

ANAYA

Mission Accomplished Express 3

CONTENT

- Stage aims and competences
- The Vaughan method
- Competences and learning objectives
- Teaching values
- Multiple intelligences
- Cooperative learning
- Information and Communication Technology
- Unit outline
 - Assessment criteria and learning objectives
 - Competences. Content and activities specifically designed for development
Values related to content and activities.
- Marks

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 third 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 pages, two *Missions*.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- To introduce the alphabet through a listening exercise
- To talk using the expressions: What's this? It's a doll
- To listen to and sing a "Rap and clap" song
- To distinguish the name of the letters of the alphabet in English
- 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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To look at a picture, read the question "what have you got?" and answer using the pictures (AB)
- To write about likes and dislikes using a picture as reference (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- 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
- To use the expressions learnt in the Mission through a "Game Time!" mime game.
- To talk using the expressions: How are you? You are happy!
- To listen to adjectives (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To read the expressions: Sit down, Stand up, Take out..., Be quiet, Give me your pencil, please, Close your book, please, Open your book, please, Look at my bag
- To read the adjectives presented in pictures: surprised, scared, angry, happy, hot, cold, sick and sad
- To read the expressions learnt in the unit, link them to a picture and write the phrase that corresponds to each picture. (AB)
- To write a brief text in response to the question "how are you?"

CONTENT

- **Main vocabulary:**
- Sit down, Stand up, Take out...., Be quiet, Give me your pencil, please, Close your book, please, Open your book, please, Look at my bag, surprised, scared, angry, happy, hot, cold, sick, sad. Food items.

Structures

- How are you?
- What have you got?
- I've got...
- I haven't got...
- I like eating...
- I don't like eating...

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 - Knows how to greet people and how to provide basic information on his/her name, age and mood - 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 simple and short oral production 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 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 - 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 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 taught
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
Listening		
Identifies words and simple sentences	<ul style="list-style-type: none"> - Listening to and identifying unit vocabulary and expressions - 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 	Responsibility
Recognizes the sound, rhythm and intonation of common expressions	<ul style="list-style-type: none"> - Listening to and reproducing a song 	
Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	<ul style="list-style-type: none"> - Playing a song in Mission 1 	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction	<ul style="list-style-type: none"> - Reproducing and internalising expressions through activities based on repetition and correction 	Perseverance and responsibility

To participate in a "Game Time!" activity	- Reproducing simple expressions	Respect, fellowship
Reading		
Reads words and expressions previously introduced in an oral manner	- Reading the character's introduction and the common expressions learnt orally	
Writing		
Writes words	- Writing the unit words and expressions	

- **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates and enjoys playing games with his/her classmates	- Participation in the "Game Time!"	Respect and fellowship
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

- **Artistic and cultural competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Playing a song of the unit	
Participates in games	- Participating in the Pb Game, and the games proposed in the TG	

- **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

- **Digital competences**

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

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies aspects about themselves, such as their mood	- Writing a short text about their mood	Participation

UNIT 1

This unit (***My Room***) focuses on learning the objects in the room.
The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 10 objects from a room using a listening exercise. To listen to, point and repeat. "Shhh! Listen, point and repeat"

To talk using one of the "Game Time!" activities using the expressions: Is it a notebook? No, it isn't. Is it a chair? Yes, it is. Game Time!

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 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 and internalise and consolidate them using the TG drills

To listen to and understand which object belongs to which character (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To write the new words studied in class

To match the objects from a table to the character it belongs to

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, numbers from 31 to 50

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 the difference between /ɑ:/ and /æ/

To listen to and repeat the words that are mentioned in the pronunciation video in order to practise the sounds /a:/ and /æ/

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

Listen, point and numbers 31 to 50

To Listen to and answer questions using the structure: Is there a (ruler)? Yes, there is

To listen to the numbers in one of the "Game Time!" exercises

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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write the numbers (AB)

To write the numbers after listening to them

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: There are... There aren't. Are there...? Yes, there is. No, there isn't.

To speak using the structures: There are some pens. Are there any cards? Yes, there are. No, there aren't. There aren't any chairs

To participate in a "Game Time!" 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 and internalise and consolidate them using the TG drills

To listen to and point out the correct sentence (AB)

To listen to an audio in order to correct a written activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To complete a text (AB)

To write several sentences relating to the pictures of the previous activity using the grammatical structure studied in the unit

To answer questions looking at a diagram

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: How many... are there? There are...There aren't any...

Carrying out activities based on a listening activity

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: (blue)? No, it isn'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 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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To answer several questions about a picture in order to practise the new grammatical structure

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

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a story with a comic-like graphic design, which includes the vocabulary and grammar that has been learnt previously

Introducing a colloquial expression: Tidy up!

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

To read a 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 and internalise and consolidate them using the TG drills

To act out the story

To listen to a story (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a story and order cartoon strips (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 of the United States: American Indians and their way of life

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 and internalise and consolidate them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Read a text in a comprehensive manner and answer some questions about a Native American Indian boy and his way of life

Carry out an Arts and Crafts activity "Let's make a tepee!"

To complete dialogues using colloquial expressions

To be able to read and write about the customs of other countries

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Physical Education (PE): Good posture.

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

To listen to a text about good and bad postures

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 and internalise and consolidate them using the TG drills

To use an audio to correct a sentence matching exercise

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 read sentences that describe photographs and indicate if it is a good or a bad posture

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 talk using the structures and vocabulary studied in the unit: Are there (40 stickers)? No, there aren't

To talk about a picture that has been drawn using the structures: Is there an (umbrella)? Yes, there 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 and internalise and consolidate them using the TG drills

To listen to and complete a text with the missing words (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a text and answer some questions

To look at some drawings and circle the correct answer

To read some questions and match them with the correct answer

CONTENT

Vocabulary

- Main vocabulary: Bed, cards, chair, door, notebook, pen, ruler, stickers, table, umbrella
- Numbers from 31 to 50
- Extra vocabulary: Good posture, Native American, round, shoulder, tepee, to live, to sit straight, to sleep on your side, to stand up straight, to walk standing up straight

Structures

- There are two pens
- There are some pens
- No, there aren't any pens
- Are there any pens? Yes, there are./ No there aren't
- How many notebooks are there?
- There are three notebooks. There aren't any notebooks

Culture

- Native Americans: USA
- **Expression:** *Tidy up!*

Content and Language Integrated Learning (CLIL)**P.E**

- Good postures

Phonetics

- Sound /a:/ versus /æ/

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 the objects that can be at home and in a child's room - Identifies the numbers from 31 to 50 - Understands the essence of oral narratives <ul style="list-style-type: none"> • There are two (pens). There are some (pens) • No, there aren't any pens • Are there any pens? Yes, there are./ No there aren't • How many (notebooks) are there? There are three (notebooks) • There aren't any (notebooks) - 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

	<ul style="list-style-type: none"> - Understands songs - Expresses the ideas conveyed in the songs using gestures
To know and be capable of using the basic vocabulary and structures needed to produce short, simple oral texts (Speaking)	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces very simple oral monologues or 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 (describes what is in his own room) - Masters the interrogative sentence Master the question
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 - 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 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 taught - Understands simple written instructions associated with school work (Read, Match, Circle, Write the answers, Draw)

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, learns to distinguish /a/ vs. /ae/ - 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: Tidy up!
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about North American Indians - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the contents of other subjects (Physical Education)	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Physical Education)

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
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) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, 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) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, 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 - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
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 texts (Missions 5, 6, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, 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 	Patience, responsibility, respect, punctuality, 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 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, 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) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
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) 	Respect, fellowship
Practises interrogative sentences	<ul style="list-style-type: none"> - Composition and internalization of the interrogative sentence in Master the question (Mission 4) 	Perseverance

