

ANAYA

Mission Accomplished Express 1^o

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STAGE AIMS AND COMPETENCES

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

negative gender stereotypes.

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

THE VAUGHAN METHOD

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

1. Oral production based classes

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

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

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

2. Correction

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

Why do we correct each mistake?

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

Why do we make immediate corrections?

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

Why do we make students repeat?

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

3. Motivation

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

HOW TO APPLY THE METHOD

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

CLASS AIMS

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

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

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

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

EACH LESSON PLAN

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

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

RECAP/REFRESH

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

SECTION: OBJECTIVE IN FOCUS

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

BACK TO BASICS

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

SONG TIME

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

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

HOMEWORK

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

REWIND

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

GAME TIME

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

IN CONCLUSION

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

But remember: it all begins with the teacher.

MISSION ACCOMPLISHED KEY FACTORS

COMPETENCES AND LEARNING OBJECTIVES

Carlos Marchena

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

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

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

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

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

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

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

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

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

Basic competences:

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

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

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

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

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

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

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

TEACHING VALUES

Rafael Valbuena and Ricardo Gómez

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

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

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

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

Value types and hierarchies

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

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

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

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

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

Teaching values at school. Where to start?

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

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

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

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

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

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

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

MULTIPLE INTELLIGENCES

Blanca Aguilar

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

(Howard Gardner)

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

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

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

About the teacher:

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

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

About the student:

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

possible.

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

About the curriculum:

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

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

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

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

COOPERATIVE LEARNING

Yolanda G. Huerta

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

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

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

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

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

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

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

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

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

How should cooperative learning be implemented in the classroom?

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

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

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

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

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

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

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

Strategies for ensuring effective "Teamwork" include:

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

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

First Term

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

Second Term

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

Third Term

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

INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT)

Inés Monreal

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

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

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

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

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

ICT in education

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

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

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

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

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

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

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

Educator profiles

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

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

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

Students and ICT

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

UNIT PLANNING

The present plan constitutes a model temporal learning sequence for the first 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*.

Page one, **Mission 1:** is designed for the group to get to know one another, to introduce the characters in the book and to learn common classroom expressions, such as: What's your name. My name's ... How old are you? I'm six. How are you? I'm fine. Sit down. Stand up. Be quiet. Open your books. Studying the numbers 1 to 10. Page two, **Mission 2:** Revision and consolidation of the topic learnt in *Mission 1*. They listen to and sing a song

CONTENT

Vocabulary and expressions

- Hi, hello, goodbye
- Numbers 1-10

Structures

- What's your name?
- **My name's...**
- How are you?
- I'm fine
- How old are you?
- I'm six
- Sit down. Stand up
- Be quiet
- Open your books

| 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) - Knows how to greet people and how to provide basic information on his/her |

| | |
|--|--|
| | <p>name and age</p> <ul style="list-style-type: none"> - Knows the numbers 1 to 10 - 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 - Shows interest when participating in language games - Understands songs - Expresses the ideas conveyed in the songs using gestures |
| <p>To know and use the basic vocabulary and basic structures for producing short and simple oral texts</p> <p>To internalise the structures and acquire spoken fluency through repetition (Speaking)</p> | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues. - Understands, imitates and repeats fluently the structures used by the teacher in 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 - Understands simple written texts containing the language studied in class - 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 |
| <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 simple texts based on the content learnt |
| <p>To mimic the pronunciation, intonation, rhythm and stress for reproducing texts</p> | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos |
| <p>To show interest in learning frequently used expressions in English</p> | <ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English |
| <p>To use English with interest and confidence when producing oral texts in everyday situations</p> | <ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |

COMPETENCES**CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES**• **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| To listen to | | |
| Identifies words and simple sentences | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to the drills (Missions 1-8) | Patience, fellowship, solidarity, responsibility, perseverance, empathy |
| 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 (Mission 1) | Responsibility, patience, fellowship, solidarity, perseverance, empathy |
| Recognises the sound, rhythm and intonation of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 2) | Patience, fellowship, solidarity, tolerance, empathy, respect |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | <ul style="list-style-type: none"> - Playing a song in Mission 2 | 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 (Missions 1-2) | Perseverance and responsibility |
| Participates in a "Game Time!" activity | <ul style="list-style-type: none"> - Reproducing simple expressions | Respect, fellowship |
| Reading | | |
| Reads words and expressions previously introduced in an oral manner | <ul style="list-style-type: none"> - Reading the character's introduction and the common expressions learnt orally (Missions 1-2) | Patience, fellowship, solidarity, tolerance, self-esteem |
| Writing | | |
| Traces words | <ul style="list-style-type: none"> - Tracing the characters' names and certain words from the unit (AB Missions 1-2) | Patience, tolerance, self-esteem, empathy, respect, perseverance |

