communication, this does not mean the class is dedicated solely to conversation. In fact, the number of conversation exercises we carry out is limited. Indeed, we do work mainly with grammar, however putting this grammar into practice using *drill* type exercises to solicit specific responses, until students absorb these responses and learn to use the language we teach flexibly.

Since we mainly work with spoken English, *Vaughan Method* classes are highly energetic, making it difficult for students to disconnect or get bored during lessons. They know that the teacher could ask them a question about a text or ask them for an answer at any time. The natural manner with which teachers deliver a *Vaughan* class promotes concentration and therefore enables students to get the most out of every second of the class, which is reflected in their progress.

2. Correction

The second significant element of the *Vaughan Method* is that we correct each mistake at the very moment it was made and make students repeat corrections.

Why do we correct each mistake?

- a) Upon doing so, students feel confident when speaking English because they are aware of the progress they are making. They feel that the teacher is correcting them increasingly less often as they progress.
- b) Students end up trusting their teachers, because they know that when they do not correct them, it is because they have used English correctly. If teachers do not correct all mistakes, students will never be sure whether what they are saying is correct. They can be sure with the *Vaughan Method*.
- c) We believe that if a mistake is left uncorrected, it is automatically reinforced in the student's mind and they are therefore likely to repeat the same mistake again in the future. In correcting each and every one of the mistakes made, we break bad habits and replace them with good ones.
- d) Students learn from the mistakes of others and this encourages them to participate and concentrate throughout the entire duration of the class.
- e) Correcting each and every one of the mistakes made, creates positive pressure in the classroom since students are anxious to speak well; this is achieved quickly in the classroom environment, in a fun and demanding way.

Why do we make immediate corrections?

- a) It seems that if we correct students straight away while it is fresh in their minds, it is easier for them to understand what the mistake they made was.
- b) Because practice does not make perfect. Practice simply makes things become automatic. If we wait to correct a mistake, it is likely that this mistake will become automatic. We insist on correcting mistakes as soon as they are made to make students give the correct response automatically.
- c) Students end up correcting their own mistakes when they speak and doing so plays a very important role in internalising the language.

Why do we make students repeat?

- a) If we correct a student then continue with the class without saying anything, the correction becomes a criticism. By making students repeat the correct form, we are able to praise them and the correction process therefore always ends on a positive note.
- b) When students make a mistake, it is important that they repeat the correct form several times in order to break bad habits.
- c) Repetition also creates confidence, since students have very little doubt as to the correct form of expressing the idea in question.
- d) Learning a language is by no means easy and mistakes are inevitable. At *Vaughan*, we do not turn a blind eye to mistakes; we accept that they play an important part in the learning process and therefore work on them repeatedly, until students learn to use the language correctly and flexibly.

3. Motivation

The third important element of the *Vaughan Method* is motivation. Our "Mission" is to ensure that students get the most out of every second of the class, in addition to their time outside the classroom. One of the main ways we keep students motivated is by showing them the progress they have made. We do not overlook mistakes but rather pinpoint and work on them until they become strong points. With the *Vaughan Method*, students are aware that they are actually making progress and this motivates them to want to keep improving.

HOW TO APPLY THE METHOD

The *Teaching Handbook* contains a detailed plan for every lesson, following the *Vaughan* style, for all of the *Missions* in each one of the units for the year. We have dedicated two complete pages to each *Mission*, which explain exactly how to apply the *Method* in sixty minute classes throughout the year. Below is a step by step guide on how to get the most out of the *Teaching Handbook* and, in turn, the *Mission Accomplished* classes.

CLASS AIMS

The first thing you will notice in the class plans is an image taken directly from the corresponding mission in the student's book. This is what students will be working with throughout the class and the *drills* we carry out will be based around it. A numbered list of lesson aims and the materials needed may be found below the image.

Below the Aims and Materials, we have also included a section on teaching tips, which highlight the most important grammar points to be remembered, possible "false friends" and pronunciation mistakes that may be made during the day's lesson, as well as student motivation techniques, following the *Vaughan* style.

Finally, we have a special section for those who "finish fast", where additional material for top students who finish exercises more quickly than expected can be found.

The aims of each lesson should be looked over before delivering the class and should prepare teachers to put their *drills* into practice. It is important to remember that students always come first. Knowing the direction in which a class is heading and potential difficulties that may be encountered helps to put more energy into it and plan it more carefully.

EACH LESSON PLAN

Alongside the image from the student book there is a complete plan for each lesson, which provides a minute by minute description of how the class should

play out, according to the *Vaughan Method*. In line with the *Vaughan* class style, the lesson should be delivered with high energy and dynamism and should be made up of exercises that vary rhythm, content and length, combining new topics with revision, short *drills* with long ones and placing particular emphasis on repeating and internalising structures that are both relevant and useful.

RECAP/REFRESH

The first exercise in all of our lessons is a **revision/refresh** exercise, in which an essential element of the previous lesson is recapped. The aim of a **refresh** type exercise should be to take student's enthusiasm at the start of a lesson and turn it into a high energy *drill* that makes them feel positive. During a **refresh** exercise, it is important to ensure that the students are producing the majority of the oral activity, be it repeating a phrase pronounced by the teacher beforehand or making a phrase using a *flashcard* or key word. **Refresh** exercises should never be difficult, as this will slow down the rhythm and discourage students. The aim sought here is to make students aware of their progress and ensure they have understood the essential point from the previous class. This will motivate them and stimulate them for what is to follow.

SECTION: OBJECTIVE IN FOCUS

In the **Objective in Focus** section, we introduce new grammar, vocabulary and pronunciation. This part of the class is always based on an exercise in the student book and establishes the topics covered in it through a *Vaughan* style *drill*. Each lesson plan includes two **Objective in Focus** *drills*, which, although very different in style, cover the same point. Working on the same structure using different *drills* helps students to become confident and flexible using the same from the outset, which is essential for their future progress.

BACK TO BASICS

One of the pillars upon which the *Vaughan method* is based is that it focuses on the essential. Essential elements of the language, such as numbers, dates and the time must be mastered, although even the most advanced students continue to experience problems with these elements if they do not practise consistently. The **Back to Basics** exercises must be used and a few minutes of each lesson must be spent on a topic guaranteed to help students with their day to day English experiences.

SONG TIME

Song time is a good way of breaking more difficult drill activities up and usually occurs about half way through the class. Through **Song time**, students consolidate unit vocabulary and participate in an exercise that differs greatly

from the others. Song time should be a high energy exercise, since this will encourage students to reengage throughout the rest of the lesson.

HOMework

As a *Vaughan* teacher, it is important to never set homework at the end of a class, since setting homework is perhaps the part of the class at which enthusiasm is at its lowest. The corresponding unit *Mission* in the *Activity Book* provides excellent exercises for students to do at home, in addition to the material found in the *Teacher Resource Book*. Teachers should remember to set well defined tasks and encourage students to do these exercises with their parents.

REWIND

The **Rewind** section is very similar to the **Refresh** section, since it is used to review a previous topic. However, in the **Rewind** section, students review something learnt a long time ago. Just like the Refresh section, the Rewind section should be high energy and place very particular emphasis on students' ability to speak flexibly and on their speaking skills.

GAME TIME

The most important parts of a *Vaughan* class are the start and end of a lesson. Just as the **Refresh** exercise is used to begin classes, there will be a "**Game Time!**" exercise to end them. The most important thing about a "**Game Time!**" exercise is that, just like the **Refresh** exercise, it is carried out with high energy and involves all students in the class. Students should end each lesson feeling happy and wanting to learn more English. The best way to achieve this is through a varied, dynamic exercise such as those offered in "**Game Time!**" in our lesson plans.

IN CONCLUSION

The *Vaughan Method* may be applied to any kind of class for any level, as teachers are the driving force behind it all. If used correctly, the *Teacher book* makes it possible to make the most out of each and every minute of the class, to employ the method and guarantee that students take part in a dynamic, high energy, English experience.

But remember: it all begins with the teacher.

MISSION ACCOMPLISHED KEY FACTORS

COMPETENCES AND LEARNING OBJECTIVES

Carlos Marchena

The Organic Law of Education of May 2006, specifically articles 6.1 and 6.2 thereof, gave rise to a new element being incorporated into the obligatory educational stages of the curriculum. Moreover, the subsequent amendment thereof in Organic Law 8/2013, of December 2013, for Improving the Quality of Education, further introduced, under article 6.1, another curricular amendment entitled learning objectives.

These amendments, when looking at the curriculum from a systemic point of view, which are understood as the interdependence between each and every one of the elements thereof, in turn impact the instruments designed to reflect teacher organisation, i.e. didactic planning. Far from constituting mere observations or simply supporting the progress made in the field of Educational Sciences theoretically, they constitute the very backbone of the teaching task. Looking at things from this point of view, suitably defining these terms and the impact they have on editorial projects, becomes particularly relevant.

The term competence refers to the ability to comprehensively implement all knowledge and personality traits acquired, which make it possible to solve a diverse range of situations. It demonstrates an individual's ability to reorganise what they have learnt and how to apply it to new contexts and situations. Furthermore, the terms "basic" and "competences" together refer to the access all students have to compulsory education.

Indeed, basic competences may be defined in many different ways. In synthesising all the points they have in common, the following links may be identified:

- They cover a set of interrelated content, which is diverse in nature and facilitates overall learning. (Principle of meaning.)
- Contextualising what was learnt becomes particularly relevant (Principle of functionality).
- They involve a curricular selection and integration process.
- They emphasise what has been learnt on both a personal and social level.

Competences constitute a new element introduced into the curriculum in order to reorganise it; this is done with two aims in mind:

- To adjust curriculums, which are often too weighty and broad, in order to improve the quality of education. This involves making educational proposals, which are characteristically simple and versatile.
- To achieve learning that really works and makes it possible to attain true permanent education within a society governed by change and continuous innovation.

Royal Decree 126/2014, in which the basic curriculum for Primary Education is

established, in accordance with Recommendation 2006/962/EC of the European Parliament and Council, issued on the 18th of December, 2006, on key competences for permanent learning, sets out the following:

Basic competences:

1. Linguistic communication.
2. Mathematical competences and basic competences in science and technology.
3. Digital competence.
4. Learning to learn.
5. Social and civic competences.
6. Sense of initiative and enterprising spirit
7. Cultural awareness and expressions

In turn, the learning standards constitute the different levels of knowledge and skills (content and competences) established for students of each subject and stage or level being assessed. These standards establish what students must learn and, as a result, what the teacher must teach. Indeed, it is precisely in this teaching proposal that learning standards play an instrumental role (assessment tool) for determining the achievements outlined above.

Exploring this idea in more detail, we are able to confirm that these standards provide the teacher with information on the success they have achieved and the goals yet to be met, which enables them to focus on and plan the teaching progress using their schedule. This means that the curriculum and particularly, the basic competences, constitute a basic reference point when it comes to establishing what our students should learn, whilst the standards make it possible to monitor them. These standards in turn require levels of achievement to be established. As a result, a scale according to which said standards may be evaluated must be defined, which facilitates a truly personalised learning process. In turn, this creates the need to employ more qualitative assessment tools, amongst which technical observation tools are deemed most important.

Looking at didactic planning from a learning standards point of view, these standards constitute the guidelines upon which teaching should be based. In this sense, when linking the concept referred to above with learning maps, these standards define learning targets, without specifying how these targets should be met. Teaching efforts are therefore aimed at each and every one of the students meeting these targets, the work they carry out being based on a personal feedback process.

In accordance with the above, the learning standards should incorporate a series of characteristics:

- They should include a wide range of knowledge and/or skills that students must attain.
- It must be possible to assess them. In other words, it must be possible to measure the knowledge and skills established using approved tools and avoiding value judgments.
- They should be written clearly and concisely. The language used to describe requirements at each and every achievement level should be unambiguous.
- They should incorporate learning levels that make it possible to classify students' progress in accordance with how the curriculum is designed.
- The level they require should be appropriate and suited to the potential of the students at which they are aimed.
- They should be inclusive. They must respect different teaching and learning styles, without specifying how goals should be met or restricting the way in which achievement thereof is shown.

In view of what is established within the current organic standards framework, the key to the entire didactic proposal is that it must reconcile these two curricular elements, in such a way that the standards serve as a basic "roadmap", to combine content and competences and ensure equality, by designing intrinsic tasks that model such proposals.

TEACHING VALUES

Rafael Valbuena and Ricardo Gómez

As is the case with all polysemic words, discussing their meaning enables us to focus on the context or contexts in which they might be used. In a conversation, we are able to distinguish between expressions such as, "I really value (appreciate) your opinion", "the value (financial worth) of the company's shares has dropped in the last two years", or "Jack was the team's most valued (highly-regarded) player last season".

Moreover, when "value" is used in the plural, i.e. when someone talks about "values", we are able to work out that they are using a specific meaning from the dictionary, which refers to the whole set of values respected by a certain group or entity. We therefore use phrases such as "we should teach values" or "it seems our society is suffering from a crisis in values".

Indeed, there is a branch of philosophy concerned with the study of values. This branch is known as axiology, defined for the first time in 1902, although people began to reflect on values a few centuries before that, when some thinkers tried to define the qualities of an individual or social group, which they added to other, more tangible characteristics. Furthermore, they established certain value categories, namely social values, values necessary for peaceful cohabitation within society (cultural identity, tolerance, justice, equality and solidarity, etc.) and personal values (honesty, loyalty, austerity, humility and modesty, etc). They also distinguished different types of ethics, such as those mentioned above and aesthetics (balance, beauty and harmony, etc).

Indeed, some philosophical groups consider values to be subjective entities, in the sense that they are derived from interpretations made by individuals and social groups, as a kind of social agreement. As a result, these values change as societies evolve. Other thinkers maintain that values are objective entities, i.e. basic principles upon which morals and professional ethics are based, which regulate the ethical behaviour of individuals and groups.

Value types and hierarchies

Whether objective or not, many philosophers believe it necessary to establish a hierarchical set of values, so as to enable people and societies to organise themselves around them, in order to get what they need, i.e. food, health, protection, peace, security, environmental quality, progress and happiness. It should therefore be compulsory to comply with values such as social justice, for instance, since it constitutes one of the pillars of human society and is in turn, based on other values related to people and equality before the law. This set of "great values" exists at the heart of our political systems, laws and penal codes, in a more or less correct and complete way.

In smaller environments, such as a company, family or the school itself, other values exist, which help to meet the specific goals of this social group. Generally speaking, they are of utmost necessity when it comes to achieving social cohesion, peaceful cohabitation and meeting the specific needs of each of the group's members. Some of these **ethical values** include:

- Value group related to RESPECT, the most important or essential of which include respecting nature, other people and yourself, which in turn give us tolerance, composure and patience, etc.
- Group of values related to JUSTICE: Comradeship, solidarity, truthfulness, loyalty, gratitude and hard work (in the sense of endeavor, effort and perseverance), etc.
- Group of values related to SELF-CONTROL: Bravery, austerity, modesty, discretion, serenity and resilience, etc.

This category of values is by no means exhaustive and may vary slightly in axiology contracts. Nevertheless, although the words used may vary, there will be very little difference in their meaning.

In contrast to ethical values, it is not compulsory to comply with **aesthetic values**. Nevertheless, they are worth emphasising as they bring satisfaction and happiness, not only to those who practise such values but also to those who witness them. Aesthetic values refer to practising sport, arts, games and creative leisure, etc. Nobody is obliged to play the piano, dance or paint but we believe things like reading, playing, visiting museums, going to the cinema or a concert, enrolling at music schools or practising sport to be valuable. Upon putting these values into practice, we feel better about ourselves, are happier and feel more complete as a person.

Teaching values at school. Where to start?

According to axiology, individuals have a moral "axis" or conscience, which is like a body that gives rise to intuition, being able to recognise and appreciate the value of an action and certain behaviours or situations. One purpose of the school should be to teach this "axis", not only from a moral standpoint, in which our conscience enables us to judge whether or not a value has been complied with but also in terms of "the place and means" with which to clarify the values upon which both individual and group actions should be based. It is important to bear in mind that a value is something that "must be", even if it is not complied with or carried out.

School is a social environment in which we learn, share and live together. Boys and girls participate in the "great social values" surrounding the school and in turn, teachers create a space in which to develop "other values" derived from learning, living and working together.

It is therefore worth looking to the definitions of the word "value" given in the official Royal Spanish Academy dictionary:

1. "The worth of things, in terms of usefulness or ability, to meet needs or provide wellbeing or enjoyment". Values related to learning, such as appreciating knowledge, enjoyment through discovery or enjoying speaking a language itself as a means of communication, etc., are derived from this meaning.
2. "The scope of the meaning or importance of a thing, action, word or sentence", which leads us to think about the repercussions of our actions and in turn, to find values related to justice and respect.
3. "The quality possessed by certain entities, which are considered positive and thereby held in high esteem", for example an appreciation for the arts, sciences etc., and the sense of wellbeing they give us.