Reading		
Reads words previously introduced orally in class about the topic of objects in class	<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) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Reads expressions previously introduced orally	<ul style="list-style-type: none"> - Reading the unit key expressions (Mission 1 – I can) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Reads texts and stories	<ul style="list-style-type: none"> - Reading stories and texts (Missions 5, 6, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Writing		
Writes words	<ul style="list-style-type: none"> - Writing the unit key vocabulary and grammar expressions (AB Missions 3, 4, 5, 6, 7, 8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
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 (AB Missions 3, 8) 	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Learns the numbers from 31 to 50	<ul style="list-style-type: none"> - Listening to and reproduction of the numbers (Mission 2 - I Can) - Reading the numbers (Missions 2-8) - Writing the numbers (AB 2, 3, 4, 6, 8) 	Responsibility
Carries out mathematical operations	<ul style="list-style-type: none"> - Is able to add and subtract (AB Mission 2) - Numbers pictures (2, 3, 4, 6, 8) 	Patience, perseverance

- **Digital competences**

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

- **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	
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the word's meaning using flashcards, etc. (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Values English as a learning tool	- Learning about topics from other subjects (Mission 7)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, 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 the "Game Time!", and the games proposed in the TG - Acting out the story in which the characters always show a receptive and helpful attitude towards other people (Mission 5)	Respect and fellowship
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	<ul style="list-style-type: none"> - Learning and using the vocabulary studied in previous years as well as the new vocabulary in real or simulated interactions (Missions 1-8) - Manages well in simple situations using the structures studied (Missions 1-8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
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, tolerance, self-esteem, empathy, 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	<ul style="list-style-type: none"> - Participating in the Pb "Game Time!" and the games proposed in the TG - Acting out the unit story (Mission 5) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Makes simple artistic compositions	<ul style="list-style-type: none"> - Making a tepee in "Let's make a tepee" (Mission 6) - Draws his/her bedroom (Mission 8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learns a colloquial expression in each Reading exercise	<ul style="list-style-type: none"> - Learns a new cultural expression in all the stories in Mission 5 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Learns about the culture in English-speaking countries	<ul style="list-style-type: none"> - Learning about some English-speaking countries' customs (Mission 6) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognises a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Carries out an Arts and Crafts activity	- Draws his/her bedroom (Mission 8)	Patience, responsibility, perseverance

UNIT 2

This unit (**Cool 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 vocabulary, 11 words related to the semantic field of clothing through a listening. Listen, point and repeat. "Shhh! Listen, point and repeat"

To talk using one of the "Game Time!" activities using the expressions: What's this? It's a dress

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 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 and internalise and consolidate them using the TG drills

To listen to and understand which character the clothes belong to (AB)

To listen to some sentences and circle the clothes that belong to the character (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To write the new words previously studied in class (AB)

To read some sentences whilst listening to an audio and draw a picture (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, box and wardrobe and the adjectives "new" and "old"

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 the difference between /ɑ:/ and /æ/

To listen to and repeat the words that are mentioned in the pronunciation video in order to practise the sounds /a:/ and /æ/

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

To do a short and simple role-play repeating the question and answer model listened to in the audio

To listen to and complete sentences in the Activity Book that relate to a photo

To give an individual presentation answering the question: What are you wearing? Give a presentation

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 and internalise and consolidate them using the TG drills

To use an audio to correct a writing exercise (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read colours, follow the colour to the object indicated, paint the object in this colour and write its name (AB)

To write a text whilst looking at an illustration

To circle words

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: Where is Fusy's jumper? Is your dress in/on/under the wardrobe?

To interact by using the presented structures

To participate in a "Game Time!" 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 and 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 internalise the grammar in the Grammar Appendix

To look at some pictures and answer some questions (AB)

To look at a picture, read a text and correct the incorrect information (AB)

To unscramble words to make interrogative sentences and answer the question (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using oral activities. To put on, take off. Where is his/her jumper?

To interact practising the new grammar structure

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

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 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 and 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 sentences (AB)

To read some texts and complete some sentences

To match some interrogative sentences to their answers

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a story with a comic-like graphic design, which includes the vocabulary and grammar that has been learnt previously

Introducing a colloquial expression: Cool!

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

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

To act out the story

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 and internalise and consolidate them using the TG drills

To listen to a story (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a story and answer some questions (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 theme in the United Kingdom: the Scottish kilt

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 and internalise and consolidate them using the TG drills

To listen to a text and complete an activity

To listen to and complete dialogues (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a text in a comprehensive manner and answer some questions about the Scottish kilt

Carry out an Arts and Crafts activity “Let's make a kilt!”

To complete dialogues using colloquial expressions

To find words related to the unit in a wordsearch (AB)

To read sentences in a comprehensive manner and say whether they are true or false (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Natural Sciences: Recycling and materials

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

To listen to a text about recycling

To interact practising the structures: What's this made of? It's made of paper

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

To look at photographs of some objects and place them in the corresponding containers

To complete sentences related to the topic

To read sentences and colour a drawing

Mission 8. 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 interact by looking at a picture and using the structures and vocabulary studied in the “What are these?” unit. They're Noella's jeans.

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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To look at a picture and write short and simple sentences with the structures and vocabulary studied in the unit

To answer questions about themselves in “Write about you”

CONTENT

Vocabulary

- Main vocabulary: Dress, jeans, jumper, shirt, shoes, skirt, socks, tracksuit, trousers, T-shirt
- To wear
- Box wardrobe, new old
- Extra vocabulary: Cotton, glass, kilt, materials, paper, to recycle

Structures

- Where is Fusy's jumper?
- Is your jumper in/on/under the wardrobe?
- Yes, it is./No, it isn't
- Are my socks in/on under the box? Yes, they are./ No, they aren't
- To put on, to take off
- Where is his/her jumper?
- Where are his/her shoes?

Culture

- Kilts in Scotland
- **Expression:** *Cool!*

Content and Language Integrated Learning (CLIL)

Natural Science

- Materials

Phonetics

- The /h/ sound

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) - Identifies clothes, the adjectives new and old and the verbs linked to the semantic field of clothes to put on, to take off, to wear - Understands the prepositions on/in/under - Understands the essence of oral narratives <ul style="list-style-type: none"> • Where is Fusy's jumper? • Is your jumper in/on/under the wardrobe? • Yes, it is./No, it isn't • Are my socks in/on/under the box? Yes, they are./ No, they aren't • Put on your tracksuit, Take off your shoes • Where is his/her jumper? • Where are his/her shoes?

	<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 - Expresses the ideas conveyed in the songs using gestures - Understands the main information from short conversations in which he/she participates - Understands short texts
<p>To know and use the basic vocabulary and structures for producing 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 - Produces very simple oral monologues or 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 (describes what he/she is wearing) - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - 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 simple written texts containing the language studied in class - Identifies the images of the main characters (Aský, 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 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 taught
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, learns to make the sound /h/ - 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: Cool!
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about the Scottish Kilt - Feels confident in his/her capacity to express him/herself in English
To show interest in English as a learning tool for the contents of other subjects (Natural Sciences)	<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
Listening		
Identifies words about clothing	<ul style="list-style-type: none"> - Listening 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) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

Identifies simple sentences related to the unit topic	<ul style="list-style-type: none"> - Listening to and identifying simple sentences (Missions 1-8) - Listening to and understanding the topic-related drills (Missions 1-8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, 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 - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
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 and vocabulary video (Mission 2) - Playing a grammar video (Mission 2) - Playing a pronunciation and vocabulary video (Mission 2) - Playing a recap video featuring an auxiliary teacher (Mission 8) - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, 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 	Patience, responsibility, respect, gratitude, perseverance
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 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, 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) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
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) 	Respect, fellowship

Practices 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)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Reads expressions previously introduced orally	- Reading the unit key expressions (Mission 1 – I can) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Reads texts and stories	- Reading stories and texts (Missions 5, 6, 7, 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (AB Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Writes very simple texts based on very structured models	- Writing short and simple texts using the vocabulary and structures previously studied in class (AB Mission 2, Mission 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Answers questions related to a text	- Answers questions related to a text (Missions 5, 6 and 8) (AB Mission 5)	Patience, fellowship, solidarity, tolerance, self-esteem, responsibility, respect, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Counts objects in a picture	- Listening to and reproduction of the numbers - Writing the numbers (AB 2,)	Responsibility

- **Digital competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media for learning	- Carrying out the activities proposed in the digital book	Patience, fellowship, solidarity, punctuality, gratitude, perseverance