- **Social and civic competence**

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

- **Mathematical competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|----------------------------|---|---|
| Learns the numbers 1 to 10 | - Listening to and reproduction of the numbers (Mission 1) - Reading the numbers (Missions 1-2) - Tracing numbers (AB Missions 1-2) | Patience, responsibility, self-esteem, perseverance |

- **Artistic and cultural competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|-----------------------|---|--|
| Plays tunes | - Reproducing the unit song (Mission 2) | Patience, fellowship, tolerance, self-esteem, empathy, respect |
| Participates in games | - Participating in the PB Game, and the games proposed in the TG (Missions 1-2) | Patience, fellowship, tolerance, self-esteem, empathy, respect, solidarity |

- **Learning to learn**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit | - Participation in the drills proposed in the TG (Missions 1-2) | Patience, fellowship, tolerance, self-esteem, empathy, respect, solidarity |

- **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 him/herself, such as his/her name and age | - Through a game he/she introduces him/herself (Mission 1) | Patience, solidarity, tolerance, self-esteem, empathy, perseverance |

UNIT 1

This unit (***What's this?***) focuses on learning the objects in the classroom. The unit contains 8 missions. Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening activity and oral exercises

To identify 6 objects in the classroom

To talk using the expressions: What's this? It's a pencil

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

To listen to the vocabulary about the objects in the classroom and circle those that are mentioned (AB)

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline pencil one of the words of the main vocabulary as well as the page number

To trace the vocabulary about the objects of the classroom (AB)

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: colours

Introducing the unit main vocabulary using a video

Pronunciation video showing mouth movements. To learn to join words together

To listen to and reproduce the expressions: What's this? It's a crayon

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read the vocabulary about the objects of the classroom and colours

To write the vocabulary about the objects of the classroom and trace the names of the colours

To trace on the skyline two objects of the classroom, chair and crayon as well as the page number

To carry out two Arts and Crafts activities, one consists in colouring and the other in making a poster

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To introduce the grammar using a listening exercise and other oral activities

To talk using the structures: This is a (book). Is this a (book)? Yes, it is. No it isn't. What is it?

To participate in a "Teamwork" game

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace the unit vocabulary

To read and match sentences to the corresponding picture (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities

Carrying out activities based on a listening activity

To participate in a "Game Time!" activity practising the structures: Is it a (yellow) book? Yes, it is. Is it (blue)? No, it isn't

Orally reproducing the structures of the unit and internalise them using the TG drills

Video in which the unit grammar structures are introduced and practised

To carry out a tracing activity of the grammar structures: Yes, it is; No, it isn't, that is also enunciated (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace sentences about the grammar structure learnt

To trace on the skyline any object of the classroom as well as the page number

To read and colour (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: Excuse me!

To act out the story

Orally reproducing the structures of the unit and internalise them using the TG drills

To listen to the story and number the cartoon panels (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read the story

To trace on the skyline any object of the classroom as well as the page number

To trace the names of the colours, write the objects of the classroom and colour (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: Its flag

To listen to questions about the United Kingdom's flag and point out the correct answer (AB)

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace the colloquial expression learnt in Mission 5

Mission 7.

ORAL COMMUNICATION

A page dedicated to non-linguistic content and language integrated learning. Arts and Crafts: To experiment with colours

Listens to and practises mathematical symbols (+ and =) in an experiment using colours: Yellow + red = orange

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write the names of the colours

To write the grammar structures "Yes, it is" and "No, it isn't"

Mission I CAN... Unit content revision.