As teachers, it is our responsibility to make an effort to develop behaviour based values such as respect, self-control and justice. Throughout the year, using the didactic proposals linked to the unit plans, specific values will be mentioned, for example modest spending, discretion in the sense of good judgment when it comes to speaking and working, responsibility in terms of being aware of the consequences of our actions, self-control when it comes to criticising or making judgments, respect for nature and social assets, perseverance with our tasks, loyalty and companionship when it comes to teamwork, etc.

It is clear that we should teach the ethical and aesthetic values mentioned above, thus developing and maturing this moral "axis". When working in the classroom, we should name and describe these values, to make them "visible" to our students, who will eventually incorporate them into their actions, furthermore choosing the appropriate steps to put them into practice. History presents us with many examples of what happens when societies and individuals and sometimes even the majority, act unethically, according to their own wants and beliefs. Regardless of our personal beliefs, this should be reason enough to confer objectivity to some values and make a deliberate,

systematic effort to convey them, as a strong foundation upon which society may develop and progress, both sensibly and effectively.

MULTIPLE INTELLIGENCES

Blanca Aguilar

"Every person has a unique combination of multiple intelligences. This constitutes the fundamental challenge faced by education. We might ignore these differences and assume all minds to be the same. Or we might nurture the differences between them".

(Howard Gardner)

The concept of multiple intelligences was introduced by Howard Gardner. In his book, *Frames of mind* (1995), eight types of intelligence are described, namely linguistic intelligence, mathematical/logical intelligence, spatial intelligence, bodily or motor-kinesthetic intelligence, interpersonal intelligence, intra-personal intelligence and naturalistic intelligence.

The use of his theory, based on the science of knowledge, in psychology and neuroscience, not only revolutionised the concept of intelligence that existed to that date but also gave rise to changes in pedagogical focus. Indeed, according to this concept of intelligence, we all possess each type but each one is present to a greater or lesser degree depending on our biological make-up, interaction with others and the culture surrounding us. This means that each individual has a unique combination of intelligences. Furthermore, Gardner defines intelligence as the ability to "act", to solve and create problems, create products and play a useful role within society. This ability may therefore be developed through stimuli, experiences and situations, etc., thus making genetic make-up or predisposition important but not decisive.

This approach therefore gives rise to a significant change to the concept of school and education.

About the teacher:

Teachers should have excellent observation skills and learn to adopt a role that gives students room to discover their predominant type(s) of intelligence and own leaning styles. This will benefit students and forms the basis upon which to develop the curriculum.

They should respect the individual characteristics of each learning type and the abilities of each particular student, without overvaluing some types at the expense of others and thinking of each student as a unique being with unique needs.

About the student:

In the sense of a set of intelligences, attention should be paid to each individual's weak points in order to develop intelligence as harmoniously as

possible.

Each student should be given their own role within the micro-society formed in the classroom so that the intelligences they have serve the group. As a result, we must help each student to find their place within this society, in order to enable them to achieve emotional balance and a personal self-image with which they are able to collaborate in all class activities, so as to contribute to the best of each individual's skills.

About the curriculum:

The curriculum should ensure that situations in which all types of intelligences are worked on are created, that learning models are varied, that the type of activities carried out develop all kinds of intelligence, that assessment systems also take into account the fact that learning models are not the same for everybody and that they are therefore more in-depth, flexible and broad in scope.

| Multiple intelligences | Skills developed |
|--|--|
| <i>Linguistic intelligence</i> | <ul style="list-style-type: none"> • Thinking in words • Listening and understanding oral texts • Expressing needs, feelings and experiences, etc. • Discussing and debating • Interpreting visual information • Beginning to read and write • Beginning to understand and express ideas in a foreign language |
| <i>Mathematical/logical intelligence</i> | <ul style="list-style-type: none"> • Making comparisons and coming to conclusions • Identifying causes and eliciting consequences • Linking concepts together • Making basic quantifications and beginning to count • Solving problems • Putting sequences in order • Using mathematical skills • Carrying out experiments |

| | |
|---|--|
| <p><i>Interpersonal Intelligence</i></p> | <ul style="list-style-type: none"> • Understanding others and interacting with them • Establishing and maintaining relationships with others • Becoming aware of the needs of others • Showing initiative in games and group activities • Showing ability to give answers • Helping others to identify and overcome problems • Working with others and enjoying working as a team • Knowing how to put yourself in others' shoes • Mediating conflict, organising, leading and convincing |
| <p><i>Intra-personal Intelligence</i></p> | <ul style="list-style-type: none"> • Developing an accurate self-image • Making an effort to recognise, express and control one's own emotions • Reflecting on decision making • Setting oneself targets suited to personal strengths and weaknesses • Showing ability to manage independently in different situations |
| <p><i>Spatial intelligence</i></p> | <ul style="list-style-type: none"> • Thinking in 3D • Finding ones way around everyday spaces • Using drawings as a means of representation • Interpreting drawings and arts and crafts works • Imagining and visualising settings and situations |
| <p><i>Bodily/Kinesthetic intelligence</i></p> | <ul style="list-style-type: none"> • Using the body as a means of self-expression • Controlling the body in order to achieve coordination, skill, balance, flexibility, strength and speed • Acquiring motor skills to carry out precise tasks using the hands • Recognising measurements and volumes • Coordinating the body and mind to achieve a certain goal |

| | |
|----------------------------------|--|
| <i>Musical intelligence</i> | <ul style="list-style-type: none"> • Identifying sounds • Picking up the rhythm, tone and timbre of sounds • To mimic rhythms, sounds and melodies • Listening to, humming, singing and interpreting songs and musical works • Differentiating sound properties • Enjoying handling musical instruments |
| <i>Naturalistic intelligence</i> | <ul style="list-style-type: none"> • Recognising plants, animals, people or elements from our natural environment • Showing curiosity in discovering different organisms, elements and phenomenon within nature • Collecting, categorising and using information relative to the environment • Observing, interpreting, caring for and questioning the environment |

COOPERATIVE LEARNING

Yolanda G. Huerta

Cooperative learning is based on two basic assumptions, namely students' active participation in their learning process and working together, sharing responsibility and helping one another. It is defined as follows: "Didactic use of small groups in which students work together to optimise their own learning and that of others" (Johnson, Johnson and Holubec, 1999).

So why should we put cooperative learning into practice? What advantages does it have over other learning structures?

- If done properly, structuring learning on a cooperative model creates a classroom environment that fosters learning and makes it possible to achieve better results in terms of academic performance.
- It makes it easier to pay attention to diversity, providing strategies and resources to manage heterogeneity in the classroom. Teachers have more time to assist students with greater needs individually. Furthermore, these students may also benefit from the help of their classmates. Likewise, it fosters the learning of more gifted students. Ultimately, it enables the creation of inclusive classrooms.
- It is a good way to teach values such as solidarity, cooperation, coexistence, conversation and respect for differences.
- Individual learning and teacher-student interaction are not eliminated but rather added to student-student interaction and teamwork.
- It improves the quality of group interactions and interactions with the teacher, thus encouraging a more positive classroom environment.
- Cooperative learning teams provide an ideal natural setting in which to teach social and other skills, such as communication and methodological competences and put them into practice. It entails simultaneously internalising annual content and learning to work as a team.
- It may be applied to all levels of education and in all areas of the curriculum.

- Cooperative learning makes working in the classroom more appealing and motivates better students working in a team.

Cooperative learning is based around classroom teamwork, however entails much more than just group work. Indeed, it involves:

- Members of the team working to achieve a common goal. Each student's efforts benefit their own learning, whilst also benefiting the rest of the group. Students depend on one another and must join forces to achieve their goal (positive interdependence between participants).
- Each member of the team taking responsibility for their share of the work and also for improving their own individual performance, thus preventing certain students from relying on the work of others (personal responsibility and individual performance).
- Creating a place and time in which to share individual work, resources, materials and opinions. Furthermore, it requires students in the group to interact, motivate one another, help each other out and feel appreciated and respected (promotes face-to-face interaction). It also means all group members have an equal chance to and are equally obliged to participate (equal participation) and always have someone in the group with whom they can interact (simultaneous interaction).

In order to fulfill these aims, several authors, such as Spencer Kagan, Robert E. Slavin, A. Ovejero, Pere Pujolàs and many others have described a series of (both simple and complex) cooperative learning structures, which facilitate the organisation of interaction between members of a work group. These structures consist of a set of social activities, which are designed for a specific purpose but which do not include content. They may be considered "strategies or tips" which, when applied to curricular content, guarantee that students in a work team interact with one another as much as possible, all share the work and help their fellow team members to learn.

Simple learning structures are easy to acquire and use in the classroom and are relatively short. They do not require much preparation and the skills they require students to put into practice are by no means complex. Indeed, as Spencer Kagan would say, "learn it today, apply it tomorrow and use it for the rest of your life". On the other hand, more time and perhaps even various sessions must be spent on complex learning structures in the classroom, which furthermore require greater group preparation. In this didactic proposal, a series of simple learning structures are put forward, which are to be applied to various content within the curriculum.

It must be noted that teachers take on a different role where an individual model is concerned. This will serve to support and direct teamwork and resolve doubts or difficulties that may arise. The suitability of the team should also be taken into account, to ensure team members are motivated.

How should cooperative learning be implemented in the classroom?

A good way of implementing cooperative learning is to take a simple cooperative learning structure, organise work groups, then apply this structure to a class session. The result would then have to be observed and assessed, in

order to repeat the process, improving those elements necessary. One by one, cooperative work structures will thereby be incorporated gradually and sequentially into normal classroom practice.

Below is a list of specific steps to be followed and the fundamental elements to be worked on in order to successfully implement cooperative learning in the classroom.

1. Reinforce group cohesion and the positive classroom environment, through group dynamics, games and activities.
2. Create cooperative work groups. Various pairs and "random teams" of four students should be created in the first classroom cooperative learning experiences, in order to see how they work together.

Towards the end of the first term, teams of four, referred to as "base teams" should be created, in which students are able to work consistently for at least one month. Throughout the second term, teams will be altered if necessary to ensure that in the third term, the base teams are able to work consistently. One key aspect of cooperative learning is that base teams are mixed.

Moreover, each group may choose a name, picture and/or colour with which to identify themselves. They would also have their own designated space within the classroom.

3. Learn to cooperate and work as a team by learning about and practicing social skills, resolving conflicts and employing group organisation skills. Teamwork is a strategy we employ to facilitate learning, although it also constitutes content that must be taught. When put into practice during cooperative learning, certain skills, such as helping one another, participating, encouraging teamwork, communicating with others appropriately and resolving conflicts, etc., enable students to learn and improve as the school year progresses.

Strategies for ensuring effective "Teamwork" include:

- Assigning roles to base team members on a rotary basis, once every two weeks.
- Agreeing on rules and bearing them in mind during teamwork and coexistence in the classroom.
- Making a "quiet sign".
- Assessing group work.

Chronological guidelines on the main actions to be carried out when implementing cooperative learning throughout the year

First Term

- Encouraging group cohesion and a positive classroom environment.
- Establishing working rules.
- Creating random pairs and teams for observation.
- Putting the first cooperative work structures into practice.

Second Term

- Creating base teams, observing them and making accurate changes.
- Assigning roles within teams.
- Continuing to gradually introduce new cooperative structures and combining them with previous structures.
- Reinforcing cooperation and teamwork as social habits.
- Introducing self-assessment to the work groups.

Third Term

- Working in consistent work teams throughout the entire term.
- Continuing to put the cooperative structures introduced into practice, whilst incorporating new, increasingly complex structures.
- Reinforcing cooperation and teamwork as social habits.
- Assessing how groups work together and the general classroom dynamic.

INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT)

Inés Monreal

Before beginning, it is necessary to go through a brief overview of the social change that has been under way over the last few decades, and which necessarily has an effect on our educational environment and on the actors that make it up including educators. We are in the midst of a highly technological society that in recent years has undergone a radical change stemming, in part, from the fast, continuous development of ICT. The fact of living in this society has created an awareness of the need to provide educators with specialised training so that they can use education technologies properly, and derive the maximum benefit from them.

This change has given rise to new communication languages, modes and environments, which educators should be prepared to make use of, in turn acquiring digital competence, which is understood to mean having the ability to seek out, obtain, process and communicate information, and transform it into knowledge.

In order to understand the presence of ITC in our classrooms, we must first be familiar with its two key terms: information and communication. Information, because we are immersed in an information revolution that has made it possible for all of us educators to have access to a greater amount of information, and to higher speeds for processing, distributing and storing it. In recent times, the Web has broadened this access at a dizzying pace, and now the difficulty that

educators are faced with is often the time required to sort out the documentation found in the most objective and impartial way possible, since not everything available on the Internet is trustworthy.

The second key term is communication; we know that the fact of ICT having been developed also has an influence on the rise of new uses of language and new ways of communicating. The ability to share information with other educators from anywhere in the world opens up a space for communication and exchange that would have been unthinkable just two decades ago: cyberspace or the third environment, this new social space that, by extension, is also an educational space.

ICT in education

We are convinced that schools should contribute to educating people in a comprehensive manner; this contribution pushes for students to be trained to understand information, and conditions educators to bear in mind that today's students learn differently compared to students twenty years ago. Therefore, when faced with the question, "Are we witnessing the emergence of new ways of learning?", the answer is clear: "Yes, we are aware of the fact that our students may generate Personal Learning Environments, because educators do not have all the information and, although educators are in and of themselves a source of knowledge, students have access to much broader information through the Internet".

We at ANAYA aim to work together with educators, offering them a variety of educational resources that complement their direct teaching and channel students who are faced with a new way of learning. The basic idea is to create teaching resources that are suited to students' new learning reality. For students, we encourage resources that enable different uses of and approaches to information.

It is important for schools to grow in harmony with the society of their day and age, so that we can achieve a balance between students' informal learning outside the education system and their formal learning acquired at school.

These are some of the reasons why ICT should be used in the classroom:

- Because they foster a two-way type of learning: on the one hand, more personalised, with a mind to diversity, and, on the other, learning that is also collective and collaborative.
- Because they transform the methodology of educators, who cease to be just a transmitter of contents in order to become students' companion and trainer in learning.
- Because ICT tools transform classroom dynamics: interactiveness, as one of the distinctive elements with respect to the old school, makes it possible to further motivate students to learn.

In this new model, it is the educator who must take on this ambitious commitment to the progress that educational technology makes available to

them. So what is teachers' new role? To help students acquire the necessary resources in order to know how to seek out and find the information they need and integrate it into the knowledge they have already acquired, thus turning it into their own personal knowledge. Part of this help comes from the publishing house, which makes digital teaching materials available to educators.

Educator profiles

In terms of teachers' profiles, if we follow UNESCO guidelines (2008), we find that there are three different types of educators in our classrooms, as far as integrating ICT into the curriculum is concerned:

- Innovative pre-tech teacher: has continuously and naturally lived alongside technology, has developed his or her digital competence to an advanced level, and regularly uses ICT in direct teaching.
- Educator who has acquired digital competence but is not an innovator, since he or she does not seek out new ways to use ICT in the classroom.
- Technophobic educator: has not acquired digital competence and has an aversion to technological educational tools; sometimes has to do with a lack of knowledge as to the possibilities and uses that ICT can have in the classroom.

At the end of the day, we will have to adapt our mindset to a new type of society that will turn us more than ever into "world citizens". Educators cannot be strangers to knowledge of the Web, or to so-called "web 2.0" tools and their applicability in the classroom. These tools facilitate learning not just for educators, but for students as well, and help to approach ICT from a completely pragmatic perspective. Web 2.0 tools include: photopeach, glogster, flickr, google drive, slideshare, popplet, blogger and prezi.

Students and ICT

We are aware of the fact that the students in our classrooms are different to those of previous decades. There are a number of reasons for this; we may point out, for example, that they have new ways of life, and new ways of choosing and making use of information. This is a reality, just as it is a reality that students take a natural approach to ICT, since they are immersed in a technological society from which they garner significant learnings in an informal manner. We would like to offer these students teaching resources that are tailored to their level and their degree of digital competence since, moreover, we know that today's students prefer to study with digital media and we, as publishers, have made possible a type of book that is more attractive and accessible for both educators and students alike.

UNIT PLANNING

The present plan constitutes a model temporal learning sequence for the fifth year of Primary School.

This plan may be expanded through the optional resources proposed in the Teacher's Guide, mostly by means of the *drills* and the Teacher's Resource Book. The Teacher's Guide presents a sequence to be followed in each lesson and details of how and when to introduce the different kinds of *drills*. The *drills* are oral activities based on repetition and correction, the basic goal of which is for the children to consolidate grammar structures so that they can then reproduce them fluently and naturally.

UNIT 0

The introductory unit consists of two *Missions*.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the vocabulary and expressions through a listening exercise

Listen to a "Find me!" guessing game and say what it is about

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in previous courses, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences and match them to the corresponding pictures (AB)

Looks at some images and writes the date they refer to (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To use an audio in order to correct an activity

To use the expressions learnt in previous years related to weather by means of a game "Game Time!"