- **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 unit key vocabulary and the Grammar Appendix in Missions 3 and 4	Patience, 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. (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, responsibility, respect, gratitude, perseverance
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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening the pronunciation video of Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Values English as a learning tool	- Learning about topics from other subjects (Mission 7)	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 - Acting out the story in which the characters always show a receptive and helpful attitude towards other people (Mission 5)	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 an instrument for communicating with other people and talking about current issues	- Learning and using the vocabulary studied in previous years as well as the new vocabulary in real or simulated interactions (Missions 1-8) - Manages well in simple situations using the studied structures (Missions 1-8) - Learning the contents learnt in other subjects (Mission 7)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, 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)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

- **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Patience, fellowship, tolerance, self-esteem, empathy, responsibility, perseverance
Participates in games and acting	- Participating in the Pb "Game Time!" and the games proposed in the TG - Acting out the unit story (Mission 5)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Makes simple artistic compositions	- Making a kilt in "Let's make a kilt" (Mission 6) - Match, colour and write (Mission 2) - Look and colour (Mission 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learns a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 5 and 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Learns about the culture in English-speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Through oral activities recognizes a larger number of objects than in the previous year (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Carries out an Arts and Crafts activity	- Let's make a kilt (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Delivers previously prepared short and simple presentations	- Short presentation on a theme directly related to what has been studied in class (Mission 2) "Give a presentation"	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, perseverance

Writes a short text on the topics studied in the class	- Writing a short text about him/herself related to the topics studied in class (Mission 8) "Write about you"	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, perseverance
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UNIT 3

This unit (**The weather**) focuses on learning the weather.
The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 10 expressions related to the semantic field of weather through a listening. Listen, point and repeat. "Shhh! Listen, point and repeat"

To talk using one of the "Game Time!" activities using the expressions: It's raining

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 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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To write the new words previously studied in class (AB)

To find words in a crossword (AB)

To read sentences and match the interrogative sentence to the most appropriate answer

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, the months of the year

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 the /dʒ/ sound

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

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

To do a presentation describing some pictures

To listen to questions and answer them following the example structure

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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write the months of the year in their Activity Book and can be listened to in an audio

To complete a crossword related to pictures with the corresponding word (AB)

To write the words that are missing in a text and can be listened in an audio

To circle the months that correspond to the number written (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. What's the weather like? It's cloudy

To interact by using the presented structures

To participate in a "Game Time!" 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 and 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 dialogues (AB)

To look at pictures with symbols and write sentences that define the pictures (AB)

To look at some symbols and answer some questions (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using oral activities. What's the temperature today? It's...degrees

To interact practising the new grammar structure

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.

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 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 and internalise and consolidate them using the TG drills

To listen to sentences and complete an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To look at some pictures and write in the Activity Book a sentence describing that picture using the grammar structures previously learnt orally

To complete some sentences after listening to an audio (AB Mission 1)

To complete a text looking at a map and the incorporated symbols

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a story with a comic-like graphic design, which includes the vocabulary and grammar that has been learnt previously

Introducing a colloquial expression: *What a wonderful day!*

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

To read a story and answer some questions

To act out the story

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 and internalise and consolidate them using the TG drills

To listen to a story (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a story and answer some questions (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 theme of the United States: Yellowstone National Park.

To be able to identify some English-speaking countries

To show interest in understanding and talking about the customs and culture 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 and internalise and consolidate them using the TG drills

To read and listen to a text and answer some questions

To listen to and complete a text (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a text in a comprehensive manner and answer some questions about Yellowstone National Park

To read a text about Yellowstone and draw a picture

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Natural Sciences: Plants.

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

To read a story about plants 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 and internalise and consolidate them using the TG drills
- To listen to sentences and complete an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To be able to read and write in English about the contents of other subjects
- To look at a picture and describe it in the Activity Book
- To write the different parts of a tree (AB)
- To read a text and draw what is described in the text (AB)

Mission 8. 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 interact by looking at a picture and using the structures and vocabulary studied in the “What’s the weather like in Boston?” unit. Is it sunny? No, it isn’t. What’s the temperature? It’s 2°.
- 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 and internalise and consolidate them using the TG drills
- To read and listen to a text and answer some questions
- To do a brief presentation describing the weather in a picture they have drawn

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To match questions to answers (AB)
- To write the months of the year that they hear in an audio
- To read some sentences and draw a picture for each sentence

CONTENT

Vocabulary

- Main vocabulary: It’s cloudy, it’s cold, it’s foggy, it’s hailing, it’s hot, it’s raining, it’s snowing, it’s stormy, it’s sunny, it’s windy. Months of the year: January, February, March, April, May, June, July, August, September, October, November, December
- Extra vocabulary: Lake, to go camping, mountain, national park, tent, torch, branch, fruit, leaf, root, soil, vegetables, to grow

Structures

- What’s the weather like today?
- It’s sunny today
- What’s the temperature today?
- It’s...degrees

Culture

- USA National Park Yellowstone

- **Expression:** *What a wonderful day!*

Content and Language Integrated Learning (CLIL)

Natural Science

- Plants

Phonetics

- Sound /dʒ/

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) - Identifies the vocabulary about the weather and the months of the year: It's cloudy, it's cold, it's foggy, it's hailing, it's hot, it's raining, it's snowing, it's stormy, it's sunny, it's windy. Months of the year: January, February, March, April, May, June, July, August, September, October, November, December - Understands the essence of oral narratives: <ul style="list-style-type: none"> • What's the weather like today? • It's sunny today • What's the temperature today? • It's...degrees - 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 in which he/she participates - Understands short texts

<p>To know and be capable of using the basic vocabulary and structures needed to produce short, 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 - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (describes the weather) - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - 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 simple written texts containing the language studied in class - 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
<p>To produce very simple written texts copying the words and structures that have been studied</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 - 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. For example the sound /dʒ/ - 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: What a wonderful day!
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about the national parks in the United States - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the contents of other subjects (Natural Sciences)	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Natural Sciences). • Plants

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies vocabulary on weather	<ul style="list-style-type: none"> - Listening 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 and identifying simple sentences (Missions 1-8) - Listening to and understanding the topic-related drills (Missions 1-8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Grasps the overall idea in oral texts and identifies specific aspects with the help	<ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures (Missions 1, 5, 6, 7, 8) 	Responsibility

of linguistic and non-linguistic elements from the context	<ul style="list-style-type: none"> - Grammar video in which the method characters have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) 	
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 and vocabulary video (Mission 2) - Playing a grammar video (Mission 2) - Playing a pronunciation and vocabulary video (Mission 2) - Playing a recap video featuring an auxiliary teacher (Mission 8) - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, 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 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
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
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, 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	<ul style="list-style-type: none"> - Reproducing simple expressions (Missions 1-8) 	Respect, fellowship
Practices interrogative sentences	<ul style="list-style-type: none"> - Composition and internalization of the interrogative sentence in Master the question (Mission 4) 	Perseverance, patience

Delivers previously prepared short and simple presentations	- Short presentation on a theme directly related to what has been studied in class (Mission 8) "Give a presentation"	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, 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)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1, 8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Reads texts and stories in a comprehensive manner	- Reading stories and texts (Missions 5, 6, 7, 8)	Patience, fellowship, solidarity, self-esteem, empathy, responsibility, respect, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (AB Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, 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 (Mission 7) (AB Mission 2, Mission 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Answers questions related to a text	- Answers questions related to a text (Missions 5, 6 and 8) (AB Mission 6)	Patience, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies numbers along with the corresponding months	- Reading the months with their corresponding number (AB Mission 2)	Responsibility
Listens and repeats the numbers when talking about temperature	- Listening and reproduction of the numbers (Missions 3, 8) (AB Missions 4, 5, 8)	Patience, responsibility, perseverance
Identifies and matches symbols to their meaning	- Match between the atmospheric symbols and their meaning (Missions 1, 4, 8) (AB Missions 1, 2, 3, 4, 8)	Patience, responsibility, perseverance

Identifies a map of the United States with several cities	- Identification of a map of the United States and location of different cities	Patience, responsibility, respect, perseverance
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- **Digital competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media for learning	- Carrying out the activities proposed in the digital book	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