ORAL COMMUNICATION

To listen and circle the objects of the classroom that are mentioned in the audio

To listen, identify pictures and answer questions using negative and affirmative answers

To listen to and complete a dialogue

Orally reproducing the structures of the unit and internalise them using the TG drills

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

CONTENT

Vocabulary

- Main vocabulary principal: Book, colour, crayon, green, orange, pencil, pencil case, purple, red, rubber, school bag, white, yellow
 - Extra vocabulary: Flag

Structures

- What's this? It's a ...
- Is this a/an...? Yes, it is/No, it isn't
- The pen is blue
- Is the pen blue?
- Yes, it is/No it isn't
- What colour is it? It's blue

Culture

- The flag of the United Kingdom

CLIL Arts and crafts

- Carrying out activities based on an Arts and Crafts activity using colours.

Phonetics

- Learning to join words: This is a book

| 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 classroom objects: Book, colour, crayon, pencil, pencil case, rubber, school bag - Identifies basic colours: Green, orange, purple, red, white, yellow - Understands the essence of oral narratives - What's this? It's a ... <ul style="list-style-type: none"> • Is this a/an...? Yes, it is/No, it isn't • The pen is blue • Is the pen blue? • Yes, it is/No it isn't • What colour is it? It's blue - 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 - Shows interest when participating in language games |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Understands songs - Expresses the ideas conveyed in the songs using gestures |
| <p>To know and use the basic vocabulary and basic structures for producing short and simple oral texts</p> <p>To internalise the structures and acquire spoken fluency through repetition (Speaking)</p> | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Understands, imitates and repeats fluently the structures used by the teacher in 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 - Understands simple written instructions associated to school tasks (Read, Match, Circle, Trace) - 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 simple texts based on the content learnt |
| <p>To mimic the pronunciation, intonation, rhythm and stress for reproducing texts.</p> | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Learns to join words: This is a book |
| <p>To show interest in learning frequently used expressions in English.</p> | <ul style="list-style-type: none"> - Shows interest in writing and repeating known expressions in English: Excuse me! |
| <p>To use English with interest and confidence when producing oral texts in everyday situations</p> | <ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns the names of the colours of the United Kingdom's flag - Feels confident in his/her capacity to express him/herself in English - Values the English language as a learning tool for other contents (Arts and Crafts) |

COMPETENCES

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

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| To listen to | | |
| Identifies words about classroom objects | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Missions 1-2) - Listening to the drills (Missions 1-8) - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Patience, responsibility, perseverance, self-esteem |
| 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 unit topic-related drills (Missions 1-8) | Patience, responsibility, perseverance, self-esteem |
| 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 1-8) - Grammar video in which the characters of the method have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Patience, responsibility, fellowship, tolerance, self-esteem, empathy, respect, gratitude |
| 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) | Patience, responsibility, fellowship, tolerance, self-esteem, empathy, respect, gratitude |
| 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, punctuality, gratitude, perseverance |

| | | |
|---|--|---|
| Participates with interest in linguistic games "Game Time!" and "Teamwork" | - Reproducing simple expressions (Missions 1-8) | Respect, fellowship, self-esteem |
| Participates in simple role plays | - Acting out the story of the Reading activity in Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Reading | | |
| Reads words previously introduced orally in class about the topic of objects in class | - Reading the unit key vocabulary (Missions 1-8) - Reading the unit key words from the Picture Dictionary (Mission 1) | Patience, solidarity, self-esteem, empathy, responsibility, respect, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and grammar expressions (Missions 1-8) (AB Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Learns the numbers 1 to 10 | - Listening to and reproduction of the numbers - Reading the numbers - Tracing numbers (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Learns to make an experiment with colours | - Learning about the creation of colours mixing different colours (Mission 7) - Learning the expressions plus (+) and equal (=) (Mission 7) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|--|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | Patience, fellowship, 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) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Uses basic strategies for learning to learn English resorting to a visual dictionary | - Using the Picture Dictionary in Mission 1 with the unit key vocabulary | Patience, responsibility, respect, gratitude, 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, stickers, etc. | Patience, self-esteem, empathy, responsibility, respect, perseverance |
| Uses videos on vocabulary in order to internalise the word's correct pronunciation | - Listening to the vocabulary video in Mission 2 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Uses the grammar videos to internalise the proper use of grammar structures in a context and according 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, punctuality, gratitude, perseverance |
| Uses pronunciation videos to learn to pronounce and reproduce correctly words and sentences | - Listening to the pronunciation video in Mission 2 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Uses the featured auxiliary teacher to consolidate the learnt unit vocabulary and grammar and learns the correct pronunciation of what | - Listening to the recap video of Mission 1 can | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, |

| | | |
|-----------------|--|--------------|
| has been learnt | | perseverance |
|-----------------|--|--------------|