To orally reproduce the structures from the unit and internalise them using the TG drills

To revise other grammar structures that have been studied in the previous units, internalise, and consolidate them using the TG drills

To use an audio in order to correct an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and answer several questions that revise structures they have worked on in previous years, namely weather, dates, the time of day, and the present continuous

Look at clocks and write the times (AB)

To practise interrogative sentences. To read the responses and construct the corresponding interrogative sentences (AB)

To look at some images and answer some questions

CONTENT

Main vocabulary:

- The date, the days of the week, months, the time, the weather, be quiet, sit down, stand up, take out your book(s), raise your hand

Structures

- Present continuous, present simple, imperative

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands the essential information in brief and simple conversations and about one's self, the date, the time, the weather and the description of an object - Listens actively - Understands the essence of oral narratives - Uses the non-verbal language and pictures that accompany the oral text in order to figure out the meaning - Understands the syntactical structures the teacher uses in the drills - Shows interest when participating in language games - Understands songs - Expresses the ideas conveyed in the songs using gestures |
| To know and use the basic vocabulary and structures for producing short and simple oral texts To internalise the structures and acquire verbal fluidity through repetitions (Speaking) | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Knows the English alphabet and is able to spell out simple words - Understands, imitates and repeats fluently the structures used by the teacher in the drills |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class |
| To produce very simple written texts copying the words and structures that have been studied | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt |
| To mimic the pronunciation, intonation, rhythm and stress for reproducing texts | <ul style="list-style-type: none"> - Memorises songs - Mimics the sounds presented in the pronunciation videos |
| To show interest in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English |

| | |
|--|--|
| To use English with interest and confidence when producing oral texts in everyday situations | <ul style="list-style-type: none"> - Shows interest in using English as an instrument for communicating with people from other cultures and countries - Feels confident in his/her ability to express him/herself in English |
|--|--|

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------|
| To listen to | | |
| Identifies words and simple sentences | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Missions 1-2) - Listening to drills | Responsibility, perseverance |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures (Missions 1-2) | Responsibility |
| Recognises the sound, rhythm and intonation of common expressions | <ul style="list-style-type: none"> - Listening to a guessing game (Mission 1) | Perseverance |
| Speaking | | |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | <ul style="list-style-type: none"> - Reproducing and internalising expressions through activities based on repetition and correction (Missions 1-2) | Perseverance and responsibility |
| Participates in a "Game Time!" activity | <ul style="list-style-type: none"> - Reproducing simple expressions (Mission 2) | Respect, fellowship |
| Reading | | |
| Reads words and expressions previously introduced in an oral manner | <ul style="list-style-type: none"> - Reading the character's introduction and the common expressions learnt orally (Missions 1-2) | Perseverance |
| Writing | | |
| Writes words | <ul style="list-style-type: none"> - Writing the unit words and expressions (AB Missions 1-2) | Responsibility and perseverance |

- **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---------------------------------------|
| Participates and enjoys playing games with his/her classmates | - Participation in the "Game Time!" (Mission 2) | Respect and fellowship |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-2) | Responsibility, respect, perseverance |

- **Artistic and cultural competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|-----------------------|--|------------------------|
| Participates in games | - Participation in the PUB Game, and the games proposed in the TG (Missions 1-2) | Fellowship and respect |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|----------------------------|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-2) | Respect and responsibility |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|--------------------------------|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | Participation and perseverance |

- **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|----------------|
| Is able to make a brief presentation on a current topic | - Brief presentation in a game about the weather in the UK (Mission 2) | Participation |

UNIT 1

This unit (***Enjoy your meal***) focuses on learning foods.
The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary from the unit, 14 foods, using a listening exercise.

To identify and use the unit vocabulary

To listen to and sing a "Rap and clap" song

To become familiar with the rhythm and sounds of English by listening to a song

To listen to a text describing a word related to the new vocabulary, "Find out!" and figure out what it is

To orally interact in English by carrying out guided tasks. Read and make a role play.

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To read the description of an object and guess what it is: "Find out!" (AB Mission 1)

To practise interrogative sentences. To make interrogative sentences from affirmative sentences: "Master the question". To check the answers using an audio. Then listen and check

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

Pronunciation video showing mouth movements. To learn to pronounce and identify the /ə/ sound

To listen to and repeat the words that are mentioned in the pronunciation video in order to practise the /ə/ sound

To become familiar with the rhythm and sounds of English through the vocabulary and pronunciation videos

To interact orally in English by carrying out guided tasks. Look and ask in pairs.

To listen to a text and say whether the sentences are true or false

To identify and reproduce the /ə/ sound: "Which words have the /ə/ sound?"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To read several sentences that have a corresponding picture related to the unit vocabulary. To read the sentences out loud and say the name of the picture when it is reached: "To say the missing word"

To listen to some words and *identify the ones that have the unit target sound /ə/* (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To look at several pictures and fill in the blanks with the words (AB)

To write words dictated in an audio: "Dictation" (AB)

To read some words, identify the mistakes, and write the word correctly (AB)

To read some words and identify the ones that have the unit target sound /ə/ and write them (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: Is there any milk? Yes, there is. There's some milk. Are there any peaches? No, there aren't. There aren't any peaches

To have a conversation by using the presented structures.

To give a short, pre-prepared presentation following very well-structured guidelines: "Let's talk about... Picnics!"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to an audio in order to correct a written activity: "Listen and check" (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To complete a text in the activity book while listening to an audio

To complete some sentences. To check the answer using an audio (AB)

To read sentences and correct mistakes. To check the answer using an audio (AB)

To look at a picture and answer some questions "About me!" (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities.

Can I/you/she/he/we/you/they have some..., please?

Yes, you can / No you can't

Video in which the unit grammar structures are introduced and practised

To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video

To talk using one of the "Game Time!" activities using the structures: Can I have some pineapple? Yes, you can. Can I have some broccoli? / No, you can't

To listen to a text and put the sentences in order

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To learn to write texts. To write sentences on the unit topic (brainstorming ideas)

Write in your notebook

To read some interrogative sentences and write them in the affirmative and the negative (AB)

To read a text and complete some sentences (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the first part of a story with a comic-like graphic design, which includes the vocabulary and grammar previously learnt

Introducing a colloquial expression (*Enjoy your meal!*)

To become familiar with the rhythm and sounds of English through a reading exercise

To read the story and say whether the sentences are true or false

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to the second part of the story and complete an activity

To practice the verbs (to give) by answering some questions, "Verb time!"

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a story and complete some cartoon panels (AB)

To make sentences by unscrambling the words. To check using an audio (AB)

To write the end of the story (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the Reading activity

To listen to a text about a cultural topic in the United Kingdom and answer some questions

To be able to identify some English-speaking countries

To show interest in understanding and talking about the customs of other countries

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to a text and complete an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a web search on a topic studied in the unit and answer some questions: "Web quest"

To write whether sentences are true or false and re-write the sentences correctly (AB)

To answer some questions comparing British food and Spanish food

To place the child in a real-life situation in an English-speaking country. To write a text about what he/she would do in that real-life situation (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning
Natural Science. Food

To be able to understand and speak in English about other subjects

To listen to a text about food

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To practise the structure: "Tell to ask"

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To be able to read and write in English about the contents of other subjects

To answer questions related to the topic

To do an Arts and Crafts activity: "Let's make a food wheel!"

To complete a text whilst listening to an audio (AB)

To answer questions and make drawings

To do a web search and answer some questions: "Find it!"

Mission I CAN.... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Recap video featuring an auxiliary teacher to revise the unit grammar and vocabulary, with particular focus on the correct pronunciation, rhythm and intonation of words and word stress and grammar structures

To repeat and imitate the structures asked for by the auxiliary teacher

To become familiar with the rhythm and sounds of English using the featured auxiliary teacher

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a text, which is an email, and answer the email

To complete some sentences, choosing the correct option (AB)

To complete some sentences based on an audio (AB)

To read a text and answer some questions (AB)

CONTENT

Vocabulary

- Main vocabulary: Bacon, broccoli, butter, cucumber, honey, lemon, olive oil, pancakes, peach, pepper, pineapple, rice, salt, tuna, meal, after, before, to want, to give
- Extra vocabulary: Chips, fork, knife, group, pulses, skin, vitamin, wheel

Structures

- Is there any milk? Yes, there is. There is some milk
- Are there any peaches? No, there aren't / There aren't any peaches
- Some /any
- Can I/you/she/he/we/you/they have some..., please?
- Yes, you can / No you can't

Culture

- The UK. Fish and chips
- **Expression:** *Enjoy your meal!*

Content and Language Integrated Learning (CLIL)**Natural Science**

- The food wheel

Phonetics

- Sound /ə/

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Identifies food vocabulary - Understands the essence of oral narratives <ul style="list-style-type: none"> • Is there any milk? Yes, there is. There is some milk. • Are there any peaches? No, there aren't / There aren't any peaches. • Some any • Can I / you / she/ he / we / you / they have some..., please? • Yes, you can / No you can't - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the |

| | |
|--|--|
| | <p>songs using gestures</p> <ul style="list-style-type: none"> - Understands the overall meaning of increasingly difficult oral instructions and explanations |
| To know and use the basic vocabulary and structures for simple and short oral production (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things) - Is able to present the outcome of his/her work to the others (Web quest, Let's talk about...) - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask) |
| To internalise the structures and acquire spoken fluency through repetition | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out!, Say the missing word, Fill in the blanks, Tell to ask) - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do research work (Web quest, Find it!) |
| To encourage students' motivation and creativity | <ul style="list-style-type: none"> - Writes the end of the story |
| To produce simple written texts using the words and structures that have been | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied |

| | |
|--|---|
| studied in the previous unit, units or years. | <p>orally</p> <ul style="list-style-type: none"> - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing his/her culture and surroundings with that of an English-speaking country |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /ə/ sound - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and repeating known expressions in English: "Enjoy your meal!" - Incorporates new expressions and vocabulary into daily routines |
| To show interest in knowing details about the customs of other countries | <ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about traditional food in the UK (fish and chips) - Feels confident in his/her ability to express him/herself in English |
| To show interest in English as a learning tool for the content of other subjects | <ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Natural Sciences) |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to drills - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance |
| Identifies simple sentences related to the unit topic | <ul style="list-style-type: none"> - Listening to and identifying simple sentences (Mission 2) - Listening to and understanding the topic-related drills (Missions 1-8) | |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 2) - Listening to the story (Mission 5) - Listening to a text (Missions 1, 3, 4, 5, 6, 7) (AB Missions 1, 4, 5, 6, 7, 8) | Responsibility, perseverance |
| Checks the answers to activities through a listening exercise | <ul style="list-style-type: none"> - Correcting activities through a listening exercise "Listen and check" (Missions 1-8) | Responsibility, perseverance |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | <ul style="list-style-type: none"> - Playing a "Rap and clap" song in Mission 1 | Responsibility |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | <ul style="list-style-type: none"> - Reproducing and consolidating grammar structures through repetition and correction based activities (Missions 1-8) | Perseverance and responsibility |

| | | |
|---|--|---------------------------------------|
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | - Reproducing simple expressions (Missions 1-8) | Respect, fellowship |
| Practises interrogative sentences | - Composition and internalization of the interrogative sentence in "Master the question" (Mission 4) | Perseverance |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1) | |
| Reads expressions previously introduced orally | - Reading the unit key expressions (Missions 1 – I can) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4) | Responsibility, perseverance |
| Reads texts and stories | - Reading stories and texts (Missions 1, 3, 4, 5, 6, 7) (AB Missions 1, 4, 5, 6, 7, 8) | Responsibility, perseverance, respect |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions (AB Missions 3, 4, 5, 6, 7, 8) | Responsibility, perseverance |
| Writes very simple texts based on very structured models | - Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4, 6, 8) (AB Missions 3, 4, 5, 6, 8) | Responsibility, perseverance |

• **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|------------------------------|
| Listen to the numbers together with the corresponding word | - Listening to the numbers (Mission 1) | Responsibility |
| Listens to and reads the time | - Listening to and reading the time (Missions 4, 5) | Responsibility, perseverance |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|----------------------------------|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | Participation and responsibility |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-8) | Respect and responsibility |
| Uses basic strategies for learning to learn English resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book | - Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 3 and 4 | Responsibility, perseverance |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of words using flashcards, etc. (Missions 1-8) | Responsibility, perseverance |
| Uses vocabulary videos to internalise the correct pronunciation of the words | - Listening to the vocabulary video in Mission 2 | Responsibility, perseverance, fellowship |
| Uses the grammar videos to internalise proper use of the grammar structures in a context and according to the correct pronunciation and intonation of the sentences | - Listening to the grammar video in Mission 4 | Responsibility, perseverance, fellowship |
| Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly | - Listening to the pronunciation video of Mission 2 | Responsibility, perseverance, fellowship |

| | | |
|--|--|------------------------------|
| Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly | - Listening to the recap video of Mission 1 can | Responsibility, perseverance |
| Corrects mistakes in sentences and words | - Correcting mistakes in sentences and words | Perseverance |
| Values English as a learning tool | - Learning the topics taught in other subjects, Natural Science (Mission 7) | Responsibility, perseverance |
| Uses information technology to gather information and prepare a presentation | - Delivering presentations on interesting or everyday topics by searching for information on the web. (Mission 6) (AB Mission 7) | Responsibility, perseverance |
| Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio | - Listening to the end of the story (Mission 5) | Responsibility |

• **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---------------------------------------|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in "Game Time!" and the dialogues and games proposed in the TG (Missions 1-8) | Respect and fellowship |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Responsibility, respect, perseverance |
| Values English as a tool for communicating with other people | - Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Managing well in simple situations using the structures studied (Missions 1-8) | Responsibility, respect, perseverance |

| | | |
|---|---|---------------------------------------|
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6) | Responsibility, respect, perseverance |
| Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country | - Comparing the culture of English-speaking countries with that of their own (AB Mission 6) | Responsibility, respect, perseverance |

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---------------------------------------|
| Plays tunes | - Reproducing the unit song in Mission 1 | Responsibility, respect, perseverance |
| Participates in games and acting out activities | - Participating in the PB "Game Time!" and the games proposed in the TG (Mission 4) - Acting out dialogues (Missions 1, 2, 3) | Responsibility, respect, perseverance |
| Makes simple Arts and Crafts compositions | - Making a food wheel "Let's make a food wheel" (Mission 6) - Draws foods (AB Mission 7) | Responsibility, respect, perseverance |
| Learns a colloquial expression in each Reading exercise | - Learning a cultural expression (Missions 5 and 6) | Respect |
| Learns about the culture in English-speaking countries | - Learning about some English-speaking countries' customs (Mission 6) | Respect |

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------------|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) | Responsibility, respect, perseverance |
| Carries out an Arts and Crafts activity | - Creating a food wheel "Let's make a food wheel" (Mission 8) | Responsibility, respect, perseverance |
| Demonstrates independence and confidence when creating dialogues in real-life situations | - Creating dialogues in real-life situations (AB Mission 6) | Responsibility, respect, perseverance |

| | | |
|--|--|---------------------------------------|
| Shows independence when inventing the endings of the stories | - Writing the end of a story (AB Mission 5) | Responsibility, respect, perseverance |
| Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly | - Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6) | Responsibility |

UNIT 2

This unit (***Enjoying nature!***) focuses on learning about nature
The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 9 elements from nature, through a listening exercise.

To identify and use the unit vocabulary

To listen to and sing a "Sing and clap" song

To become familiar with the rhythm and sounds of English by listening to a song

To listen to a text describing a word related to the new vocabulary, "Find out!" and figure out what it is

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To search for the unit key vocabulary in a wordsearch

To read the description of an object and guess what it is: "Find out!" (AB Mission 1)

To make sentences by looking at pictures and practising the syntactical structure: I'm going to the beach this summer. The pictures depict natural spaces (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

Pronunciation video showing mouth movements. To learn to pronounce and identify the /v/ sound

To listen to and repeat the words mentioned in the pronunciation video in order to practice the /v/ sound

To become familiar with the rhythm and sounds of English through the

vocabulary and pronunciation videos

To listen to a text and say whether the sentences are true or false

To identify and reproduce the sound /v/: "Which words have the /ə/ sound?"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to some words and circle the ones that have the sound /v/ (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a crossword (AB)

To write words dictated in an audio: "Dictation" (AB)

To read a text, identify the mistakes, and write the word correctly (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. The comparative

To look at two photographs and compare them

To give a short, pre-prepared presentation following very well-structured guidelines: "Let's talk about... Islands and beaches!"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to an audio in order to correct a written activity: "Listen and check" (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To complete a text in the activity book while listening to an audio

To complete some sentences. To check the answer using an audio (AB)

To listen to some sentences with two options and choose the correct option (AB)

To look at two pictures, read some sentences, circle the mistakes and write the sentences correctly (AB)

To write a text comparing two members of their family (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities

As... as

Video in which the unit grammar structures are introduced and practised

To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video

To talk using one of the "Game Time!" activities using the structures studied in the unit

To practise interrogative sentences. To make interrogative sentences from affirmative sentences: "Master the question"

To reproduce the unit structures orally and internalise them through the TG drills
To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To teach how to write texts. To write sentences on the unit topic (brainstorming ideas): "Think and write in your notebook!". To make affirmative, interrogative and negative sentences (AB)

To read a text and use it as a model to write a text about themselves: "Read. Then write about you" (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the first part of a story with a comic-like graphic design, which includes the vocabulary and grammar previously learnt

Introducing a colloquial expression (*Watch out!*)

To become familiar with the rhythm and sounds of English through a reading exercise

To read the story and say whether the sentences are true or false

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to the second part of the story and complete an activity

To practise the verbs (to give) by answering some questions about the story: "Verb time!"