- **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 unit key vocabulary and the Grammar Appendix in Missions 3 and 4	Patience, responsibility, 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. (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening the pronunciation video of Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening the recap video of Mission 1 can	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Values English as a learning tool	- Learning about the topics from other subjects (Missions 1, 4, 6, 7) - Learning Natural Sciences and Geography (map of United States with several cities)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

• **Social and civic competence**

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 - Acting out the story in which the characters always show a receptive and helpful attitude towards other people (Mission 5)	Respect and fellowship
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 an instrument for communicating with other people and talking about current issues	<ul style="list-style-type: none"> - Learning and using the vocabulary studied in previous years as well as the new vocabulary in real or simulated interactions (Missions 1-8) - Manages well in simple situations using the studied structures (Missions 1-8) - Learning the contents learnt in other subjects (Missions 1, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
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) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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, gratitude, respect, perseverance
Participates in games and acting	<ul style="list-style-type: none"> - Participating in the Pb "Game Time!" and the games proposed in the TG - Acting out the unit story (Mission 5) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Makes simple artistic compositions	<ul style="list-style-type: none"> - Drawing a picture (Mission 8) - Complete the sentences and draw the weather (AB Mission 4) - Read. Then draw. (AB Missions 6, 7 and 8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, 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) 	Fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Learns about the culture in English-speaking countries	<ul style="list-style-type: none"> - Learns about some English-speaking countries' customs and characteristics (Mission 6) 	Fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Through oral activities recognizes a larger number of objects than in the previous year (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Carries out an Arts and Crafts activity	- Drawing a picture (Mission 8) - Complete the sentences and draw the weather (AB Mission 4) - Read. Then draw. (AB Missions 6, 7 and 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Delivers previously prepared short and simple presentations	- Short presentation on a theme directly related to what has been studied in class (Mission 8) "Give a presentation"	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Writes a short text on the topics studied in the class	- Writing a short text about him/herself related to the topics studied in the class (Mission 7) Look and write in your notebook	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

UNIT 4

This unit (**Going to places**) focuses on learning means of transportation.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introduction of the new vocabulary, 12 transportation means. Listen, point and repeat. "Shhh! Listen, point and repeat"

To talk using one of the "Game Time!" activities using the expressions: What's this? It's a train

Listening and singing a Chant song

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

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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To write the new words previously studied in class (AB)

To observe pictures and complete certain sentences (AB Mission 1)

To complete some sentences after listening to an audio (AB Mission 1)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, places in the city

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 the sound /ei/

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

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

To listen to a question related to a picture and answer following the example

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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write a text describing a picture

To write some sentences about what there is and there isn't in some pictures (AB)

To write the words that are missing in a text which can be heard in an audio. Match sentences to pictures and draw what is missing. (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. How do you go to school? I go to school by bus (Present Simple I and you)

To interact by using the presented structures

To participate in a "Game Time!" 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 and 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 write short texts describing some pictures (AB)

To read some sentences and correct mistakes (AB)

To read affirmative sentences and make interrogative sentences. Master the question (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using oral activities. Do you go to school by train? Yes, I do / No, I don't. How much is a ticket? It's €2

To interact practising the new grammar structure

To practise interrogative sentences. To make interrogative sentences starting from the answer. Master the question. To check the answers using an audio. Then listen and check. Mission 4 (AB Mission 4)

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 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 and 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 look at some pictures and write in the Activity Book a sentence describing that picture using the grammar structures previously learnt orally

To look at some pictures and answer some questions (AB)

To read information about the fares of some means of transportation and make questions and answers (AB)

To practise interrogative sentences. To make interrogative sentences starting from the answer. Master the question. To check the answers using an audio. Then listen and check. Mission 4 (AB Mission 4)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a story with a comic-like graphic design, which includes the vocabulary and grammar that has been learnt previously

Introducing a colloquial expression: One ticket, please. Thank you!

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

To act out the story

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 and internalise and consolidate them using the TG drills

To listen to a story (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a story and correct some sentences related to the story in the Activity Book

To read a story and answer some questions (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: money

To be able to identify some English-speaking countries

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

To listen to a text

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 and internalise and consolidate them using the TG drills

To listen to and complete a text (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a text in a comprehensive manner and answer some questions

To write some sentences after a model and according to what is presented in some photographs (AB)

To read a text and draw a picture of a ticket

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Arts: Origami

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

To listen a text about origami

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 and internalise and consolidate them using the TG drills

To listen and understand some instructions, and unscramble some sentences (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To read the steps one has to follow in order to carry out an Arts and Crafts activity (a paper boat) and make it

To write a wish that has been heard in an audio on the paper boat

To finish some sentences circling the right answer (AB)

To draw a paper boat and write a wish (AB)

Mission 8. 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 interact by looking at a picture and using the structures and vocabulary studied in the "Hello how do you go to the river?" unit. I go to the river by bus. How much is a ticket to the river? It's €5

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 and internalise and consolidate them using the TG drills

To listen to a text and complete some sentences choosing from several options

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To correct some sentences and write them correctly (AB)

To complete some sentences looking at some pictures (AB)

CONTENT

Vocabulary

- Main vocabulary: Boat, bus, helicopter, hot air balloon, lorry, motorcycle, ship, taxi, train, tram, underground, van
- City, park, river
- Extra vocabulary: Coin, to buy, dollar, note, pound, transport, figure, glue, scissors, to fold, to pull

Structures

- How do you go to school?
- I go to school by bus. I walk to school
- Do you go to school by train?
- Yes, I do./No, I don't
- How much is a ticket? It's 2 Euro

Culture

- Money in the United Kingdom
- **Expression:** *Please, Thank you!*

Content and Language Integrated Learning (CLIL)

Arts

- Origami

Phonetics

- Sound /ei/

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) - Identifies the vocabulary about means of transportation and places in the city: Boat, bus, helicopter, hot air balloon, lorry, motorcycle, ship, taxi, train, tram, underground, van - Understands the essence of oral narratives: <ul style="list-style-type: none"> • How do you go to school? • I go to school by bus. I walk to school • Do you go to school by train? • Yes, I do./No, I don't • How much is a ticket? It's 2 Euro - 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 use the basic vocabulary and structures for simple and short oral production (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 - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (explains what means of transportation uses to go to school) - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - Manages well in real or simulated everyday situations (buying a bus, underground or train ticket)
<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 simple written texts containing the language studied in class - 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
<p>To produce very simple written texts copying the words and structures that have been studied</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

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 /ei/ 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 saying known expressions in English "Thank you!" and "Please"
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about coins in the United Kingdom - 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 (Arts and Crafts)	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Arts and Crafts). Origami

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies vocabulary about the means of transportation and places in the city	<ul style="list-style-type: none"> - Listening 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 and identifying simple sentences (Missions 1-8) - Listening to and understanding the topic-related drills. (Missions 1-8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, 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, 5, 6, 7) - 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 and vocabulary video (Mission 2) - Playing a grammar video (Mission 2) - Playing a pronunciation and vocabulary video (Mission 2) - Playing a recap video featuring an auxiliary teacher (Mission 8) - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, 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 	
Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	<ul style="list-style-type: none"> - Playing a Chant song in Mission 1 	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, 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	<ul style="list-style-type: none"> - Reproducing simple expressions (Missions 1-8) 	Respect, fellowship
Practices interrogative sentences	<ul style="list-style-type: none"> - Composition and internalization of the interrogative sentence in Master the question (Mission 4) (AB Mission 4) 	Perseverance

Delivers previously prepared short and simple presentations	- Short presentation on a topic directly related to what has been studied in class "Look, ask and answer" (Missions 2, 3, 4, 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, 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)	Patience, self-esteem, responsibility, perseverance
Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1, 8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Reads texts and stories in a comprehensive manner	- Reading stories and texts (Missions 5, 6, 7, 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (AB Missions 1-8)	Patience, 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 (Mission 2) (AB Mission 2)	Patience, self-esteem, empathy, responsibility, perseverance
Answers questions related to a text	- Answers questions related to a text (Missions 5, 6 and 8) (AB Mission 5)	Patience, responsibility, respect, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies prices	- Listening and reading prices (Euro) (Missions 4, 5, 6, 8)	Responsibility
Identifies the coin symbols used in the United Kingdom, Ireland, U.S.A., Canada and Australia	- Identification of the coin symbol used in the United Kingdom (Mission 6)	Interest, solidarity, respect
Learns to understand some instructions about an origami activity	- Listening and reading the steps that have to be followed when making a paper boat. Learning practical vocabulary: to fold, to pull, scissors, glue, figure	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