• **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Participates and enjoys playing games and acting out with his/her classmates | <ul style="list-style-type: none"> - Participating in the "Game Time!" activity, games in which the entire class participates as well as in the "Teamwork" where the class is divided into groups (Missions 3-4) - Making a poster and acting out a short dialogue (Mission 2) - Participation in the games proposed in the TG (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Shows 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) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Plays tunes | <ul style="list-style-type: none"> - Reproducing the unit song (Mission 1) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Participates in games and acting out activities | <ul style="list-style-type: none"> - Participating in the PB "Game Time!" and "Teamwork" as well as in the games proposed in the TG - Acting out the unit story | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Makes simple Arts and Crafts compositions | <ul style="list-style-type: none"> - Let's make a poster (Mission 2) - Completing colouring activities (Mission 6) (AB Missions 2, 4, 5, 7, 8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Learns a colloquial expression in each Reading | <ul style="list-style-type: none"> - In all the Reading activities - learning a cultural expression (Missions 5 and 6) | Tolerance, self-esteem, empathy, responsibility, respect |

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Identifies elements from the surroundings | - Through oral activities recognises objects from his/her environment | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Carries out an experiment with colours | - Completing an activity in which new colours are obtained by mixing colours (Mission 7) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Is able to self-assess | - "Mission Accomplished?" Uses a sticker to self-assess him/herself about the concepts learned in this Mission (Missions 1-8) | Self-esteem, empathy, responsibility, respect, punctuality, perseverance |

UNIT 2

This unit (**Family time**) focuses on the *family*.
It has 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening activity and oral exercises

To identify 9 members of the family

To talk using the expressions: This is my (mum)

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

To listen to the names of the members of the family and write those that are mentioned (AB)

To listen to names of the members of the family and match them to a photograph

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline one of the words of the unit main vocabulary as well as the page number

To trace the vocabulary about the members of the family (AB).

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Revision of the previous mission vocabulary
Introducing the unit main vocabulary using a video
Pronunciation video showing mouth movements. To learn to contract words in interrogative sentences
To listen to and reproduce the expression: This is... This isn't
Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read vocabulary about members of the family and match it to photographs
Traces on the skyline the name of some members of the family as well as the page number
To carry out an Arts and Crafts activity, "Let's make a picture frame"

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To introduce the grammar using a listening exercise and other oral activities
To have a conversation by using the structures: Who's this? It's my (dad). Is this your (granny)? Yes, it is/No, it isn't
To participate in a "Teamwork" game
To listen to and point out the correct sentence (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline the unit vocabulary as well as in the "Trace and ask" activity
To trace the page number
To trace grammar structures (AB)

Lesson/Mission 4. Reinforcing grammar structures through fun activities

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Reinforcing the grammar studied in the previous Mission using a "Listen and write" activity
Introducing the second part of the grammar using a listening activity: Is this your (sister)?
Carrying out activities based on a listening activity
To participate in a "Game Time!" activity practising the structures: Who's this? It's my (brother)
Orally reproducing the structures and vocabulary of the unit and internalise them using the TG drills
Video in which the unit grammar structures are introduced and practised
To listen to and write about the members of the family that are being dictated (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write sentences about the grammar structure learnt
To trace on the skyline a member of the family as well as the page number
To read and match questions to their respective answers (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: Say Cheese! Cheese!

To act out the story

Orally reproducing the structures of the unit and internalise them using the TG drills

To listen to the story and number the cartoon panels (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and understand the story

To trace on the skyline a member of the family as well as the page number

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and say the colloquial expression learnt in Mission 5 in the "Say Cheese!" Reading

To listen to a text about a cultural theme in the United Kingdom: the British Royal Family

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace the colloquial expression learnt in Mission 5

To trace the page number

To trace words about the members of the family and match them to the British Royal Family's photographs

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Arts and Crafts: To listen about the members of the family through an activity related to a Botero's painting.