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a text and answer some questions (AB)

To make sentences by unscrambling the words. To check using an audio (AB)

To write the end of the story in the text (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the Reading activity

To listen to a text on a cultural theme about the Cliffs of Moher and answer some questions

To be able to identify some English-speaking countries

To show interest in understanding and talking about the customs of other countries

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To do a presentation on the drawing they have designed about their favourite place in order to make a film

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a web search on a topic studied in the unit and answer some questions:

“Web quest”

To write whether sentences are true or false and re-write the sentences correctly.

This activity is enunciated (AB)

To write a text comparing the Cliffs of Moher to their favourite place in their country (AB)

To draw their favourite place in order to make a film (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning Natural Science. Volcanoes

To be able to understand and speak in English about other subjects

To read a text about volcanoes and answer some questions

To practise the structure: “Tell to ask”

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To be able to read and write in English about the contents of other subjects

To do an Arts and Crafts activity: “Let's experiment!”

To complete a text whilst listening to an audio (AB)

To complete a drawing naming the parts of a volcano. Fact card (AB)

To do a web search and answer some questions: “Find it!” (AB)

Mission I CAN.... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Recap video featuring an auxiliary teacher to revise the unit grammar and vocabulary, with particular focus on the correct pronunciation, rhythm and intonation of words and word stress and grammar structures

To repeat and imitate the structures asked for by the auxiliary teacher

To become familiar with the rhythm and sounds of English using the featured auxiliary teacher

To do a previously prepared and written out presentation comparing two landscapes

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read descriptors and say what word they refer to

To read and complete a sentence by selecting the correct option

To compare two landscapes

To match sentences to the corresponding picture (AB)

To listen to a text and answer some questions (AB)

CONTENT

Vocabulary

- Main vocabulary: Beach, country, desert island, lake, ocean, volcano, river, waterfall, cliffs, lava, magma, rocks, tower, to erupt, high/low, to travel/to visit
- Extra vocabulary: cliffs, lava, magma, rocks, tower, to erupt

Structures

- Adjectives + er than
- More + adjective
- As...as
- Which one is ...?

Culture

- Ireland. The Cliffs of Moher
- **Expression:** *Watch out!*

Content and Language Integrated Learning (CLIL)

Natural Science

- Volcanoes

Phonetics

- Sound /v/

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Identifies natural spaces vocabulary - Understands the essence of oral narratives. (the comparative and the structure "As...as") - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Understands the overall meaning of increasingly difficult oral instructions and explanations |
| To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things) - Is able to present the outcome of his/her work to the others (Web quest, Let's talk about...) - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask) |
| To internalise the structures and acquire spoken fluency through repetition | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out!, Say the missing word, Fill in the blanks, Tell to ask) - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do research work (Web quest, Find it!) |
| To encourage students' motivation and creativity | <ul style="list-style-type: none"> - Writes simple texts about him/herself, "About me!", at the end of a story |
| To produce simple written texts using the words and structures that have been | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied |

| | |
|--|---|
| studied in the previous unit, units or years | <p>orally</p> <ul style="list-style-type: none"> - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an English-speaking country |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /v/ sound - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English: "Watch out!" - Incorporates new expressions and vocabulary into daily routines |
| To show interest in knowing details about the customs of other countries | <ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about Ireland and its geography (The Cliffs of Moher) - Feels confident in his/her ability to express him/herself in English |
| To show interest in English as a learning tool for the content of other subjects | <ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Natural Sciences) |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to drills - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance, patience |
| Identifies simple sentences related to the unit topic | <ul style="list-style-type: none"> - Listening to and identifying simple sentences (Mission 2) - Listening to and understanding the topic-related drills (Missions 1-8) | Responsibility, perseverance, patience |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Responsibility, respect |
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 2) - Listening to the story (Mission 5) - Listening to a text (Missions 1, 3, 4, 5, 6, 7)(AB Missions 1, 4, 5, 7, 8) | Responsibility, perseverance, tolerance, solidarity, self-esteem |
| Checks the answers to activities through a listening exercise | <ul style="list-style-type: none"> - Correcting activities through a listening exercise "Listen and check" (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | <ul style="list-style-type: none"> - Playing a "Rap and clap" song in Mission 1 | Responsibility, empathy |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | <ul style="list-style-type: none"> - Reproducing and consolidating grammar structures through repetition and correction based activities (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |

| | | |
|---|---|--|
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | - Reproducing simple expressions (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Works on direct and indirect interrogative sentences | - Learning and internalising the interrogative sentence in "Master the question" (Mission 4) and indirect and direct forms in "Tell to ask" (Mission 7) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1) | Responsibility, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions (Missions 1 – 1 can) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4) | Responsibility, perseverance |
| Reads texts and stories | - Reading stories and texts (Missions 1, 3, 4, 5, 6, 7) (AB Missions 1, 4, 5, 6, 7, 8) | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions (AB Missions 3, 4, 5, 6, 7, 8) | Responsibility, perseverance, punctuality |
| Writes very simple texts based on very structured models | - Writing short, simple texts using the vocabulary and structures previously studied (Missions 4, 6, 7, 8) (AB Missions 3, 4, 5, 6, 7) | Responsibility, perseverance, respect, empathy, tolerance, gratitude |

• **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|-----------------------|
| Listen to the numbers together with the corresponding word | - Listening to the numbers (Mission 1) | Responsibility |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|---|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | Participation, respect, punctuality, responsibility |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|---|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-8) | Responsibility, perseverance, respect, empathy, tolerance, gratitude, solidarity, self-esteem |
| Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book | - Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 3 and 4 | Responsibility, perseverance, self-esteem |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of words using flashcards, etc. (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Uses vocabulary videos to internalise the correct pronunciation of the words | - Listening to the vocabulary video in Mission 2 | Responsibility, perseverance, fellowship, self-esteem |
| Uses the grammar videos to internalise the correct use of grammar structures in context, paying attention to the correct pronunciation and intonation of the sentences | - Listening to the grammar video in Mission 4 | Responsibility, perseverance, fellowship |

| | | |
|--|--|---|
| Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly | - Listening to the pronunciation video in Mission 2 | Responsibility, perseverance, fellowship |
| Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly | - Listening to the recap video of Mission 1 can | Responsibility, perseverance |
| Corrects mistakes in sentences and words | - Correcting mistakes in sentences and words | Perseverance, self-esteem, responsibility |
| Values English as a learning tool | - Learning the topics taught in other subjects, Natural Science (Mission 7) | Responsibility, perseverance, gratitude, |
| Uses information technology to gather information and prepare a presentation | - Delivering presentations on interesting or everyday topics by searching for information on the web. (Mission 6) (AB Mission 7) | Responsibility, perseverance, patience, solidarity, self-esteem, punctuality, gratitude |
| Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio | - Listening to the end of the story (Mission 5) | Responsibility, patience, self-esteem, empathy, respect, perseverance |

• **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in "Game Time!" and the dialogues and games proposed in the TG (Missions 1-8) | Respect, patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |

| | | |
|---|--|--|
| Values English as a tool for communicating with other people | <ul style="list-style-type: none"> - Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Managing well in simple situations using the structures studied (Missions 1-8) | Responsibility, respect, perseverance, gratitude |
| Shows interest in communicating with English-speakers | <ul style="list-style-type: none"> - Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6) | Solidarity, self-esteem, responsibility, respect, perseverance |
| Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country | <ul style="list-style-type: none"> - Comparing the culture of English-speaking countries with that of their own (AB Mission 6) | Responsibility, respect, perseverance |

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Plays tunes | <ul style="list-style-type: none"> - Reproducing the unit song in Mission 1 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates in games and acting out activities | <ul style="list-style-type: none"> - Participating in the PB "Game Time!" and the games proposed in the TG (Mission 4) - Acting out dialogues (Missions 2, 3) | Responsibility, respect, perseverance, empathy, tolerance, self-esteem, punctuality |
| Makes simple Arts and Crafts compositions | <ul style="list-style-type: none"> - Making an experiment "Let's experiment!" (Mission 6) - Draws foods (AB Mission 7) | Responsibility, respect, perseverance |
| Learns a colloquial expression in each Reading exercise | <ul style="list-style-type: none"> - Learning a cultural expression (Missions 5 and 6) | Respect, solidarity, tolerance |
| Learns about the culture in English-speaking countries | <ul style="list-style-type: none"> - Learning about some English-speaking countries' customs (Mission 6) | Respect, solidarity, tolerance |

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|---|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) | Responsibility, respect, perseverance |
| Carries out an Arts and Crafts activity | - Making an experiment (Mission 8) | Responsibility, respect, perseverance, self-esteem, patience, fellowship, solidarity, empathy, punctuality, gratitude |
| Demonstrates independence and confidence when creating dialogues in real-life situations | - Creating dialogues in real-life situations (AB Mission 7) | Responsibility, respect, perseverance |
| Shows independence when inventing the endings of the stories | - Writing the end of a story (AB Mission 5) | Responsibility, respect, perseverance |
| Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly | - Looking for mistakes and rewriting words or sentences correctly (AB 2, 3, 6) | Responsibility, perseverance |
| Shows confidence and self-esteem when writing in English about him/herself and his/her culture | - Writing short, simple texts about themselves and their environment and comparing them to aspects of English-speaking countries' culture (AB Missions 3, 4, 6) | Patience, tolerance, self-esteem, responsibility, punctuality, perseverance |

UNIT 3

This unit (***School Subjects!***) focuses on learning about school (subjects).

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 7 subjects, through a listening exercise.

To identify and use the unit vocabulary

To listen to and sing a "Rap and clap" song

To become familiar with the rhythm and sounds of English by listening to a song

To listen to a text describing a word related to the new vocabulary, "Find out!", and figure out what it is

To practise interrogative sentences: "Master the question"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To write the unit key words in a crossword

To read the description of an object and guess what it is: "Find out!" (AB Mission 1)

To make sentences looking at some pictures and practising the syntactical structure "English is at 10,00". The pictures correspond to different subjects (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, other subjects

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

Pronunciation video showing mouth movements. To learn to pronounce and identify the /z/ sound

To listen to and repeat the words mentioned in the pronunciation video in order to practise the /z/ sound

To become familiar with the rhythm and sounds of English through the vocabulary and pronunciation videos

To listen to a text and say whether the sentences are true or false

To identify and reproduce the /z/ sound: "Which words have the /z/ sound?"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to some words and circle the ones that have the /z/ sound (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To search for the unit vocabulary in a wordsearch (AB)

To write words dictated in an audio: "Dictation" (AB)

To read a text, identify the mistakes, and write the word correctly (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. Is Maths easy/difficult for me / you/ him/her/us/you/them?

To listen to and represent the guided dialogues and to practise the grammar structures orally

To give a short, pre-prepared presentation following very well-structured guidelines: "Let's talk about... Classes!"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To complete some sentences in the activity book while listening to an audio

To read some sentences with two options and choose the correct option (AB)

To look at two pictures, read some sentences, circle the mistakes and write the sentences correctly (AB)

To write a text about the subjects that they like/dislike "About me!" (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities

Prepositions and pronouns

Video in which the unit grammar structures are introduced and practised

To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video

To listen to and interact practising the new grammar structure

To talk using one of the "Game Time!" activities using the structures studied in the unit

To practise interrogative sentences. To make interrogative sentences from the answers: "Master the question". To correct the activity using a "Then listen and check" audio

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To learn to write texts. To write sentences on the unit topic (brainstorming ideas): "Think and write in your notebook!"

To read a text and use it as a model to write a text about themselves: "Read. Then write about you" (AB)

To write affirmative, negative and interrogative sentences

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the first part of a story with a comic-like graphic design, which includes the vocabulary and grammar previously learnt

Introducing a colloquial expression (*I am good at ...!*)

To become familiar with the rhythm and sounds of English through a reading exercise

To read the story and answer some questions

To practise the verbs (to be good or bad at) by answering some questions about the story: "Verb time!"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to the second part of the story and complete an activity

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a text and answer some questions (AB)

To make sentences by unscrambling the words. To check using an audio (AB)

To write the end of the story in the text: "Finish the story" (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the Reading activity

To listen to a text about a cultural topic in Canada and answer some questions

To be able to identify some English-speaking countries

To show interest in understanding and talking about the customs of other countries

To interact orally practising cultural expressions

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To do a presentation on the drawing they have designed about their favourite place in order to make a film

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a web search on a topic studied in the unit and answer some questions: "Web quest"

To write whether sentences are true or false and re-write the sentences correctly. This activity is enunciated (AB)

To answer comparing the cultural topic studied about the English-speaking country (Niagara Falls) with something related to their country (AB)

To place the child in a real-life situation in an English-speaking country. To write a text about what he/she would do in that real-life situation (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning
Music

To be able to understand and speak in English about other subjects

To listen to a text about music and answer some questions

To practise the structure "Tell to ask" with the grammar topic studied in the unit

To talk using one of the "Game Time!" activities using the structures studied in the unit

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To be able to read and write in English about the contents of other subjects

To complete a text whilst listening to an audio (AB)

To answer to some form-like questions about a topic studied in the CLIL. Fact card (AB)

To do a web search and answer some questions: "Find it!" "Web quest" (AB)

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Recap video featuring an auxiliary teacher to revise the unit grammar and vocabulary, with particular focus on the correct pronunciation, rhythm and intonation of words and word stress and grammar structures

To repeat and imitate the structures asked for by the auxiliary teacher

To become familiar with the rhythm and sounds of English using the featured auxiliary teacher

To listen to a text and answer some questions

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To answer some questions about themselves related to the unit topic

To complete a text using an audio (AB)

To unscramble and create words defined in some sentences (AB)

CONTENT

Vocabulary

- Main vocabulary: Art, English, French, Geography, German, History, Maths, Music, PE, Science, Spanish
- Telling the time
- Extra vocabulary: Bass, band, border, musicians, noisy, powerful, rhythm, saxophone, wet, to flow, to play an instrument

Structures

- Is Maths easy/difficult for me/you/him/her/us/you/ them?
- When do you have History?
- Between, behind, in front of, next to + object pronoun

Culture

- Canada and the USA. The Niagara Falls
- **Expression:** *to be good at!*

Content and Language Integrated Learning (CLIL)

Music

- Niagara Falls

Phonetics

- Sound /z/

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|---|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally and with a visual support (picture dictionary) Identifies vocabulary about the school - Understands the essence of oral narratives. (Is Maths easy/difficult for me/you/him/her/us/you/ them? When do you have History?) - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations |
| To know and use the basic vocabulary and structures for simple and short oral production (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what they like/dislike) - Is able to present the outcome of his/her work to the others (Web quest, Let's talk about...) |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask) |
| To internalise the structures and acquire spoken fluency through repetition. | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Masters the alphabet, times and date - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out!, Say the missing word, Fill in the blanks, Tell to ask) - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do research work (Web quest, Find it!) |
| To encourage students' motivation and creativity | <ul style="list-style-type: none"> - Writes simple texts about him/herself "About me!" "Write about ... " "Read, and then write about you and the end of a story" |
| To produce simple written texts using the words and structures that have been studied in the previous unit, units or years | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing his/her culture and surroundings with that of an English-speaking country |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /z/ sound - Makes an effort to pronounce correctly |
| To show interest and confidence in | <ul style="list-style-type: none"> - Shows interest in writing and repeating |

| | |
|--|---|
| learning frequently used expressions in English | known expressions in English: to be good at/bad...! - Incorporates new expressions and vocabulary into daily routines |
| To show interest in knowing details about the customs of other countries | - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about USA and Canada and their geography (The Niagara Falls) - Feels confident in his/her ability to express him/herself in English |
| To show interest in English as a learning tool for the content of other subjects | - Values the English language as a learning tool for other contents Music. |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| To listen to | | |
| Identifies words | - Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to the drills (Missions 1-8) - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance, patience |
| Identifies simple sentences related to the unit topic | - Listening to and identifying simple sentences (Missions 2, 3, 4, 5, 6, 7) - Listening to and understanding the topic-related drills (Missions 1-8) | Responsibility, perseverance, patience |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | - Listening to a text and identifying the corresponding pictures (Missions 2, 3, 4) - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Responsibility, respect |

| | | |
|---|---|--|
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 2) - Listening to the story (Mission 5) - Listening to a text (Missions 1, 3,4, 5, 6, 7) (AB Missions 1, 4,5, 7, 8) | Responsibility, perseverance, tolerance, solidarity, self-esteem |
| Checks the answers to activities through a listening exercise | - Correcting activities through a listening exercise "Listen and check" (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a "Rap and clap" song in Mission 1 | Responsibility, empathy |
| Reproduces structures through oral activities proposed by the Teacher's Guide, drills, based on repetition and correction | - Reproducing and consolidating grammar structures through repetition and correction based activities (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | - Reproducing simple expressions (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Works on direct and indirect interrogative sentences | - Learning and internalising the interrogative sentence in "Master the question" (Mission 4) and indirect and direct forms in "Tell to ask" (Mission 7) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy |
| Makes hypothesis from the comprehension of a text | - Making hypothesis from listening to a text about the meaning of a word (Mission 1 Find out!) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity |
| Reading | | |
| Reads words previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1) | Responsibility, perseverance |
| Reads expressions previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key expressions (Missions 1-8) - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4) | Responsibility, perseverance |

| | | |
|--|---|--|
| Reads texts and stories | - Reading stories and texts (Missions 1, 3, 4, 5, 6, 7) (AB Missions 1, 2, 4, 5, 6) | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions (Missions 1, 2,3,) (AB Missions 1, 2, 3, 4, 5, 6, 7, 8) | Responsibility, perseverance, punctuality |
| Writes very simple texts based on very structured models | - Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4, "Think and write in your notebook!", 6 "Web quest", 7, 8) (AB 3 "About me!", 4 "Write about you!", 5 "Finish the story", 6 "Compare ... Read and write a role play", 7 "Find it!") | Responsibility, perseverance, respect, empathy, tolerance, gratitude |