Identifies geometrical shapes	- Listening and reading geometrical shapes to make a paper boat (triangle, square, rectangle)	Patience, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
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- **Digital competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media for learning	- Carrying out the activities proposed in the digital book	Patience, fellowship, self-esteem, empathy, responsibility, respect, perseverance

- **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 unit key vocabulary and the Grammar Appendix in Missions 3 and 4	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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. (Missions 1-8)	Patience, responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening the pronunciation video of Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening the recap video of Mission 1 can	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Values English as a learning tool	- Learning about the topics from other subjects (Missions 1, 4, 6, 7) - Learning Natural Sciences and Geography (map of United States with several cities)	Responsibility

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates 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 - Acting out the story in which the characters always show a receptive and helpful attitude towards other people (Mission 5)	Respect and fellowship
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 an instrument for communicating with other people and talking about current issues	<ul style="list-style-type: none"> - Learning and using the vocabulary studied in previous years as well as the new vocabulary in real or simulated interactions (Missions 1-8) - Manages well in simple situations using the studied structures (Missions 1-8) - Learning the contents taught in other subjects or topics of interest (Missions 1, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
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) 	Patience, solidarity, tolerance, self-esteem, empathy, 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	<ul style="list-style-type: none"> - Participating in the Pb "Game Time!" and the games proposed in the TG - Acting out the unit story (Mission 5) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Makes simple artistic compositions	<ul style="list-style-type: none"> - Let's make a boat! Lesson 7 - Draw and describe the weather in your notebook (Mission 8) - Drawing a picture (AB Missions 6, 7) 	Patience, self-esteem, 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) 	Solidarity, tolerance, self-esteem, respect, perseverance
Learns about the culture in English-speaking countries	<ul style="list-style-type: none"> - Learns about some English-speaking countries' customs and characteristics (Mission 6) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Through oral activities recognizes a larger number of objects than in the previous year (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Carries out an Arts and Crafts activity	- Let's make a boat! Lesson 7 - Listen and make a wish. Write it on your boat - Draw a paper boat and write a wish (Mission 7)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Delivers previously prepared short and simple presentations	- Short presentations of guided dialogues. Look, ask and answer. (Missions 2, 3, 4, 8)	Patience, responsibility, respect, perseverance
Writes a short text on the topics studied in the class	- Writing a short text related to the topics studied in the class (Mission 2) "Look and write in your notebook"	Patience, self-esteem, empathy, responsibility, perseverance
Writes his/her own wish in an Arts and Crafts activity	- Acting independently when the time comes of writing his/her own wish on a paper boat	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Uses visual dictionaries and grammar guides to make presentations and write simple texts	- Reference to visual dictionaries and grammar guides	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

UNIT 5

This unit (**School time**) focuses on learning clothing.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing new vocabulary, 12 classrooms in a school. Listen, point and repeat. "Shhh! Listen, point and repeat"

To talk using one of the "Game Time!" activities using the expressions: Where's Fusy? Is he in a classroom? No, he isn't.

To listen and sing a song "Sing and chant"

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

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 and internalise and consolidate them using the TG drills

To correct a written activity by using an audio. Look and answer. Then listen and check

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To write the new words previously studied in class (AB)

To look at some images and write some sentences (AB Mission 1)

Completing some sentences after listening to an audio (AB Mission 1)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the vocabulary: time

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary vide

Pronunciation video showing mouth movements. To learn how to distinguish the difference between /u:/ and /ʊ/

To listen to and repeat the words that are mentioned in the pronunciation video in order to practise the sounds /u:/ and /ʊ/

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

To listen to and repeat the time

To look at some pictures and say what time it is and in which class the children are

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 and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read sentences indicating the time and draw the time on a clock (AB)

To read sentences with the times written and matching them with the time represented by digital numbers (AB)

To write the time in the Activity Book after listening to an audio

To write the time after an audio (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. Present Simple (he and she) Affirmative, negative, Interrogative: She plays music in the music room. He doesn't play music in the music room. Does he play music in the music room? Yes, he does. No, he doesn't.

To look at some pictures and describe what each child does and doesn't during the week

To interact by using the presented structures: What does Tom do in the classroom? He does his homework

To participate in a "Game Time!" 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 and 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 look at some images and answer using Yes-No answers (AB)

To look at a box and answer some questions (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using oral activities. What time does she play music in the music room? He sometimes eats in the cafeteria

To interact practising the new grammar structure: What does Noella do at nine o'clock? She sometimes runs in the gym

To practise interrogative sentences. To make interrogative sentences starting from the answer. Master the question. To check the answers using an audio.

Then listen and check. Mission 4 (AB Mission 4)

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 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 and 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 write the answers to some questions listened to using an audio

To look at a box and write sentences (AB)

To practise interrogative sentences. To make interrogative sentences starting from the answer. Master the question. To check the answers using an audio.

Then listen and check. Mission 4 (AB)

To practise negative sentences. To make negative sentences from affirmative sentences (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a story with a comic-like graphic design, which includes the vocabulary and grammar that has been learnt previously

Introducing a colloquial expression: Good luck!

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

To act out the story

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 and internalise and consolidate them using the TG drills

To listen to a story (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a story and answer some questions

To read a story and circle the correct answer (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 from Ireland: the leprechaun

To be able to identify some English-speaking countries

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

To listen to a text

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 and internalise and consolidate them using the TG drills

To listen to and complete a text (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To carry out Arts and Crafts activity "Let's make a clover"

To look at some pictures and write the colloquial expression that best matches them (AB)

To read some texts and drawing the corresponding picture (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 origami

To sing a song

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 and 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 match sentences

To draw the corresponding musical instrument and write what kind of musical instrument is (AB)

To complete a crossword (AB)

Mission 8 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 interact by looking at a picture and using the structures and vocabulary studied in the “What does he do on Wednesdays?” unit. He swims in the swimming pool. What time does he swim? He swims at five o'clock

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 and internalise and consolidate them using the TG drills

To read a text and complete an activity

To read the story he/she has written

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write a poem

To unscramble one sentence (AB)

To complete a text (AB)

CONTENT

Vocabulary

- Main vocabulary: Cafeteria, classroom, computer room, football field, gym, headmaster's office, music room, playground, science lab, swimming pool, teacher's room, toilets. The time: o'clock, half past one, a quarter past, a quarter to
- Extra vocabulary: Clover, drum(s), flute, gold, guitar, percussion, piano, pot, string, treasure, wind

Structures

- What time is it? It is....
- He/ she plays music in the music room
- He/she doesn't play music in the music room
- Does/he play music?
- Yes he does/ No, he doesn't
- Does he/she play music in the music room? Yes, he/she plays music
- What time does he/she play music in the music room?
- He/she sometimes eats in the cafeteria

Culture

- Ireland and the leprechaun
- **Expression:** *Good luck!*

Content and Language Integrated Learning (CLIL)

Music

- Musical Instruments

Phonetics

- Sounds /u:/ and /ʊ/

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) - Identifies vocabulary about the school: Cafeteria, classroom, computer room, football field, gym, headmaster's office, music room, playground, science lab, swimming pool, teacher's room, toilets and the time: o'clock, half past one, a quarter past, a quarter to - Understands the essence of oral narratives: <ul style="list-style-type: none"> • What time is it? It is.... • He/ she plays music in the music room • He/she doesn't play music in the music room • Does/he play music? • Yes he does/ No, he doesn't • Does he/she play music in the music room? Yes, he/she plays music • What time does he/she play music in the music room? • He/she sometimes eats in the cafeteria - 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

	<ul style="list-style-type: none"> - 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, 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 English in more situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (knows how to answer the time and what does a person do in his/her everyday life using his/her limited vocabulary) - Greets and bids farewell in English - Uses Please and Thank you in the adequate context - Knows how to ask for the time - Makes sentences about actions that are carried out sometimes or every day or, specifies the week day (on Monday) and the time (at one o'clock) - 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 - Identifies the images of the main characters (Askyl, Fusy, Yessy and Noella) with their linguistic function. Askyl introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences