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write and trace the vocabulary about the members of the family

Through a listening activity make a family tree. To listen, trace and draw

To trace the page number

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen and number the members of the family that are mentioned in the audio

To listen to and complete a dialogue

Orally reproducing the structures of the unit and internalise them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace the last words relative to the unit vocabulary as well as the page number

CONTENT

Vocabulary

Main vocabulary: Aunt, brother, cousin, dad, family, granddad, granny, mum, sister, uncle

- Extra vocabulary: Family tree, me, prince, queen

Structures

- This is my mum/this isn't my mum
- Who's this? It's my dad
- It isn't my mum
- Is this my mum?
- Yes it is./No, it isn't
- Is this your dad?
- Yes, it is/No it isn't
- Possessive adjectives: My and your

Culture

- The British Royal Family

Content and Language Integrated Learning (CLIL)

Arts and Crafts

- A family tree

Phonetics

- To practise contractions in interrogative sentences: Who is...? Who's...?

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|---|--|
| To understand the main vocabulary and grammar structures in very short oral texts (Listening) | <ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Identifies members of his/her family: Aunt, brother, cousin, dad, family, granddad, granny, mum, sister, uncle - Understands the essence of oral narratives: <ul style="list-style-type: none"> • This is my mum/this isn't my mum • Who's this? It's my dad • It isn't my mum • Is this my mum? • Yes it is./No, it isn't. • Is this your dad? • Yes, it is/No it isn't - Understands the presentations and |

| | |
|---|--|
| | <p>narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video</p> <ul style="list-style-type: none"> - 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 |
| <p>To know and use the basic vocabulary and basic structures for producing short and simple oral texts To internalise the structures and acquire spoken fluency through repetition (Speaking)</p> | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Knows how to present the members of his/her family - Knows how to make and answer questions about family relations - Knows how to answer using "Yes-No" basic questions about family relations - Understands, imitates and repeats fluently the structures used by the teacher in 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 - Understands simple written texts containing the language studied in class - Understands simple written instructions associated to school tasks (Read, Write, Look, Listen, Match, Circle, Trace, Colour) - 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 simple texts based on the content learnt |
| <p>To mimic the pronunciation, intonation, rhythm and stress for reproducing texts</p> | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Learns to join words and contract words in interrogative sentences "Who is...?/Who's...?" |
| <p>To show interest in learning frequently used expressions in English</p> | <ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English: Say Cheese! Cheese! |

| | |
|--|--|
| 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 a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| To value the English language as a learning tool for other contents and other cultures | <ul style="list-style-type: none"> - Values the English language as a learning tool for other contents such as Arts and Crafts - Recognises the British Royal Family |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

- Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2) - 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 | <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, punctuality, 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 (Missions 1-8) - Grammar video in which the characters of the method have a conversation - Recap video featuring an auxiliary teacher (Mission 4) | Patience, fellowship, 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) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, |

| | | |
|---|--|--|
| | | perseverance |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a "Sing 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 | - 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 "Teamwork" | - Reproducing simple expressions (Missions 3 and 4) | Respect, fellowship |
| Participates in simple role plays | - Acting out the story of the Reading activity in Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Reading | | |
| Reads words previously introduced orally in class about the topic of members of the family | - Reading the unit key vocabulary (Missions 1-8) - Reading the unit key words from the Picture Dictionary (Mission 1) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and grammar expressions (AB Missions 1-8) | Patience, self-esteem, empathy, responsibility, respect, perseverance |

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|------------------------|
| Understands the numbers of the spoken activities | - Listening to and reproduction of the numbers (Missions 1-8) - Reading the numbers (Missions 1-8) | Patience, perseverance |

- **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|---|
| Uses digital media for learning | - Carrying out the activities proposed in the digital book | Patience, 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 | - Using the Picture Dictionary in Mission 1 with the unit key vocabulary | Patience, 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, stickers, etc. | 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, 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 in 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 |