- **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|------------------------------|
| Practises numbers, dates and the time orally in the TG drills (Back to basics) | - Listening to and reproduction of the numbers through the drills (Missions 1-8) | Responsibility, perseverance |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|---|---|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book (Missions 1-8) | Participation, respect, punctuality, responsibility |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-8) | Responsibility, perseverance, respect, empathy, tolerance, gratitude, solidarity, self-esteem |

| | | |
|--|---|---|
| Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book | - Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 3 and 4 | Responsibility, perseverance, self-esteem |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of words using flashcards, etc. (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Uses vocabulary videos to internalise the correct pronunciation of the words | - Listening to the vocabulary video in Mission 2 | Responsibility, perseverance, fellowship, self-esteem |
| Uses the grammar videos to internalise the correct use of grammar structures in context, paying attention to the correct pronunciation and intonation of the sentences | - Listening to the grammar video in Mission 4 | Responsibility, perseverance, fellowship |
| Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly | - Listening to the pronunciation video in Mission 2 | Responsibility, perseverance, fellowship |
| Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly | - Listening to the recap video of Mission I can | Responsibility, perseverance |
| Corrects with assurance and confidence mistakes in sentences and words | - Correcting mistakes in sentences and words. (AB Missions 2, 3) | Perseverance, self-esteem, responsibility |
| Values English as a learning tool | - Learning about topics from other subjects: Music (Mission 7) | Responsibility, perseverance, gratitude |

| | | |
|--|--|---|
| Uses information technology to gather information and prepare a presentation | - Delivering presentations on interesting or everyday topics by searching for information on the web. (Mission 6 "Web quest") (AB Mission 7 "Web quest") | Responsibility, perseverance, patience, solidarity, self-esteem, punctuality, gratitude |
| Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio | - Listening to the end of the story (Mission 5) | Responsibility, patience, self-esteem, empathy, respect, perseverance |

• **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in "Game Time!" and the dialogues and games proposed in the TG (Missions 1-8) | Respect, patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Values English as a tool for communicating with other people | - Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Managing well in simple situations using the structures studied (Missions 1-8) | Responsibility, respect, perseverance, gratitude |
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6) | Solidarity, self-esteem, responsibility, respect, perseverance |
| Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country | - Comparing the culture of English-speaking countries with that of their own (AB Mission 6) | Responsibility, respect, perseverance |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Plays tunes | - Reproducing the unit song in Mission 1 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates in games and acting out activities | - Participating in the PB "Game Time!" and the games proposed in the TG (Mission 4), - Acting out dialogues (Missions 2, 3, 4) | Responsibility, respect, perseverance, empathy, tolerance, self-esteem, punctuality |
| Learns a colloquial expression in each Reading exercise | - Learning a cultural expression (Missions 5 and 6) | Respect, solidarity, tolerance |
| Learns about the culture in English-speaking countries | - Learning about some English-speaking countries' customs (Mission 6) | Respect, solidarity, tolerance |

- **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) | Responsibility, respect, perseverance |
| Carries out word and logic games in order to practise the vocabulary studied in the unit | - Making a crossword (AB Mission 1) and a wordsearch (Mission 2) | Responsibility, respect, perseverance, self-esteem, patience, fellowship, solidarity, empathy, punctuality, gratitude |
| Demonstrates independence and confidence when creating dialogues in real-life situations | - Creating dialogues in real-life situations (AB Mission 6) | Responsibility, respect, perseverance |
| Shows independence when inventing the endings of the stories | - Writing the end of a story (AB Mission 5) | Responsibility, respect, perseverance |
| Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly | - Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6) | Responsibility, perseverance |

| | | |
|--|---|---|
| Shows confidence and self-esteem when writing in English about him/herself and his/her culture | - Writing short, simple texts about themselves and their environment and comparing them to aspects of English-speaking countries' culture (Mission 4) (AB Missions 3, 4, 6) | Patience, tolerance, self-esteem, responsibility, punctuality, perseverance |
|--|---|---|

UNIT 4

This unit (***Sport is fun!***) focuses on learning about sports. The unit contains 8 missions. Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 5 sports, through a listening exercise

To identify and use the unit vocabulary

To listen to and sing a "Sing and clap" song

To become familiar with the rhythm and sounds of English by listening to a song

To listen to a text describing a word related to the new vocabulary: "Find out!", and figure out what it is

To interact orally practising the structure Tell somebody to ask something. To practise direct and indirect interrogative sentences. Tell Asky to ask Yessy if she likes to skateboard. Asky, ask Yessy if she likes to skateboard. Yessy, do you like to skateboard? No, I don't like to skateboard. I like to play volleyball

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To match pictures to a text (AB)

To read the description of an object and guess what it is: "Find out!" (AB Mission 1)

To practise interrogative sentences. To make questions based on the answers given: "Master the question". To correct using an audio (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, other sports

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

Pronunciation video showing mouth movements. To learn to pronounce and identify the /s/ sound

To listen to and repeat the words mentioned in the pronunciation video in order to practise the /s/ sound

To become familiar with the rhythm and sounds of English through the

vocabulary and pronunciation videos

To listen to sentences and repeat them

To identify and reproduce the sound /s/: "Which words have the /s/ sound?"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to some words and circle the ones that have the sound /s/ (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To look at some pictures and their name written incorrectly. To figure out the letters in order to write words correctly. (AB)

To write words dictated in an audio: "Dictation" (AB)

To read some sentences, identify the mistakes, and write the word correctly (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. Past simple (Did you play volleyball last week? Yes, I did. / No, I didn't. I played volleyball last week / two hours ago.)

To listen to and act out guided dialogues and practise grammar structures orally. Did Fusy surf last Monday? Yes, he did. He didn't surf last Tuesday

To look at some pictures, read some sentences and write whether they are true or false according to the pictures

To give a short, pre-prepared presentation following very well-structured guidelines: "Let's talk about... Sport!"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To complete a text in the activity book while listening to an audio

To write sentences dictated in an audio: "Dictation" (AB)

To read two sentences and choose the correct option (AB)

To write a text about themselves related to the unit topic (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities

How long did you skateboard for yesterday? I skateboarded for two hours

Video in which the unit grammar structures are introduced and practised

To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video

To listen to and interact practising the new grammar structure: How long did you skateboard yesterday? I skateboarded for half an hour

To talk using one of the "Game Time!" activities using the structures studied in

the unit

To practise interrogative sentences. To make interrogative sentences from the answers: "Master the question". To correct the activity using a "Then listen and check" audio

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To learn to write texts. To write sentences on the unit topic (brainstorming ideas)

To learn to use linking words: "because, for example, but, so". "Think and write in your notebook!"

To complete some sentences and correct them using an audio (AB)

To write negative and interrogative sentences (AB)

To read a text and use it as a model to write a text about themselves: "Read and write" (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the first part of a story with a comic-like graphic design, which includes the vocabulary and grammar previously learnt

Introducing a colloquial expression (*Give me five!*)

To become familiar with the rhythm and sounds of English through a reading exercise

To read the story and say whether the sentences are true or false

To practise the verbs by answering some questions about the story: "Verb time!"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to the second part of the story and complete an activity

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read an incomplete story with cartoon panels and place some words in their appropriate place (AB)

To make sentences by unscrambling the words. To check using an audio (AB)

To write the end of the story. Write the end of the story (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the Reading activity

To interact orally practising cultural expressions

To listen to and read a text about a cultural topic in Australia and answer some questions in the activity book

To be able to identify some English-speaking countries

To show interest in understanding and talking about the customs of other countries

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a web search on a topic studied in the unit and answer some questions:
"Web quest"

To read the text about Australia and write whether sentences are true or false and re-write the sentences correctly. This activity is enunciated (AB)

To answer comparing the cultural topic studied about the English-speaking country (Australia) with something related to their country (AB)

To place the child in a real-life situation in the English-speaking country mentioned and write a text about what he/she would do in that real-life situation (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning PE

To be able to understand and speak in English about other subjects

To listen to a text about basketball and answer some questions

To practise the structure "Tell to ask" with the topic studied in the Mission

To talk using one of the "Game Time!" activities using the structures studied in the unit. In this Game students will also carry out an Arts and Crafts activity

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To be able to read and write in English about the contents of other subjects

To complete a text whilst listening to an audio (AB)

To answer to some form-like questions about a topic studied in the CLIL. Fact card (AB)

To do a web search on a topic worked on and answer some questions: "Find it!"
"Web quest" (AB)

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Recap video featuring an auxiliary teacher to revise the unit grammar and vocabulary, with particular focus on the correct pronunciation, rhythm and intonation of words and word stress and grammar structures

To repeat and imitate the structures asked for by the auxiliary teacher

To become familiar with the rhythm and sounds of English using the featured auxiliary teacher

To listen to some sentences and complete an exercise in the Activity Book

To listen to a dialogue

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To complete some sentences choosing the correct option

To write a text about the sports that Natalie and Max practise after listening to a conversation between them

To complete some sentences choosing the correct option (AB)

To answer some questions that they hear on an audio (AB)

To read some sentences and write the sport they refer to (AB)

CONTENT

Vocabulary

- Main vocabulary: Cycling, golf, ice hockey, ice skating, jogging, rollerblading, skateboarding, skiing, surfing, volleyball
- Ago, last month, last night, last week, last year
- Extra vocabulary: Basket, million, pass, player, point, shoot, southeast, surfers, waves

Structures

- Did you play volleyball last week?
- Yes, I did / No, I didn't
- I played volleyball last week/ two hours ago
- How long did you skateboard yesterday?
- I skateboarded for two hours
- For half an hour

Culture

- **Australia.** *Surfing in Australia*
- **Expression:** *Give me five!*

Content and Language Integrated Learning (CLIL)

PE

- Basketball

Phonetics

- Sound /s/

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally and with a visual support (picture dictionary) Identifies vocabulary about sports - Understands the essence of oral narratives. Did you play volleyball last week? Yes, I did / No, I didn't <ul style="list-style-type: none"> • I played volleyball last week/ two hours ago |

| | |
|--|--|
| | <ul style="list-style-type: none"> • How long did you skateboard yesterday? • I skateboarded for two hours • For half an hour <ul style="list-style-type: none"> - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Masters the alphabet - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations |
| To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Masters the alphabet - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what they like/dislike) - Is able to present the outcome of his/her work to the others (Web quest, Let's talk about...) - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask) |
| To internalise the structures and acquire spoken fluency through repetition. | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Masters the alphabet, times and date - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out!, Say the missing word, Fill in the blanks, Tell to ask) - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do research work (Web quest, Find it!) - Identifies the images of the main characters (Asky, Fusy, Yessy and Noella) with their linguistic function (Asky introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences) |
| To encourage students' motivation and creativity | <ul style="list-style-type: none"> - Writes simple texts about him/herself "About me!" "Write about ..." / "Read. Then write about you" / and makes up the end of a story |
| To produce simple written texts using the words and structures that have been studied in the previous unit, units or years. | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing his/her culture and surroundings with that of an English-speaking country |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the sound /s/ |

| | |
|--|--|
| | - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | - Shows interest in writing and repeating known expressions in English: Give me five! - Incorporates new expressions and vocabulary into daily routines |
| To show interest in knowing details about the customs of other countries | - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about Australia and its geography - Feels confident in his/her ability to express him/herself in English |
| To show interest in English as a learning tool for the content of other subjects | - Values the English language as a learning tool for other contents PE |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| To listen to | | |
| Identifies words | - Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to the drills (Missions 1-8) - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance, patience |
| Identifies simple sentences related to the unit topic | - Listening to and identifying simple sentences (Missions 2, 3, 4, 5, 6, 7) - Listening to and understanding the topic-related drills (Missions 1-8) | Responsibility, perseverance, patience |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | - Listening to a text and identifying the corresponding pictures (Missions 2, 3, 4) - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Responsibility, respect |

| | | |
|--|---|--|
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 2) - Listening to the story (Mission 5) - Listening to a text (Missions 1, 3,4, 5, 6, 7) (AB Missions 1, 4,5, 7, 8) | Responsibility, perseverance, tolerance, solidarity, self-esteem |
| Checks the answers to activities through a listening exercise | - Correcting activities through a listening exercise "Listen and check" (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a "Sing and clap" song in Mission 1 | Responsibility, empathy |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | - Reproducing and consolidating grammar structures through repetition and correction based activities (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | - Reproducing simple expressions (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Works on direct and indirect interrogative sentences | - Learning and internalising the interrogative sentence in "Master the question" (Mission 4) and indirect and direct forms in "Tell to ask" (Mission 7) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy |
| Makes hypothesis from the comprehension of a text | - Making hypothesis from listening to a text about the meaning of a word (Mission 1 Find out!) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity |
| Reading | | |
| Reads words previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1) | Responsibility, perseverance |
| Reads expressions previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key expressions (Missions 1-8) - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4) | Responsibility, perseverance |

| | | |
|--|--|--|
| Reads texts and stories | - Reading stories and texts (Missions 1, 3, 5, 6, 7) (AB Missions 1, 4, 5, 6) | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions (Missions 2, 3, 4, 6, 7, 8)(AB Missions 1, 2, 3, 4, 5, 6, 7, 8) | Responsibility, perseverance, punctuality |
| Writes very simple texts based on very structured models | - Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4 "Think and write in your notebook!", 6 "Web quest", 7, 8) (AB 3 "About me!", 4 "Write about you!", 5 "Finish the story", 6 "Compare ... Read and write a role play", 7 "Find it!") | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Makes hypothesis from the comprehension of a text | - Making hypothesis about the continuity of the story of a text. (AB Mission 5 "Finish the story") | |
| Is able to extract essential information and answer in a brief way | - Carrying out an activity in which the student must know how to answer briefly to the Fact card questions (AB Mission 7) | |

• **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|------------------------------|
| Practises numbers, dates and the time orally in the TG drills (Back to basics) | - Listening to and reproduction of the numbers through the drills (Missions 1-8) - Listening to and reproduction of the time with the structure for (for two hours) (Missions 3, 4 and 8) (AB Missions 3, 4 and 8) | Responsibility, perseverance |

• **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|---|---|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book (Missions 1-8) | Participation, respect, punctuality, responsibility |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-8) | Responsibility, perseverance, respect, empathy, tolerance, gratitude, solidarity, self-esteem |
| Uses basic strategies for learning to learn English, resorting to a visual dictionary and Grammar and Pronunciation Appendix at the end of the book | - Use of the Picture Dictionary in Mission 1 with the unit key vocabulary and the Grammar Appendix in Missions 3 and 4 | Responsibility, perseverance, self-esteem |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of words using flashcards, etc. (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Uses vocabulary videos to internalise the correct pronunciation of the words | - Listening to the vocabulary video in Mission 2 | Responsibility, perseverance, fellowship, self-esteem |
| Uses the grammar videos to internalise the correct use of grammar structures in context, paying attention to the correct pronunciation and intonation of the sentences | - Listening to the grammar video in Mission 4 | Responsibility, perseverance, fellowship |
| Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly | - Listening to the pronunciation video of Mission 2 | Responsibility, perseverance, fellowship |
| Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly | - Listening to the recap video of Mission I can | Responsibility, perseverance |

| | | |
|--|--|---|
| Corrects with assurance and confidence mistakes in sentences and words | - Correcting mistakes in sentences and words. (AB Missions 2, 3) | Perseverance, self-esteem, responsibility |
| Values English as a learning tool | - Learning about topics taught in other subjects: PE (Mission 7) | Responsibility, perseverance, gratitude |
| Uses information technology to gather information and prepare a presentation | - Delivering presentations on interesting or everyday topics by searching for information on the web. (Mission 6 "Web quest") (AB Mission 7 "Web quest") | Responsibility, perseverance, patience, solidarity, self-esteem, punctuality, gratitude |
| Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio | - Listening to the end of the story (Mission 5) | Responsibility, patience, self-esteem, empathy, respect, perseverance |