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 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 and days of the week)
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 /ei/ 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 saying known expressions in English: Good luck!
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries. - Learns about the Irish leprechaun character - Feels confident in his/her ability to express him/herself in English
To show interest in English as a tool for learning the contents taught in other subjects Music or for dealing with other topics of interest	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents Music - Feels capable of and confident in using his/her creativity to write a poem

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• **Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies words	<ul style="list-style-type: none"> - Listening 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 and identifying simple sentences (Missions 1-8) - Listening to and understanding the topic-related drills (Missions 1-8) 	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 (Missions 1, 5, 6, 7) - 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 and vocabulary video (Mission 2) - Playing a grammar video (Mission 2) - Playing a pronunciation and vocabulary video (Mission 2) - Playing a recap video featuring an auxiliary teacher (Mission 8) - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7) 	Respect and 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 	Responsibility

Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	- Playing a Chant song in Missions 1 and 7	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction	- Reproducing and consolidating grammar structures through repetition and correction based activities (Missions 1-8)	Perseverance and responsibility
Participates with interest in linguistic games "Game Time!" and in those proposed in the TG	- Reproducing simple expressions (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Practices interrogative sentences	- Composition and internalization of the interrogative sentence in Master the question (Mission 4) (AB Mission 4)	Patience, responsibility, perseverance
Delivers previously prepared short and simple presentations	- Short presentation on a theme directly related to what has been studied in class "Look and say" (Missions 2, 3, 4)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, 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)	Perseverance
Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1, 8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	Patience, responsibility, gratitude, respect, perseverance
Reads texts and stories in a comprehensive manner	- Reading stories and texts (Missions 5, 6, 7, 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Understands text boxes from which he/she has to extract information to make sentences	- Reading of text boxes in order to extract information and make sentences (Mission 4) (AB Missions 3, 4)	Patience, responsibility, perseverance

Gets familiar with the flags of English speaking countries	- Association of the English-speaking country to its flag using the picture of Asky and his cloak representing the flags	Solidarity, tolerance, empathy, responsibility, respect, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (AB Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, 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 (Mission 2) (AB Mission 2) - Writing a poem	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Answers questions related to a text	- Answers questions related to a text (Missions 5, 6 and 8) (AB Mission 5)	Patience, self-esteem, empathy, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies the time	- Listening to, reading and writing the time (Missions 2, 4, 5, 8)	Responsibility
Identifies the written and numerical form of the time	- Reading, writing and listening times both in its written and numeric form	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Learns to understand some instructions about an Arts and Crafts activity	- Let's make a clover	Patience, responsibility, perseverance

• **Digital competences**

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

- 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 guide 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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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. (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening the pronunciation video of Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening the recap video of Mission 1 can	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

Values English as a learning tool for topics of interest	<ul style="list-style-type: none"> - Learning about topics from other subjects: Music (Mission 7) - Learning a cultural topic on Ireland (the leprechaun) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
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• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	<ul style="list-style-type: none"> - Participating in the "Game Time!", and the games proposed in the TG - Acting out the story in which the characters always show a receptive and helpful attitude towards other people (Mission 5) 	Respect and fellowship
Interest and concentration in order to understand the teacher's drills so as to provide the correct answers	<ul style="list-style-type: none"> - Reproduction and consolidation of the drills (Missions 1-8) 	Responsibility, respect, perseverance
Values English as an instrument for communicating with other people and talking about current issues	<ul style="list-style-type: none"> - Learning and using the vocabulary studied in previous years as well as the new vocabulary in real or simulated interactions (Missions 1-8) - Manages well in simple situations using the studied structures (Missions 1-8) - Learning the contents taught in other subjects (Missions 6, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
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) 	Fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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	<ul style="list-style-type: none"> - Participating in the Pb "Game Time!" and the games proposed in the TG. - Acting out the unit story (Mission 5) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Makes simple crafts and artistic compositions	<ul style="list-style-type: none"> - Let's make a clover Lesson 7 - Writes a poem (Mission 8) - Draws the time (AB Mission 2) - Draws a leprechaun and a clover (AB Mission 6) - Draws musical instruments (AB Mission 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, 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) 	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Learns about the culture in English-speaking countries	<ul style="list-style-type: none"> - Learns about some English-speaking countries' customs and characteristics (Mission 6) 	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	<ul style="list-style-type: none"> - Through oral activities recognizes a larger number of objects than in the previous year (Missions 1-8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Carries out an Arts or Crafts activity	<ul style="list-style-type: none"> - Let's make a clover Lesson 7 - Writes a poem (Mission 8) - Draws the time (AB Mission 2) - Draws a leprechaun and a clover (AB Mission 6) - Draws musical instruments (AB Mission 7) 	Patience, self-esteem, empathy, responsibility, respect, perseverance
Delivers previously prepared short and simple presentations	<ul style="list-style-type: none"> - Short presentations of guided dialogues. Look, ask and answer. (Missions 2, 3, 4, 8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Recites a poem	<ul style="list-style-type: none"> - Reading his/her own poem (Mission 8) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

UNIT 6

This unit (**Having fun**) focuses on learning action verbs and hobbies.
The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introduction of the new vocabulary, 7 actions or hobbies. Listen, point and repeat.
"Shhh! Listen, point and repeat"

To talk using one of the "Game Time!" activities using the expression: Are you reading a book?

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 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 and internalise and consolidate them using the TG drills

To correct a written activity by using an audio. Look and write. Then listen and check (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Write the new vocabulary previously studied in class (AB)

To look at some images and write some sentences (AB Mission 1)

Match sentences with photographs (AB Mission 1)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Presentation of the second part of the vocabulary, verbs and "beautiful" and "ugly" adjectives

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 how to distinguish the difference between /s/

To listen to and repeat the words that are 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 look at some pictures and play the dialogue between Asky and Noella

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 and internalise and consolidate them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To unscramble letters and make words (AB)

To read a text and draw a picture (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. Present Continuous (he and she) affirmative, negative, interrogative: She's reading a book. She isn't reading a book. Is he reading a book? Yes, he is. No, he isn't.

To look at some photographs and say whether the sentences are true or false

To interact by using the presented structures: Is she reading a book in picture 1? Yes, she is. Is she watching TV in picture 2? No, he isn't. She's listening to music

To participate in a "Game Time!" 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 and 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 look at some photographs and write what the children are doing (AB)

To make interrogative sentences starting from the Yes or No answers and using the images of the previous exercise (AB)

To read some sentences and categorise them in affirmative, negative and interrogative sentences

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using oral activities.

To interact practising the new grammar structure "Look, ask and answer". What's he doing? He's playing basketball. He isn't playing basketball

To practise interrogative sentences. To make interrogative sentences starting from the answer. Master the question. To check the answers using an audio. Then listen and check

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 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 and internalise and consolidate them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To write the answers to some questions listened to using an audio

To look at two images and write affirmative and negative sentences (AB)

To correct a dialogue (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a story with a comic-like graphic design, which includes the vocabulary and grammar that has been learnt previously

Introducing a colloquial expression: Good luck!

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

To act out the story

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 and internalise and consolidate them using the TG drills

To listen to a story (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read a story and make some sentences with the right option

To read a story and answer some questions (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the “Have fun!” Reading

To listen to a text about a cultural topic of the United States: the dog walkers

To be able to identify certain English speaking countries by their flags

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

To listen to a text

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 and internalise and consolidate them using the TG drills

To listen to and complete a text (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Look at images and choose which of the three colloquial expressions given best fits the situation

To read a text and answer some questions (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Arts. Francis Bacon, the painter

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

To listen to a text about Francis Bacon, the painter

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 and 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, such as painting

To read a story and answer some questions in the Activity Book

To draw a painting copying Francis Bacon's style (AB)

To match some sentences to the corresponding picture (AB)

To read some sentences and draw the picture corresponding to the sentence (AB)

Mission 8. 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 interact by looking at a picture and using the structures and vocabulary studied in the "What's Fussy doing at six o'clock?" unit. He's taking pictures. He isn't walking the dog

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 and internalise and consolidate them using the TG drills

To look at a picture and answer orally to some questions (AB). Check the answer using an audio

To read the story he/she has written

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write a story and read it in class

To look at some pictures and answer some questions (AB)

To look at some pictures and choose which of the options given is correct (AB)

To make negative and interrogative sentences

CONTENT

Vocabulary

- Main vocabulary: To listen to music, to play basketball, to play tennis, to read a book, to take pictures, to walk the dog, to watch TV, to cook, to dance, to paint, to sing to skate, beautiful, ugly
- Extra vocabulary: Artist, canvas, car paint, dogwalkers, painting, self-portrait, wall

Structures

- He/she is reading a book
- He /she isn't reading a book
- Is he/she reading a book?
- Yes, he /she is. No, he/she isn't
- What's he/she doing?
- He/she is playing basketball

- He/she isn't playing basketball

Culture

- USA. The dog walkers
- **Expression:** *Have fun!*

Content and Language Integrated Learning (CLIL)

Arts. Painting

- Francis Bacon, the painter

Phonetics

- Sounds /s/

ASSESMET 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) - Identifies vocabulary about hobbies and action verbs - Understands the essence of oral narratives: <ul style="list-style-type: none"> • He/she is reading a book • He /she isn't reading a book • Is he/she reading a book? • Yes, he /she is. No, he/she isn't • What's he/she doing? • He/she is playing basketball • He/she isn't playing basketball - 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

	<ul style="list-style-type: none"> - 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, 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 English in more situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (knows how to answer to what he/she is doing using his/her limited vocabulary) - 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 - 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 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 with certain degree of independence simple texts based on the contents learnt - Shows interest in writing clearly

	<ul style="list-style-type: none"> - 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. For example the sound /s/ - 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: Good luck!
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries. - Learns about the Irish leprechaun character - Feels confident in his/her ability to express him/herself in English
To show interest in English as a tool for learning the contents taught in other subjects Music or for dealing with other topics of interest	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents, paint - Feels capable of and confident in using his/her creativity to write a poem

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies words	<ul style="list-style-type: none"> - Listening 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 and identifying simple sentences (Missions 1-8) - Listening to and understanding the topic-related drills (Missions 1-8) 	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 (Missions 1, 5, 6, 7) - 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 and vocabulary video (Mission 2) - Playing a grammar video (Mission 2) - Playing a pronunciation and vocabulary video (Mission 2) - Playing a recap video featuring an auxiliary teacher (Mission 8) - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7) 	Respect and 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 	Responsibility
Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	<ul style="list-style-type: none"> - Playing a Chant song in Missions 1 and 7 	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, 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	<ul style="list-style-type: none"> - Reproducing simple expressions (Missions 1-8) 	Respect, fellowship

Practices interrogative sentences	- Composition and internalization of the interrogative sentence in Master the question (Mission 4) (AB Mission 4)	Perseverance
Delivers previously prepared short and simple presentations	- Short presentation on a theme directly related to what has been studied in class Look and say (Missions 2, 3, 4)	Perseverance and respect
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)	Perseverance
Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1, 8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Reads texts and stories in a comprehensive manner	- Reading stories and texts (Missions 5, 6, 7, 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Understands text boxes from which he/she has to extract information to make sentences	- Reading of text boxes in order to extract information and make sentences (Mission 4) (AB Missions 3, 4)	Patience, responsibility, perseverance
Gets familiar with the flags of English speaking countries	- Association of the English-speaking country to its flag using the picture of Asky and his cloak representing the flags	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (AB Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, 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 (Mission 2) (AB Mission 2) - Writing a poem	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Answers questions related to a text	- Answers questions related to a text (Missions 5, 6 and 8) (AB Mission 5)	Patience, self-esteem, empathy, responsibility, respect, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Understands textboxes to extract information and make sentences	- Draws a picture (AB Mission 7)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Recognises the meaning of frequently used symbols (+, -, ?)	- Recognition of symbols to identify affirmative, negative and interrogative sentences	Patience, responsibility, respect, perseverance

- **Digital competences**

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

- **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 guide 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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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. (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening the pronunciation video of Mission 2	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening the recap video of Mission 1 can	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Values English as a learning tool for topics of interest	- Learning about topics taught in other subjects: Painting (Mission 7) - Learning about a cultural topic of the United States, the dog walkers	Fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

• **Social and civic competence**

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 - Acting out the story in which the characters always show a receptive and helpful attitude towards other people (Mission 5)	Respect and fellowship
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 an instrument for communicating with other people and talking about current issues	<ul style="list-style-type: none"> - Learning and using the vocabulary studied in previous years as well as the new vocabulary in real or simulated interactions (Missions 1-8) - Manages well in simple situations using the studied structures (Missions 1-8) - Learning the contents taught in other subjects (Missions 6, 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
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 (Mission 5 and 6) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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	<ul style="list-style-type: none"> - Participating in the Pb "Game Time!" and the games proposed in the TG. - Acting out the unit story (Mission 5) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Makes simple crafts and artistic compositions	<ul style="list-style-type: none"> - Painting time! Mission 7 - Writes a story (Mission 8) - Drawing of Cinderella and Prince Charming (AB Mission 2) - Design of three drawings (AB Mission 7) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Learns a colloquial expression in each Reading exercise	<ul style="list-style-type: none"> - Learning a cultural expression (Missions 5 and 6) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Learns about the culture in English-speaking countries	<ul style="list-style-type: none"> - Learns about some English-speaking countries' customs and characteristics (Mission 6) 	

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Through oral activities recognizes a larger number of objects than in the previous year (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Carries out an arts or crafts activity	- Writing a story and reading the same (Mission 8) - Drawing images following (Missions 2 and 7)	
Delivers previously prepared short and simple presentations	- Short presentations of guided dialogues. Look, ask and answer (Missions 2, 3, 4, 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

FESTIVAL 1. BONFIRE NIGHT

The festival has just one Mission and three different activities. The student is allowed 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 Bonfire Night

To listen to a text

To listen to and sing a song

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 a paper sparkler"

To search for words related to Bonfire Night in a wordsearch

To read a text in a comprehensive manner and answer some questions (AB)

To look at two images and circle the differences

CONTENT

Vocabulary

- Main vocabulary: bonfire, fireworks, sparklers

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) - Identifies vocabulary about the Bonfire Night festival - 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, 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 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

	<ul style="list-style-type: none"> - 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 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 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 Bonfire Night
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Learns about Bonfire Night

COMPETENCES

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

- **Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies vocabulary about Bonfire night	<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 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 - Recap video featuring an auxiliary teacher 	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, 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	Responsibility, perseverance
Reads texts and stories in a comprehensive manner	- Reading texts	Patience, responsibility,
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Answers questions related to a text	- Answering questions related to a text	Patience, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reads and listens to ordinal numbers in a text (4 th and 5 th)	- Reading and hearing a text with ordinal numbers (PB and AB)	Patience, responsibility, perseverance

- **Digital competences**

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

- **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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Values English as a learning tool for topics of interest	- Learning about Bonfire Night in the United Kingdom	Responsibility

- **Social and civic competence**

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 (Bonfire Night)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Shows interest in communicating with English-speakers	- Reads texts about the customs and culture of people who live in English-speaking countries	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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	- Participation in the games proposed in the TG	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Makes simple crafts and artistic compositions	- Let's make a paper sparkler!	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Learns about the culture in English-speaking countries	- Learning about Bonfire Night in English-speaking countries	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Through oral activities recognizes a larger number of objects than in the previous year (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Carries out an Arts or Crafts activity	- Making a paper sparker	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

FESTIVAL 2. PANCAKE 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 Pancake Day festival

To listen to a text

To listen to and sing a song

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 a pancake"

Search words related to Pancake Day in a maze (AB)

To read a text in a comprehensive manner and answer some questions (AB)

To look at some images and mark with a ✓ X symbol whether the image is correct or not. To write the sentences correctly

To draw and write a comic type story about Pancake Day

CONTENT

Vocabulary

- Main vocabulary: Frying pan, lent, pancake, plate, syrup, to want

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) - Identifies vocabulary about the Pancake Day 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