• **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in "Game Time!" and the dialogues and games proposed in the TG (Missions 1-8) | Respect, patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Values English as a tool for communicating with other people | - Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Managing well in simple situations using the studied structures (Missions 1-8) | Responsibility, respect, perseverance, gratitude |
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6) | Solidarity, self-esteem, responsibility, respect, perseverance |

| | | |
|---|---|---------------------------------------|
| Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country | - Comparing the culture of English-speaking countries with that of their own (AB Mission 6) | Responsibility, respect, perseverance |
|---|---|---------------------------------------|

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Plays tunes | - Reproducing the unit song in Mission 1 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Carries out an Arts and Crafts activity | - Carrying out an Arts and Crafts activity in the "Game Time!" (Mission 7) | |
| Participates in games and acting out activities | - Participating in the PB "Game Time!" and the games proposed in the TG (Mission 4), - Acting out dialogues (Missions 1, 3, 4) | Responsibility, respect, perseverance, empathy, tolerance, self-esteem, punctuality |
| Learns a colloquial expression in each Reading exercise | - Learning a cultural expression (Missions 5 and 6) | Respect, solidarity, tolerance |
| Learns about the culture in English-speaking countries | - Learning about some English-speaking countries' customs (Mission 6) | Respect, solidarity, tolerance |

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------------|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) | Responsibility, respect, perseverance |
| Demonstrates independence and confidence when creating dialogues in real-life situations | - Creating dialogues in real-life situations (AB Mission 6) | Responsibility, respect, perseverance |
| Shows independence when inventing the endings of the stories | - Writing the end of a story (AB Mission 5) | Responsibility, respect, perseverance |

| | | |
|--|---|---|
| Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly | - Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6) | Responsibility, perseverance |
| Shows confidence and self-esteem when writing in English about him/herself and his/her culture | - Writing short, simple texts about themselves and their environment and comparing them to aspects of English-speaking countries' culture (Mission 4) (AB Missions 3, 4, 6) | Patience, tolerance, self-esteem, responsibility, punctuality, perseverance |

UNIT 5

This unit (***Trendy clothes***) focuses on learning about clothing. The unit contains 8 missions. Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 9 articles of clothing, through a listening exercise

To identify and use the unit vocabulary

To listen to and sing a "Rap and clap" song

To become familiar with the rhythm and sounds of English by listening to a song

To listen to a text describing a word related to the new vocabulary: "Find out!", and figure out what it is

To practise interrogative sentences. To make interrogative sentences from the answers: "Master the question". To correct the activity using a "Then listen and check" audio

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To write the name of the images in the pictures (AB)

To read the description of an object and guess what it is: "Find out!" (AB Mission 1)

To write the imperative or instruction. To write which is the command given from the structure Tell somebody to do something (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, the adjectives related to clothing, trendy and old-fashioned

- To listen to the unit main vocabulary using a video
- To repeat the words from the vocabulary video
- Pronunciation video showing mouth movements. To learn to pronounce and identify the /h/ sound
- To listen to and repeat the words mentioned in the pronunciation video, in order to practise the /h/ sound
- To become familiar with the rhythm and sounds of English through the vocabulary and pronunciation videos
- To listen to sentences and repeat them
- To listen to sentences and match them to the corresponding picture
- To identify and reproduce the /h/ sound: "Which words have the /h/ sound?"
- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills
- To listen to some words and circle the ones that have the /h/ sound (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To read some sentences and write the name of the article of clothing described*
- To find words in a wordsearch*
- To write words or sentences dictated in an audio: "Dictation" (AB)
- To read some scrambled letters. To figure out the letters and write the word correctly. (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Introducing grammar using a listening exercise and other oral activities. Past continuous and the verb wear I/you/we/they were/weren't wearing... He/she/it was/wasn't wearing...
- To listen to and act out guided dialogues and practise grammar structures orally. Today she's wearing an old-fashioned coat. Yesterday she was
- To look at some pictures, read some sentences and write whether they are true or false according to the pictures
- To complete some sentences. To check the answer using an audio
- To give a short, pre-prepared presentation following very well-structured guidelines: "Let's talk about... Classes!"
- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit
- To read and complete some sentences (AB)
- To read some sentences, circle the mistakes, and write the sentences correctly (AB)
- To write a text about themselves related to the unit topic (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities

Why were you wearing...? I was wearing...because...

Video in which the unit grammar structures are introduced and practised

To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video

To listen and interact practising the new grammar structure: Why were your wearing a belt? I was wearing a belt because my trousers were very big

To talk using one of the "Game Time!" activities using the structures studied in the unit

To practise interrogative sentences. To make interrogative sentences from the answers: "Master the question". To correct the activity using a "Then listen and check" audio

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To read and answer some questions by looking at the pictures. To correct using an audio

To learn to write texts. To write and match sentences related to the unit topic (brainstorming ideas): "Think and write in your notebook!"

To complete some sentences and correct them using an audio (AB)

To write affirmative, negative and interrogative sentences (AB)

To read a text and use it as a model to write a text about themselves. Read the text. Find a photo from your birthday and describe it (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the first part of a story with a comic-like graphic design, which includes the vocabulary and grammar previously learnt

Introducing a colloquial expression (*You look good!*)

To become familiar with the rhythm and sounds of English through a reading exercise

To read the story and say whether the sentences are true or false

To practise the verbs by answering some questions about the story: "Verb time!"

To listen to the second part of the story and complete an activity

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read an incomplete story and answer some questions (AB)

To make sentences by unscrambling the words. To check using an audio (AB)

To write the end of the story: "Finish the story" (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the Reading activity

To interact orally practising cultural expressions

To listen to and read a text about a cultural topic in the United Kingdom and answer some questions

To be able to identify some English-speaking countries

To show interest in understanding and talking about the customs of other countries

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a web search on a topic studied in the unit and answer some questions: "Web quest"

To read the text about the United Kingdom and write whether sentences are true or false and re-write the sentences correctly. This activity is enunciated (AB)

To answer comparing the cultural topic studied about the English-speaking country (the United Kingdom) with something related to their country (AB)

Compare with your culture

To place the child in a real-life situation in the English-speaking country mentioned and write a text about what he/she would do in that real-life situation (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning PE

To be able to understand and speak in English about other subjects

To read a text about a painting by Georges Pierre Seurat and answer some questions in the Activity Book

To practise the structure "Tell to ask" with the topic studied in the Mission

To talk using one of the "Game Time!" activities using the structures studied in the unit

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To be able to read and write in English about the contents of other subjects

To complete a text whilst listening to an audio (AB)

To answer to some form-like questions about a topic studied in the CLIL. Fact card (AB)

To do a web search on a topic worked on and answer some questions: "Find it!" "Web quest" (AB)

Mission I CAN.... Unit content revision.**UNDERSTANDING AND PRODUCING ORAL TEXTS**

Recap video featuring an auxiliary teacher to revise the unit grammar and vocabulary, with particular focus on the correct pronunciation, rhythm and intonation of words and word stress and grammar structures

To repeat and imitate the structures asked for by the auxiliary teacher

To become familiar with the rhythm and sounds of English using the featured auxiliary teacher

To match some sentences, form sentences and check the answers using an audio

To read some sentences and write the name of the article of clothing that is being described. To check the answers with an audio

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To match some sentences to the picture that is being described (AB)

To read some sentences with two verb options and choose the correct option

To listen to and read a text with scrambled sentences. To write the sentences correctly

CONTENT

Vocabulary

- Main vocabulary: Belt, boots, coal, gloves, hat, headband, pyjamas, scarf, shirt, shorts, sweater, watch, trendy, old-fashioned
- Extra vocabulary: bearskins, guards, iconic, outside, bonnet, corset, jacket, suit, top hat, waist

Structures

- We/you/ they were/weren't wearing a/an...
- Were we/you/ they wearing a/an...?
- Yes, you were / No, you weren't
- He/she was/wasn't wearing...
- Why were you wearing...?
- I was wearing....because...

Culture

- **Australia.** *The United Kingdom*
- **Expression:** *You look good!*

Content and Language Integrated Learning (CLIL)**PE**

- Arts and Crafts. The painter Georges Pierre Seurat

Phonetics

- Sound /h/

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Identifies clothing vocabulary - Understands the essence of oral narratives - We/you/ they were/weren't wearing a/an... - Were we/you/ they wearing a/an...? - Yes, you were./ No, you weren't - He/she was/wasn't wearing... - Why were you wearing...? - I was wearing... because... - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Masters the alphabet - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations |
| To know and use the basic vocabulary and structures for simple and short oral production (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Masters the alphabet - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, |

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| | <p>introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what they like/dislike)</p> <ul style="list-style-type: none"> - Is able to present the outcome of his/her work to the others (Web quest, Let's talk about...) - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask) |
| To internalise the structures and acquire spoken fluency through repetition | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Masters the alphabet, times and date - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out!, Say the missing word, Fill in the blanks, Tell to ask) - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do research work (Web quest, Find it!) - Identifies the images of the main characters (Asky, Fusy, Yessy and Noella) with their linguistic function Asky introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences |
| To encourage students' motivation and creativity | <ul style="list-style-type: none"> - Writes simple texts about him/herself "About me!" "Write about ..." / "Read. Then write about you" / and makes up the end of a story |
| To produce simple written texts using the words and structures that have been studied in the previous unit, units or years | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an |

| | |
|--|--|
| | <p>everyday situation that they might be faced with in an English-speaking country</p> <ul style="list-style-type: none"> - Writes about him/herself - Writes a text comparing his/her culture and surroundings with that of an English-speaking country |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /h/ sound - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and repeating known expressions in English: You look good! - Incorporates new expressions and vocabulary into daily routines |
| To show interest in knowing details about the customs of other countries | <ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about Australia and its geography - Feels confident in his/her ability to express him/herself in English |
| To show interest in English as a learning tool for the content of other subjects | <ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Arts and Crafts) |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------|--|--|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Missions 1, 2) - Listening to the drills (Missions 1-8) - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance, patience |

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|--|---|--|
| Identifies simple sentences related to the unit topic | <ul style="list-style-type: none"> - Listening to and identifying simple sentences (Missions 2, 3, 4, 5, 6, 7) - Listening to and understanding the topic-related drills (Missions 1-8) | Responsibility, perseverance, patience |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures (Missions 2, 3, 4) - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Responsibility, respect |
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 2) - Listening to the story (Mission 5) - Listening to a text (Missions 1, 5, 6, 7) (AB Missions 1, 4, 5, 7, 8) | Responsibility, perseverance, tolerance, solidarity, self-esteem |
| Checks the answers to activities through a listening exercise | <ul style="list-style-type: none"> - Correcting activities through a listening exercise "Listen and check" (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | <ul style="list-style-type: none"> - Playing a "Sing and clap" song in Mission 1 | Responsibility, empathy |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | <ul style="list-style-type: none"> - Reproducing and consolidating grammar structures through repetition and correction based activities (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | <ul style="list-style-type: none"> - Reproducing simple expressions (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Works on direct and indirect interrogative sentences | <ul style="list-style-type: none"> - Learning and internalising the interrogative sentence in "Master the question" (Missions 1, 4) and indirect and direct forms in "Tell to ask" (Mission 7) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy |

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|--|--|---|
| Makes hypothesis from the comprehension of a text | <ul style="list-style-type: none"> - Making hypothesis from listening to a text about the meaning of a word (Mission 1 Find out!) - Making hypothesis about the continuity of the story of a text. (AB Mission 5 "Finish the story") | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity |
| Reading | | |
| Reads words previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1) | Responsibility, perseverance |
| Reads expressions previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key expressions (Missions 1-8) - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4) | Responsibility, perseverance |
| Reads texts and stories | <ul style="list-style-type: none"> - Reading stories and texts (Missions 1, 3, 5, 6, 7) (AB Missions 1, 4, 5, 6) | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Writing | | |
| Writes words | <ul style="list-style-type: none"> - Writing the unit key vocabulary and grammar expressions (Missions 2, 3, 4, 6, 7, 8) (AB Missions 1, 2, 3, 4, 5, 6, 7, 8) | Responsibility, perseverance, punctuality |
| Writes very simple texts based on very structured models | <ul style="list-style-type: none"> - Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4 "Think and write in your notebook!", 6 "Web quest", 7, 8) (AB 3 "About me!", 4 "Write about you!", 5 "Finish the story", 6 "Compare ... Read and write a role play", 7 "Find it!") | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Makes hypothesis from the comprehension of a text | <ul style="list-style-type: none"> - Making hypothesis about the continuity of the story of a text. (AB Mission 5 "Finish the story") | |
| Is able to extract essential information and answer in a brief way | <ul style="list-style-type: none"> - Carrying out an activity in which the student must be able to answer briefly to the Fact card questions (AB Mission 7) | |

• **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|------------------------------|
| Practises numbers, dates and the time orally in the TG drills (Back to basics) | - Listening to and reproduction of the numbers through the drills (Missions 1-8) | Responsibility, perseverance |

• **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|---|---|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book (Missions 1-8) | Participation, respect, punctuality, responsibility |

• **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-8) | Responsibility, perseverance, respect, empathy, tolerance, gratitude, solidarity, self-esteem |
| Uses basic strategies for learning to learn English, resorting to a visual dictionary and Grammar and Pronunciation Appendix at the end of the book | - Use of the Picture Dictionary in Mission 1 with the unit key vocabulary and the Grammar Appendix in Missions 3 and 4 | Responsibility, perseverance, self-esteem |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of words using flashcards, etc. (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Uses vocabulary videos to internalise the correct pronunciation of the words | - Listening to the vocabulary video in Mission 2 | Responsibility, perseverance, fellowship, self-esteem |

| | | |
|--|--|---|
| Uses the grammar videos to internalise the correct use of grammar structures in context, paying attention to the correct pronunciation and intonation of the sentences | - Listening to the grammar video in Mission 4 | Responsibility, perseverance, fellowship |
| Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly | - Listening to the pronunciation video of Mission 2 | Responsibility, perseverance, fellowship |
| Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly | - Listening to the recap video of Mission 1 can | Responsibility, perseverance |
| Corrects with assurance and confidence mistakes in sentences and words | - Correcting mistakes in sentences and words. (AB Missions 2, 3) | Perseverance, self-esteem, responsibility |
| Values English as a learning tool | - Learning about topics from other subjects, Arts and Crafts (Mission 7) | Responsibility, perseverance, gratitude |
| Uses information technology to gather information and prepare a presentation | - Delivering presentations on interesting or everyday topics by searching for information on the web. (Mission 6 "Web quest") (AB Mission 7 "Web quest") | Responsibility, perseverance, patience, solidarity, self-esteem, punctuality, gratitude |
| Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio | - Listening to the end of the story (Mission 5) | Responsibility, patience, self-esteem, empathy, respect, perseverance |

• **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in "Game Time!" and the dialogues and games proposed in the TG (Missions 1-8) | Respect, patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Values English as a tool for communicating with other people | - Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Managing well in simple situations using the studied structures (Missions 1-8) | Responsibility, respect, perseverance, gratitude |
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6) | Solidarity, self-esteem, responsibility, respect, perseverance |
| Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country | - Comparing the culture of English-speaking countries with that of their own (AB Mission 6) | Responsibility, respect, perseverance |

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Plays tunes | - Reproducing the unit song in Mission 1 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates in games and acting out activities | - Participating in the PB "Game Time!" (Mission 4) and in the games proposed in the TG - Acting out dialogues (Missions 1, 3, 4) | Responsibility, respect, perseverance, empathy, tolerance, self-esteem, punctuality |
| Learns a colloquial expression in each Reading exercise | - Learning a cultural expression (Missions 5 and 6) | Respect, solidarity, tolerance |

| | | |
|--|---|--------------------------------|
| Learns about the culture in English-speaking countries | - Learning about some English-speaking countries' customs (Mission 6) | Respect, solidarity, tolerance |
|--|---|--------------------------------|

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|---|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) | Responsibility, respect, perseverance |
| Demonstrates independence and confidence when creating dialogues in real-life situations | - Creating dialogues in real-life situations (Missions 2, 3,4) (AB Mission 6) | Responsibility, respect, perseverance |
| Shows independence when inventing the endings of the stories | - Writing the end of a story (AB Mission 5) | Responsibility, respect, perseverance |
| Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly | - Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6) | Responsibility, perseverance |
| Shows confidence and self-esteem when writing in English about him/herself and his/her culture | - Writing short, simple texts about themselves and their environment and comparing them to aspects of English-speaking countries' culture (Mission 4) (AB Missions 3, 4, 6) | Patience, tolerance, self-esteem, responsibility, punctuality, perseverance |
| Carries out word and logic games in order to practise the vocabulary studied in the unit | - Making a wordsearch (Mission 2) | Responsibility, respect, perseverance, self-esteem, patience, fellowship, solidarity, empathy, punctuality, gratitude |

UNIT 6

This unit (***The city and I***) focuses on learning about cities vocabulary. The unit contains 8 missions. Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 11 names of shops, through a listening

exercise

To identify and use the unit vocabulary

To listen to and sing a "Rap and clap" song

To become familiar with the rhythm and sounds of English by listening to a song

To listen to a text describing a word related to the new vocabulary: "Find out!", and figure out what it is

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To practise interrogative sentences and short answers

To search for words in a wordsearch (AB)

To read the description of an object and guess what it is: "Find out!" (AB Mission 1)

To practise interrogative sentences with "Can". To make interrogative sentences from the answers: "Master the question". To correct the activity using a "Then listen and check" audio (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: suitcase, left, right, to look for

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

Pronunciation video showing mouth movements. To learn to pronounce and identify the /f/ sound

To listen to and repeat the words mentioned in the pronunciation video in order to practise the /f/ sound

To become familiar with the rhythm and sounds of English through the vocabulary and pronunciation videos

To listen to a text, look at a map and answer some questions

To listen to a text and write the missing words

To identify and reproduce the /f/ sound: "Which words have the /f/ sound?"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to some words and practise the /f/ sound (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To look at some pictures and write the name of the image in the Activity Book. To correct using an audio

To find words in a letter snake and write them out

To write the words that are missing in a text dictated in an audio (AB)

To read some scrambled letters that correspond to some pictures. To figure out the letters and write the word correctly (AB)

Mission 3.**UNDERSTANDING AND PRODUCING ORAL TEXTS**

Introducing grammar using a listening exercise and other oral activities. Are you /we/they going to the bank? Yes, they are. /No, they aren't. We/you/they are /aren't going to the bank. There are too many people. There aren't enough people

To listen to and act out guided dialogues and practise grammar structures orally.
Are you going to the bank? No, we aren't

To look at some pictures, read some sentences and write whether they are true or false according to the pictures

To give a short, pre-prepared presentation following very well-structured guidelines: "Let's talk about....The weekend!"

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To read some questions and choose the correct verb from two options. To check the answers with an audio

To complete a text with the correct conjugation of verb to be (AB)

To read some sentences, circle the mistakes, and write the sentences correctly (AB)

To write a text about themselves related to the unit topic: "About me!" (AB)

Mission 4.**UNDERSTANDING AND PRODUCING ORAL TEXTS**

Introducing the second grammar section through listening activities

To go down, to go into, to go over, to go up, to turn left/right. It's on the left/right

Video in which the unit grammar structures are introduced and practised

To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video

To listen to and interact practising the new grammar structure: We haven't got enough bread! Where's the bakery? Go up the street and it's the third shop on the left

To talk using one of the "Game Time!" activities using the structures studied in the unit

To practise interrogative sentences. To make interrogative sentences from the answers: "Master the question". To correct the activity using a "Then listen and check" audio

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit

To read and answer some questions by looking at the pictures. To correct using an audio

To learn to write texts. To write and match sentences related to the unit topic

(brainstorming ideas): “Think and write in your notebook!”

To complete some sentences and correct them using an audio (AB)

To write affirmative, negative and interrogative sentences. To correct using an audio (AB)

To read a text and use it as a model to write a text about themselves: “Read. Then write about the place where you live” (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the first part of a story with a comic-like graphic design, which includes the vocabulary and grammar previously learnt

Introducing a colloquial expression (*I am lost!*)

To become familiar with the rhythm and sounds of English through a reading exercise

To read the story and say whether the sentences are true or false

To practise the verbs by answering some questions about the story: “Verb time!”

To listen to the second part of the story and complete an activity

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read an incomplete story and answer some questions (AB)

To make sentences by unscrambling the words. To check using an audio (AB)

To make a summary of the story. Summarise the story (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the Reading activity

To interact orally practising cultural expressions

To listen to and read a text about a cultural topic in the United Kingdom and answer some questions

To be able to identify some English-speaking countries

To show interest in understanding and talking about the customs of other countries

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a web search on a topic studied in the unit and answer some questions: “Web quest”

To read the text about the United Kingdom and write whether sentences are true or false and re-write the sentences correctly. This activity is enunciated (AB)

To answer comparing the cultural topic studied about the English-speaking country (the United Kingdom) with something related to their country (AB)

“Compare with your culture”

To place the child in a real-life situation in the English-speaking country mentioned and write a text about what he/she would do in that real-life situation. (AB “Read and write a role play”)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning
Social Science

To be able to understand and speak in English about other subjects

To read a text about John Cabot and answer some questions in the Activity Book

To practise the structure “Tell to ask” with the topic studied in the Mission

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To be able to read and write in English about the contents of other subjects

To do an Arts and Crafts activity

To complete a text whilst listening to an audio (AB)

To answer to some form-like questions about a topic studied in the CLIL. Fact card (AB)

To do a web search on a topic worked on and answer some questions: “Find it!”
“Web quest” (AB)

Mission I CAN.... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Recap video featuring an auxiliary teacher to revise the unit grammar and vocabulary, with particular focus on the correct pronunciation, rhythm and intonation of words and word stress and grammar structures

To repeat and imitate the structures asked for by the auxiliary teacher

To become familiar with the rhythm and sounds of English using the featured auxiliary teacher

To listen to an audio, read some sentences and correct the mistakes

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

To listen to an audio and complete some sentences choosing the correct option (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences and write the name of the shop that is being described

To complete some sentences choosing the correct option

To look at some pictures and write the name of the image

To read a text and answer some questions

CONTENT

Vocabulary

- Main vocabulary: Bakery, bank, football stadium, grocer's, newsagent's, petrol station, police station, post office, shop, suitcase, toy shop, train station, left, right, to look for
- Extra vocabulary: backpacking, compass, craft, neckerchief, salute, scout, valuable, voyage, wood, to connect, to discover, to get lost, to return

Structures

- Are they going to the bank?
- Yes, they are. No, they aren't
- They're going to the bank. They aren't going to the bank
- Go up/ down the street, go into, go over, turn left/right. It's on the ...

Culture

- The United Kingdom The scouts
- **Expression:** *I'm lost!*

Content and Language Integrated Learning (CLIL)

- Social Science. John Cabot

Phonetics

- Sound /f/

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|---|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Identifies natural spaces vocabulary - Understands the essence of oral narratives - Are you/we/they going to the bank? Yes, they are. /No, they aren't - We are/aren't going to the bank - There are too many people. There aren't enough people. Go up the street / Go down the street. Go into the shop /Go over the bridge. It's on the left/right - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in |

| | |
|--|---|
| | <p>previous years</p> <ul style="list-style-type: none"> - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Masters the alphabet - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations |
| To know and use the basic vocabulary and structures for simple and short oral production (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Masters the alphabet - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what they like/dislike, uses the past simple and past continuous tenses, and the future with going to, asks for an address and is able to give addresses) - Is able to present the outcome of his/her work to the others (Web quest, Let's talk about...) - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask) |
| To internalise the structures and acquire spoken fluency through repetition | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Masters the alphabet, times and date - Understands simple written texts containing the language studied in class - Understands simple written |

| | |
|--|--|
| | <p>instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out!, Say the missing word, Fill in the blanks, Tell to ask)</p> <ul style="list-style-type: none"> - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do research work (Web quest, Find it!) - Identifies the images of the main characters (Asky, Fusy, Yessy and Noella) with their linguistic function Asky introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences |
| To encourage students' motivation and creativity | <ul style="list-style-type: none"> - Writes simple texts about him/herself "About me!" "Write about ..." / "Read. Then write about you" / and makes up the end of a story |
| To produce simple written texts using the words and structures that have been studied in the previous unit, units or years | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing his/her culture and surroundings with that of an English-speaking country |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /h/ sound - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and repeating known expressions in English You are lost! - Incorporates new expressions and vocabulary into daily routines, for example he/she knows how to ask for an address, understands and is able to give addresses. |
| To show interest in knowing details | <ul style="list-style-type: none"> - Identifies English-speaking countries |

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| about the customs of other countries | and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about the United Kingdom and scouts - Feels confident in his/her ability to express him/herself in English |
| To show interest in English as a learning tool for the content of other subjects | - Values the English language as a learning tool for other contents (Social Science) |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Missions 1, 2) - Listening to the drills (Missions 1-8) - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance, patience |
| Identifies simple sentences related to the unit topic | <ul style="list-style-type: none"> - Listening to and identifying simple sentences (Missions 2, 3, 4, 5, 6, 7) - Listening to and understanding the topic-related drills (Missions 1-8) | Responsibility, perseverance, patience |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures (Missions 2, 3, 4, 5, 6) - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Responsibility, respect |

| | | |
|--|---|--|
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 2) - Listening to the story (Mission 5) - Listening to a text (Missions 1, 5, 6, 7) (AB Missions 1, 4, 5, 7, 8) | Responsibility, perseverance, tolerance, solidarity, self-esteem |
| Checks the answers to activities through a listening exercise | - Correcting activities through a listening exercise "Listen and check" (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a "Rap and clap" song in Mission 1 | Responsibility, empathy |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | - Reproducing and consolidating grammar structures through repetition and correction based activities (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | - Reproducing simple expressions (Missions 1-8) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude |
| Works on direct and indirect interrogative sentences | - Learning and internalising the interrogative sentence in "Master the question" (Missions 1, 4) and indirect and direct forms in "Tell to ask" (Mission 7) | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy |
| Makes hypothesis from the comprehension of a text | <ul style="list-style-type: none"> - Making hypothesis from listening to a text about the meaning of a word (Mission 1 "Find out!") - Makes hypothesis about the continuity of the story of a text. (AB Mission 5 "Finish the story") | Perseverance, self-esteem, responsibility, patience, fellowship, solidarity |
| Reading | | |
| Reads words previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1) | Responsibility, perseverance |

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|--|---|--|
| Reads expressions previously introduced orally | - Reading the unit key expressions (Missions 1-8) - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4) | Responsibility, perseverance |
| Reads texts and stories | - Reading stories and texts (Missions 1, 3, 5, 6, 7) (AB Missions 1, 4, 5, 6, 8) | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions (Missions 2, 3, 4, 6, 7, 8)(AB Missions 1, 2, 3, 4, 5, 6, 7, 8) | Responsibility, perseverance, punctuality |
| Writes very simple texts based on very structured models | - Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4 "Think and write in your notebook!", 6 "Web quest", 7, 8) - (AB 3 "About me!", 4 "Write about you!", 5 "Finish the story", 6 "Compare ... Read and write a role play", 7 "Find it!") | Responsibility, perseverance, respect, empathy, tolerance, gratitude |
| Makes hypothesis from the comprehension of a text | - Makes hypothesis about the continuity of the story of a text. (AB Mission 5 "Finish the story") | |
| Is able to extract essential information and answer in a brief way | - Carrying out an activity in which the student must be able to answer briefly to the Fact card questions (AB Mission 7) - Summary of a text. Summarise the story (AB Mission 5) | |

• **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|------------------------------|
| Practises numbers, dates and the time orally in the TG drills (Back to basics) | - Listening to and reproduction of the numbers through the drills (Missions 1-8) | Responsibility, perseverance |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|---|---|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book (Missions 1-8) | Participation, respect, punctuality, responsibility |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-8) | Responsibility, perseverance, respect, empathy, tolerance, gratitude, solidarity, self-esteem |
| Uses basic strategies for learning to learn English, resorting to a visual dictionary and Grammar and Pronunciation Appendix at the end of the book | - Use of the Picture Dictionary in Mission 1 with the unit key vocabulary and the Grammar Appendix in Missions 3 and 4 | Responsibility, perseverance, self-esteem |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of words using flashcards, etc. (Missions 1-8) | Responsibility, perseverance, self-esteem |
| Uses vocabulary videos to internalise the correct pronunciation of the words | - Listening to the vocabulary video in Mission 2 | Responsibility, perseverance, fellowship, self-esteem |
| Uses the grammar videos to internalise the correct use of grammar structures in context, paying attention to the correct pronunciation and intonation of the sentences | - Listening to the grammar video in Mission 4 | Responsibility, perseverance, fellowship |

| | | |
|--|--|---|
| Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly | - Listening to the pronunciation video of Mission 2 | Responsibility, perseverance, fellowship |
| Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly | - Listening to the recap video of Mission 1 can | Responsibility, perseverance |
| Corrects with assurance and confidence mistakes in sentences and words | - Correcting mistakes in sentences and words. (AB Missions 2, 3) | Perseverance, self-esteem, responsibility |
| Values English as a learning tool | - Learning the topics of other subjects, Social Science (Mission 7) | Responsibility, perseverance, gratitude, |
| Uses information technology to gather information and prepare a presentation | - Delivering presentations on interesting or everyday topics by searching for information on the web. (Mission 6 "Web quest") (AB Mission 7 "Web quest") | Responsibility, perseverance, patience, solidarity, self-esteem, punctuality, gratitude |
| Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio | - Listening to the end of the story (Mission 5) | Responsibility, patience, self-esteem, empathy, respect, perseverance |

- **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in "Game Time!" and the dialogues and games proposed in the TG (Missions 1-8) | Respect, patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |

| | | |
|---|--|--|
| Values English as a tool for communicating with other people | - Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Managing well in simple situations using the studied structures (Missions 1-8) | Responsibility, respect, perseverance, gratitude |
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6) | Solidarity, self-esteem, responsibility, respect, perseverance |
| Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country | - Comparing the culture of English-speaking countries with that of their own (AB Mission 6) | Responsibility, respect, perseverance |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Plays tunes | - Reproducing the unit song in Mission 1 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates in games and acting out activities | - Participating in the PB "Game Time!" (Mission 4) and in the games proposed in the TG - Acting out dialogues (Missions 1, 3, 4) | Responsibility, respect, perseverance, empathy, tolerance, self-esteem, punctuality |
| Learns a colloquial expression in each Reading exercise | - Learning a cultural expression (Missions 5 and 6) | Respect, solidarity, tolerance |
| Learns about the culture in English-speaking countries | - Learning about some English-speaking countries' customs (Mission 6) | Respect, solidarity, tolerance |

- **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---------------------------------------|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) | Responsibility, respect, perseverance |

| | | |
|--|---|---|
| Demonstrates independence and confidence when creating dialogues in real-life situations | - Creating dialogues in real-life situations (Missions 2, 3,4) (AB Mission 6) | Responsibility, respect, perseverance |
| Shows independence and ability when summarising a story with his/her own resources | - Making a summary (AB Mission 5) | Responsibility, respect, perseverance |
| Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly | - Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6) | Responsibility, perseverance |
| Shows confidence and self-esteem when writing in English about him/herself and his/her culture | - Writing short, simple texts about themselves and their environment and comparing them to aspects of English-speaking countries' culture (Mission 4) (AB Missions 3, 4, 6) | Patience, tolerance, self-esteem, responsibility, punctuality, perseverance |
| Carries out word and logic games in order to practise the vocabulary studied in the unit | - Making a wordsearch and look for words in a snake (AB Missions 1, 2) | Responsibility, respect, perseverance, self-esteem, patience, fellowship, solidarity, empathy, punctuality, gratitude |

FESTIVAL 1. NEW YEAR'S EVE

The festival has just one Mission and three different activities. The student is encouraged to use the *Picture Dictionary* to develop his/her sense of independence and responsibility for his/her own learning.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

To identify vocabulary related to New Year's Eve

To listen to a text

To listen to and sing a song

To make some questions to family or friends about their wishes for the New Year.

To write the answers

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To present unit vocabulary using the Picture Dictionary

To carry out an Arts and Crafts activity: "Let's make party hats for New Year's

Eve!"