	<ul style="list-style-type: none"> - Understands short texts and is capable of answering questions about the topic - Understands messages containing instructions - Understands informative oral texts and feels capable to extract the main sense and also correct information.
To know and be capable of using the basic vocabulary and structures needed to produce short, 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 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 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 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. 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 saying known expressions in English related to Pancake Day
To show interest in knowing details about the customs of other countries	- Learns about Pancake Day

COMPETENCES

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

- **Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
- Identifies vocabulary about Pancake Day	- Listening to and identifying unit vocabulary and expressions - Listening to drills	Responsibility, perseverance
Identifies simple sentences related to the unit topic	- Listening 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 - Recap video featuring an auxiliary teacher	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, 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	Patience, responsibility
Reads texts and stories in a comprehensive manner	- Reading texts	Patience, responsibility, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions	Patience, responsibility, perseverance
Answers questions related to a text	- Answering questions related to a text	Patience, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Makes words following the letters in a maze	- Searching and writing words (AB)	Patience, responsibility, perseverance

- **Digital competences**

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

- **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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, 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.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, perseverance
Values English as a learning tool for topics of interest	- Learning about Pancake Day in the United Kingdom	Responsibility

- **Social and civic competence**

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
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 (Pancake Day)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Shows interest in communicating with English-speakers	- Reads texts about the customs and culture of people who live in English-speaking countries	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, 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, perseverance
Participates in games and acting	- Participation in the games proposed in the TG	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Makes simple crafts and artistic compositions	- Let's make pancakes!	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, perseverance
Learns about the culture in English-speaking countries	- Learning about Pancake Day in English speaking countries	Patience, responsibility, perseverance

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Through oral activities recognizes a larger number of objects than in the previous year	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Carries out an arts or crafts activity	- Making a pancake	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, perseverance

FESTIVAL 3. INDEPENDENCE DAY

The festival has just one Mission and three different activities. The student is allowed 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 Independence Day festival

To listen to a text

To listen to and sing a song

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 a liberty crown"

To look at images and complete words related to Independence Day (AB)

To read a text in a comprehensive manner and answer some questions (AB)

To look at some images and mark with a ✓ symbol the correct image. To write the name of the image in the sentences

To carry out an Arts and Crafts activity "Let's make a liberty crown"

CONTENT

Vocabulary

- Main vocabulary: Baseball, costume, crown, independence, parade, to declare

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) - Identifies vocabulary about the Independence Day 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

	<ul style="list-style-type: none"> - 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, 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 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
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 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 with certain degree of independence simple texts based on the contents learnt

	<ul style="list-style-type: none"> - 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 Independence Day
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Learns about Independence Day

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
- Identifies vocabulary about Independence 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 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	- Playing a Chant song	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, 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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Reads texts and stories in a comprehensive manner	- Reading texts	Patience, responsibility, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, perseverance
Answers questions related to a text	- Answering questions related to a text	Patience, responsibility, perseverance

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

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

- **Digital competences**

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

- **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	Patience, responsibility, 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.	Patience, responsibility, perseverance
Values English as a learning tool for topics of interest	- Learning about Independence Day in the USA	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance, responsibility

- **Social and civic competence**

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

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	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Shows interest in communicating with English-speakers	- Reads texts about the customs and culture of people who live in English-speaking countries	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, 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, gratitude, respect, perseverance
Participates in games and acting	- Participation in the games proposed in the TG	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Makes simple crafts and artistic compositions	- Let's make a liberty crown!	Patience, responsibility, perseverance
Learns about the culture in English-speaking countries	- Learning about the Independence Day festival in the USA	Patience, responsibility,

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Through oral activities recognizes a larger number of objects than in the previous year	Patience, responsibility, perseverance
Carries out an arts or crafts activity	- Let's make a liberty crown!	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, perseverance

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: Objects in the room, means of transportation, the weather, the school, action verbs and hobbies, clothes and prepositions
- Reusing vocabulary: Colours, toys, days of the week, fruit, food, adjectives, animals
- Grammar structures: Present continuous, present simple, There are/is...
- **Reusing structures:** Verbs have got, to like

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 - 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, 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.)

	<ul style="list-style-type: none"> - 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
Listening		
Identifies vocabulary studied during the course	<ul style="list-style-type: none"> - Listening to and identifying unit vocabulary and expressions 	Patience, responsibility, perseverance
Identifies simple sentences related to topics studied throughout the course	<ul style="list-style-type: none"> - Listening and identifying simple sentences 	Patience, fellowship, self-esteem, empathy, 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	- Listening to a text and identifying the corresponding pictures	Patience, responsibility, perseverance 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, 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	Patience, responsibility, perseverance
Reads expressions previously presented in the different units	- Reading the key expressions during the course	Patience, responsibility, gratitude, respect,
Reads the dialogues of a story in a comprehensive manner	- Reading a story	Patience, responsibility, perseverance
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions	Patience, responsibility, perseverance
Answers questions related to a text	- Answering questions related to a text	Patience, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reads and listens to numbers	- Listening to and reading numbers	Patience, responsibility, perseverance

- **Digital competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media for learning	- Carrying out the activities proposed in the digital book	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

- **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	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
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	Patience, responsibility, perseverance
Values English as a learning tool for topics of interest	- Reading a comic	Patience, self-esteem, responsibility, perseverance, responsibility

- **Social and civic competence**

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 a child find his umbrella	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

- **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the songs appearing in the story	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Shows independence and confidence in reading the story	- Shows confidence and interest in reading the story	Patience, responsibility, gratitude, respect, perseverance
Understands the overall meaning of the story and more specific information	- Shows confidence in understanding the overall meaning and more specific information of the story	Patience, self-esteem, responsibility, perseverance

MARKINGS

Name: _____

	Excellent	Very Good	Good	Satisfactory	Fail
LINGUISTIC COMMUNICATION					
Listening					
Identifies vocabulary related to the unit theme					
Identifies simple sentences related to the unit topic					
Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context					
Recognises the sound, rhythm, intonation and word stress of common expressions					
Checks the answers of the activities by means of a listening activity					
Speaking					
Sings a song using appropriate linguistic and paralinguistic elements					
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction					
Participates with interest in linguistic games "Game Time!" and in those proposed in the TG					
Practises interrogative sentences					
Delivers previously prepared short and simple presentations					
Reading					
Reads words previously introduced orally in class about the topic of objects in class					
Reads expressions previously introduced orally					
Reads texts and stories in a comprehensive manner					
Writing					
Writes words and sentences					
Is able to make sentences					
Writes very simple texts based on very structured models					
Reads, understands and completes texts or sentences with blank spaces, choosing the correct option or placing words in the adequate space					
Answers questions related to an oral or written text					

	Excellent	Very Good	Good	Satisfactory	Fail
MATHEMATICAL COMPETENCES AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY					
Reads and writes ordinal and cardinal numbers					
Reads and practises time expressions					
DIGITAL COMPETENCE					
Uses digital media for learning.					
LEARNING TO LEARN					
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit					
Uses basic strategies for learning to learn English resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context					
Uses videos on vocabulary in order to internalise the word's correct pronunciation					
Uses the grammar videos to internalise the use of grammar structures in a context and according to the correct pronunciation and intonation of the sentences					
Uses pronunciation videos to learn to pronounce and reproduce correctly words and sentences					
Uses the featured auxiliary teacher to consolidate the learnt unit vocabulary and grammar and learns the correct pronunciation of what has been learnt					
Values English as a learning tool					
Learns and internalises the unit vocabulary using word game					
SOCIAL AND CIVIC COMPETENCE					
Participates and enjoys games with his/her classmates respecting the basic behaviour rules					
Interest and concentration in order to understand the teacher's drills so as to provide the correct answers.					
Values foreign languages as an instrument to communicate with other people					
Shows interest in communicating with English-speakers					

	Excellent	Very Good	Good	Satisfactory	Fail
CULTURAL AWARENESS AND EXPRESSIONS					
Plays tunes					
Participates in games and acting					
Makes simple artistic compositions					
Learns a colloquial expression in each Reading.					
Learns about the culture in English-speaking countries					
SENSE OF INITIATIVE AND ENTREPRENEURIAL SPIRIT					
Identifies elements from the surroundings					
Carries out an Arts and Crafts activity					
Delivers previously prepared short and simple presentations					
Writes a short text on the topics studied in the class					