To read some sentences and guess what is being described. To check using an audio (AB)

To search for words related to the topic in a wordsearch (AB)

CONTENT

Vocabulary

- Main vocabulary: Countdown, fireworks, midnight, resolution, to celebrate, to cheer

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|--|---|
| <p>To understand the vocabulary and main grammar structures in very short oral texts and use the most suitable strategies for understanding the main information from the text (Listening)</p> | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Masters the alphabet - Identifies vocabulary about the New Year's Eve festivity - Understands the essence of oral narratives - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the main information from short conversations - Understands short texts and is capable of answering questions about the topic - Understands messages containing instructions - Understands informative oral texts and feels capable of extracting the main sense and also correct information |

| | |
|--|--|
| To know and use the basic vocabulary and structures for simple and short oral production (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Independently produces very simple oral monologues and dialogues - Is capable of expressing him/herself in English in more situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - Makes sentences about actions he/she is carrying out at that time - Manages well in real or simulated everyday situations |
| To internalise the structures and acquire spoken fluency through repetition | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands informative written texts and feels capable to extract the main sense and also correct information |
| To produce simple written texts using the words and structures that have been studied in the previous unit, units or years. | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares with certain degree of independence simple texts based on the contents learnt - Shows interest in writing clearly - Looks at and writes words which are always written in capital letters (months) |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and saying known expressions in English related to New year's Eve |
| To show interest in knowing details about the customs of other countries | <ul style="list-style-type: none"> - Learns about customs related to New Year's Eve in other countries |

COMPETENCES

**CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES**

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------|
| To listen to | | |
| Identifies vocabulary about New Year's Eve | <ul style="list-style-type: none"> - Listening to and identifying unit vocabulary and expressions - Listening to drills | Responsibility, perseverance |
| Identifies simple sentences related to the unit topic | <ul style="list-style-type: none"> - Listening to and identifying simple sentences - Listening to and understanding the topic-related drills | Responsibility |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song - Listening to a text | Respect and perseverance |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | <ul style="list-style-type: none"> - Playing a Chant song | Responsibility |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | <ul style="list-style-type: none"> - Playing and consolidation of grammar structures through activities based on repetition and correction | Perseverance and responsibility |
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | <ul style="list-style-type: none"> - Reproducing simple expressions | Respect, fellowship |

| Reading | | |
|---|---|------------------------------|
| Reads words previously introduced orally | - Reading the unit key vocabulary - Reading the unit key words from the Picture Dictionary | Perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions | Perseverance, responsibility |
| Reads texts and stories in a comprehensive manner | - Reading texts | Perseverance, responsibility |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions | Perseverance, responsibility |
| Answers questions related to a text | - Answering questions related to a text | Perseverance, responsibility |

- **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| Reads and listens to ordinal and cardinal numbers in a song and a text | - Reading and hearing a text with ordinal and cardinal numbers (PB and AB) | Perseverance, responsibility, patience |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|-----------------------|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|----------------------------|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG | Respect and responsibility |

| | | |
|---|---|----------------------------|
| Uses basic strategies for learning to learn English resorting to a visual dictionary and grammar and pronunciation guide at the end of the book | - Using the Picture Dictionary in Mission 1 with the key vocabulary | Respect and responsibility |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of the words using flashcards, visual support, etc. | Respect and responsibility |
| Values English as a learning tool for topics of interest | - Learning about New Year's Eve in the United Kingdom | Responsibility |

- **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in the "Game Time!", and the games proposed in the TG | Respect and fellowship |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills | Responsibility, respect, perseverance |
| Values English as an tool for communicating with other people and talk about topics from other countries | - Learning about a cultural topic in the United Kingdom (New Year's Eve) | Solidarity, tolerance, empathy |
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries | Solidarity, tolerance, empathy, self-esteem |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| Plays tunes | - Reproducing the unit song in Mission 1 | Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance |
| Participates in games and acting out activities | - Participation in the games proposed in the TG | Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance |
| Makes simple crafts and artistic compositions | - Let's make party hats for New Year's Eve! | Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance |
| Learns about the culture in English-speaking countries | - Learning about New year's eve in English-speaking countries | Tolerance, empathy, self-esteem, respect |

- **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) | Tolerance, empathy, self-esteem, respect |
| Carries out an Arts or Crafts activity | - Making a paper hat to celebrate | Tolerance, empathy, self-esteem, respect, patience |

FESTIVAL 2. ST. PATRICK'S DAY

The festival has just one Mission and three different activities. The student is encouraged to use the *Picture Dictionary* to develop his/her sense of independence and responsibility for his/her own learning.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

To identify vocabulary related to St. Patrick's Day

To listen to and sing a song

To listen to a text and read it

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To present unit vocabulary using the Picture Dictionary

To carry out an Arts and Crafts activity - "Let's make paper shamrocks"

To do a crossword (AB)

To unscramble some words and write sentences correctly

CONTENT**Vocabulary**

- Main vocabulary: Christianity, leprechaun, parade, Patron Saint, St. Patrick, shamrock, to explain, to mean

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|--|--|
| <p>To understand the vocabulary and main grammar structures in very short oral texts and use the most suitable strategies for understanding the main information from the text (Listening)</p> | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Masters the alphabet - Identifies vocabulary about St. Patrick's Day - Understands the essence of oral narratives - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the main information from short conversations - Understands short texts and is capable of answering questions about the topic - Understands messages containing instructions - Understands informative oral texts and feels capable of extracting the main sense and also correct information |

| | |
|---|--|
| <p>To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)</p> | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Independently produces very simple oral monologues and dialogues - Is capable of expressing him/herself in English in more situations than in the previous year - Masters the alphabet - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - Makes sentences about actions he/she is carrying out at that time - Manages well in real or simulated everyday situations |
| <p>To internalise the structures and acquire spoken fluency through repetition</p> | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| <p>To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)</p> | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands informative written texts and feels capable to extract the main sense and also correct information |
| <p>To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.</p> | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares with certain degree of independence simple texts based on the contents learnt - Shows interest in writing clearly - Observes and writes words which are always written in capital letters (months, festivities, countries) |
| <p>To mimic pronunciation, intonation, rhythm and word stress to produce oral texts</p> | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language - Makes an effort to pronounce correctly |
| <p>To show interest and confidence in learning frequently used expressions in English</p> | <ul style="list-style-type: none"> - Shows interest in writing and saying known expressions in English related to St. Patrick's Day |
| <p>To show interest in knowing details</p> | <ul style="list-style-type: none"> - Learns about St. Patrick and his |

| | |
|--------------------------------------|-----------|
| about the customs of other countries | festivity |
|--------------------------------------|-----------|

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------|
| To listen to | | |
| Identifies vocabulary about St. Patrick's Day | - Listening to and identifying unit vocabulary and expressions - Listening to drills | Responsibility, perseverance |
| Identifies simple sentences related to the unit topic | - Listening to and identifying simple sentences - Listening to and understanding the topic-related drills | Responsibility |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | - Listening to a text and identifying the corresponding pictures | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | - Listening to and reproducing a song - Listening to a text | Respect and perseverance |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a Chant song | Responsibility |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | - Playing and consolidation of grammar structures through activities based on repetition and correction | Perseverance and responsibility |
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | - Reproducing simple expressions | Respect, fellowship |

| Reading | | |
|---|---|--|
| Reads words previously introduced orally | - Reading the unit key vocabulary - Reading the unit key words from the Picture Dictionary | Perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions | Perseverance, responsibility |
| Reads texts and stories in a comprehensive manner | - Reading texts | Perseverance, responsibility |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions | Perseverance, responsibility, patience |

- **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| Reads and listens to ordinal and cardinal numbers in a song and a text | - Listening to and reading ordinal and cardinal numbers in a song and a text | Perseverance, responsibility, patience |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|--|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | Perseverance, responsibility, patience |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|----------------------------|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG | Respect and responsibility |

| | | |
|---|---|---|
| Uses basic strategies for learning to learn English resorting to a visual dictionary and grammar and pronunciation guide at the end of the book | - Using the Picture Dictionary in Mission 1 with the key vocabulary | Perseverance, responsibility, patience |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of the words using flashcards, visual support, etc. | Perseverance, responsibility, patience |
| Values English as a learning tool for topics of interest | - Learning about St. Patrick's Day in English-speaking countries | Solidarity, tolerance, empathy, respect, responsibility |

- **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in the "Game Time!", and the games proposed in the TG | Respect and fellowship |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills | Responsibility, respect, perseverance |
| Values English as an tool for communicating with other people and talk about topics from other countries | - Learning about a cultural topic in English-speaking countries (St. Patrick's day) | Perseverance, responsibility, patience |
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries | Perseverance, responsibility, patience |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| Plays tunes | - Reproducing the unit song in Mission 1 | Patience |
| Participates in games and acting out activities | - Participation in the games proposed in the TG | Perseverance, responsibility, patience |
| Makes simple crafts and artistic compositions | - Let's make paper shamrocks! | Perseverance, responsibility, patience, tolerance, empathy, punctuality |
| Learns about the culture in English-speaking countries | - Learning about St. Patrick's Day in English-speaking countries | Tolerance, empathy, solidarity, respect |

- **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities | Tolerance, empathy, solidarity, respect |
| Carries out an Arts or Crafts activity | - Making a shamrock | Patience, tolerance, responsibility, respect |

FESTIVAL 3. MIDSUMMER'S DAY

The festival has just one Mission and three different activities. The student is encouraged to use the *Picture Dictionary* to develop his/her sense of independence and responsibility for his/her own learning.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

To identify vocabulary related to Midsummer's Day

To listen to and sing a song

To listen to a text and answer some questions

To reproduce the unit structures orally and internalise them through the TG drills

To revise other grammar structures that have been studied in the previous units, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To present unit vocabulary using the Picture Dictionary

To carry out an Arts and Crafts activity - "Let's make paper roses!"

To do a crossword (AB)

To unscramble words and make sentences (AB)

CONTENT

Vocabulary

- Main vocabulary: Evil spirit, garden, medieval, rose, to rise

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the vocabulary and main grammar structures in very short oral texts and use the most suitable strategies for understanding the main information from the text (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Masters the alphabet - Identifies vocabulary about Midsummer's Day - Understands the essence of oral narratives - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the main information from short conversations - Understands short texts and is capable of answering questions about the topic - Understands messages containing instructions - Understands informative oral texts and feels capable of extracting the main sense and also correct information |
| To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Independently produces very simple oral monologues and dialogues - Is capable of expressing him/herself in |

| | |
|--|---|
| | <p>English in more situations than in the previous year</p> <ul style="list-style-type: none"> - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - Makes sentences about actions he/she is carrying out at that time - Manages well in real or simulated everyday situations |
| To internalise the structures and acquire spoken fluency through repetition | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands informative written texts and feels capable to extract the main sense and also correct information |
| To produce simple written texts using the words and structures that have been studied in the previous unit, units or years. | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares with certain degree of independence simple texts based on the contents learnt - Shows interest in writing clearly - Looks at and writes words which are always written with capital letters (months, names of countries, festivals) |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and saying known expressions in English related to Midsummer's Day |
| To show interest in knowing details about the customs of other countries | <ul style="list-style-type: none"> - Learns about Midsummer's Day |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
 VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------|
| To listen to | | |
| Identifies vocabulary about Midsummer's Day | <ul style="list-style-type: none"> - Listening to and identifying unit vocabulary and expressions - Listening to drills | Responsibility, perseverance |
| Identifies simple sentences related to the unit topic | <ul style="list-style-type: none"> - Listening to and identifying simple sentences - Listening to and understanding the topic-related drills | Responsibility |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song - Listening to a text | Respect and perseverance |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | <ul style="list-style-type: none"> - Playing a Chant song | Responsibility |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | <ul style="list-style-type: none"> - Playing and consolidation of grammar structures through activities based on repetition and correction | Perseverance and responsibility |
| Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG | <ul style="list-style-type: none"> - Reproducing simple expressions | Respect, fellowship |
| Reading | | |
| Reads words previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key vocabulary - Reading the unit key words from the Picture Dictionary | Perseverance |
| Reads expressions previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key expressions | Perseverance and responsibility |

| | | |
|---|---|---------------------------------|
| Reads texts and stories in a comprehensive manner | - Reading texts | Perseverance and responsibility |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions | Perseverance and responsibility |
| Answers questions related to a text | - Answering questions related to a text | Perseverance and responsibility |

- **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---------------------------------|
| Reads and listens to dates in a text (The 4th of July) | - Listening to and reading dates in a text | Perseverance and responsibility |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|---------------------------------------|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | Perseverance, responsibility, respect |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---------------------------------------|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG | Respect and fellowship |
| Uses basic strategies for learning to learn English resorting to a visual dictionary and grammar and pronunciation guide at the end of the book | - Using the Picture Dictionary in Mission 1 with the key vocabulary | Responsibility, respect, perseverance |

| | | |
|--|---|--|
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of the words using flashcards, visual support, etc. | Perseverance, responsibility, patience |
| Values English as a learning tool for topics of interest | - Learning about Midsummer's Day | Perseverance, responsibility, patience |

• **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in the "Game Time!", and the games proposed in the TG | Respect and fellowship |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills | Responsibility, respect, perseverance |
| Values English as an tool for communicating with other people and talk about topics from other countries | - Learning about a cultural topic in the United States, Independence Day | Perseverance, responsibility, patience |
| Shows interest in communicating with English-speakers | - Reading texts about the customs and culture of people who live in English-speaking countries | Perseverance, responsibility, patience |

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---|
| Plays tunes | - Reproducing the unit song in Mission 1 | Patience |
| Participates in games and acting out activities | - Participation in the games proposed in the TG | Perseverance, responsibility, patience |
| Makes simple crafts and artistic compositions | - Let's make paper roses! | Perseverance, responsibility, patience, tolerance, empathy, punctuality |

| | | |
|--|--|---|
| Learns about the culture in English-speaking countries | - Learning about Midsummer's day festivity | Tolerance, empathy, solidarity, respect |
|--|--|---|

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Identifies elements from his/her surroundings | - Recognising a larger number of objects from their surroundings than in the previous year, through oral activities | Tolerance, empathy, solidarity, respect |
| Carries out an Arts or Crafts activity | - Making paper roses | Patience, tolerance, responsibility, respect |

STORY

The story has four chapters. All the vocabulary and syntactical structures studied during the year are included in the story.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the story

To read the story

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read the story

CONTENT

Includes the vocabulary and syntactical structures studied during the year

- Vocabulary: the food, the nature, the school, the sports, the clothes, the city and prepositions
- Reusing vocabulary: the time, adjectives, parts of the body
- Grammar structures: Present continuous, present simple, past simple and past continuous
- Reusing verb structures: have got, to like, there's /there are..., can

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the vocabulary and main grammar structures in very short oral texts and use the most suitable strategies for understanding the main information from the text (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Understands the essence of oral narratives - Listens actively |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Understands the vocabulary and structures that have been studied in previous years - Understands the main information from short conversations - Understands short texts and is capable of answering questions about the topic - Understands messages containing instructions - Understands informative oral texts and feels capable of extracting the main sense and also correct information |
| To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking) | <ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Independently produces very simple oral monologues and dialogues - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - Makes sentences about actions he/she is carrying out at that time - Manages well in real or simulated everyday situations |
| To internalise the structures and acquire spoken fluency through repetition | <ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands informative written texts and feels capable to extract the main sense and also correct information |
| To mimic pronunciation, intonation, rhythm and word stress to produce oral texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language - Makes an effort to pronounce correctly |
| To show interest and confidence in learning frequently used expressions in English | <ul style="list-style-type: none"> - Shows interest in writing and saying known expressions in English |

COMPETENCES

**CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES**

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|---------------------------------|
| To listen to | | |
| Identifies vocabulary studied during the course | - Listening to and identifying unit vocabulary and expressions | Responsibility, perseverance |
| Identifies simple sentences related to topics studied throughout the course | - Listening to and identifying simple sentences | Responsibility |
| Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context | - Listening to a text and identifying the corresponding pictures | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | - Listening to and reproducing a song - Listening to a text | Respect and perseverance |
| Speaking | | |
| Reproduces grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction | - Playing and consolidation of grammar structures through activities based on repetition and correction | Perseverance and responsibility |
| Reading | | |
| Reads words previously presented in the different units | - Reading the key vocabulary of the course and previous courses | Perseverance |
| Reads expressions previously presented in the different units | - Reading the key expressions during the course | Perseverance |
| Reads the dialogues of a story in a comprehensive manner | - Reading a story | Perseverance |
| Writing | | |
| Writes words | - Writing the unit key vocabulary and grammar expressions | |

| | | |
|-------------------------------------|---|--|
| Answers questions related to a text | - Answering questions related to a text | |
|-------------------------------------|---|--|

- **Mathematical competences and basic competences in science and technology**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|------------------------------|------------------------------------|----------------|
| Reads and listens to numbers | - Listening to and reading numbers | Perseverance |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|----------------|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|----------------------------|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG | Respect and responsibility |
| Uses basic strategies for learning to learn English resorting to the visual dictionary and grammar guide at the end of the book | - Using the Picture Dictionary and the Grammar Appendix to identify words and structures | |
| Values English as a learning tool for topics of interest | - Reading a comic | Responsibility |

- **Social and civic competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|------------------------|
| Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules | - Participating in the "Game Time!", and the games proposed in the TG | Respect and fellowship |

| | | |
|--|--|------------------------|
| Values English as a tool for communicating with other people | - Reading and listening to a comic in which the characters help each other | Respect and fellowship |
|--|--|------------------------|

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|-----------------------------------|---|-----------------------|
| Reproduces colloquial expressions | - Listening to and reproducing colloquial expressions | Perseverance |

- **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|-----------------------|
| Shows independence and confidence in reading the story | - Confidence and interest in reading the story | Perseverance |
| Understands the overall meaning of the story and more specific information | - Confidence in understanding the overall meaning and more specific information of the story | Perseverance |