- **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---|
| Participates and enjoys playing games and acting out with his/her classmates | <ul style="list-style-type: none"> - Participating in the "Game Time!" activity, games in which the entire class participates as well as in the "Teamwork" where the class is divided into groups (Missions 3 and 4) - Participation in the games proposed in the TG (Missions 1-8) | Respect and fellowship |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | <ul style="list-style-type: none"> - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Values foreign languages as an instrument to communicate with other people | <ul style="list-style-type: none"> - Use of the foreign language in a situation that implies helping other people (Mission 5) | Fellowship |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Plays tunes | <ul style="list-style-type: none"> - Reproducing the unit song (Mission 1) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Participates in games and acting out activities | <ul style="list-style-type: none"> - Participating in the PB "Game Time!" and "Teamwork" as well as in the games proposed in the TG (Missions 1-8) - Acting out the unit story (Mission 5) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Makes simple Arts and Crafts compositions | <ul style="list-style-type: none"> - Listen, trace and draw Drawing a picture of his/her family (Mission 7) - Completing colouring activities (AB and PB) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Learns a colloquial expression | <ul style="list-style-type: none"> - Learning a cultural colloquial expression | Fellowship, solidarity, tolerance, self-esteem, |

| | | |
|--|--------------------|------------------|
| | (Missions 5 and 6) | empathy, respect |
|--|--------------------|------------------|

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Identifies elements from their surroundings | - Through oral activities recognises objects from his/her environment (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Is able to self-assess | - "Mission Accomplished?" Uses a sticker to self-assess him/herself about the concepts learnt in each Mission | |

UNIT 3

This unit (**Toys and nature**) focuses on the topic of toys and activities in the nature. It has 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening activity and oral exercises

To identify 6 toys

To talk using the expressions: What's this? It's a (blue bike)

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

To listen to the names of toys and write those that are mentioned (AB)

Orally reproducing the structures of the unit and internalise them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline one of the words of the unit main vocabulary as well as the page number

To write the vocabulary about toys (AB)

To join dots and draw a toy. To write the name of the toy (AB)

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and reproduce the sentences with action verbs: I fly a kite, I ride a bike, I play football, I play with my Teddy Bear

Orally reproducing the structures of the unit and internalise them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To read and trace the vocabulary about toys and relate it to photographs
- To trace on the skyline the names of some toys as well as the page number
- To carry out an Arts and Crafts activity, "Let's make a toy box"

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- To introduce the days of the week and grammar using a listening exercise and other oral activities
- To listen to and repeat the days of the week
- To have a conversation by using the structures: Is it Wednesday? Yes, it is. No, it isn't
- To listen to the days of the week, and put them in order (AB)
- Orally reproducing the structures of the unit and internalise them using the TG drills
- Recap of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To trace on the skyline the unit vocabulary as well as the page number
- To listen to the days of the week

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Introduction of the new grammar using a "Listen and point" activity. Then say
- To listen to and write sentences: Listen and point, Listen and match
- Orally reproducing the structures of the unit and internalise them using the TG drills
- Recap of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills
- Video in which the unit grammar structures are introduced and practised

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To write sentences about the grammar structure learnt
- To trace on the skyline a member of the family as well as the page number
- To read the action verbs and match them to pictures (AB)
- To listen to and understand verbs and the days of the week to make sentences

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
- Learning a colloquial expression: Come with me!
- To act out the story
- Orally reproducing the structures of the unit and internalise them using the TG drills
- Recap of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To read and understand the story
- To trace sentences from the story (AB)
- To trace on the skyline the unit vocabulary as well as the page number

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

- To listen to and repeat the colloquial expression learnt in Mission 5 in the Reading activity: Come with me!
- To listen to a text about a cultural topic in the United Kingdom: the Paddington Bear
- Orally reproducing the structures of the unit and internalise them using the TG drills
- Recap of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To trace the colloquial expression learnt in Mission 5
- To write the colloquial expression learnt in Mission 5 (AB)
- To trace the page number
- To read a text in a comprehensive manner

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- A page dedicated to non-linguistic content and language integrated learning
- Mathematics: To listen to and trace the name of different geometrical shapes: Triangle circle, square, rectangle
- Orally reproducing the structures of the unit and internalise them using the TG drills
- Recap of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To trace the name of geometrical figures and colour objects
- To trace and write numbers and names of toys

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- To listen to and number the toys and actions heard in the audio
- To listen to and circle the correct option
- Orally reproducing the structures of the unit and internalise them using the TG drills
- Recap of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills
- 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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To trace on the skyline the last words relative to the unit vocabulary as well as the page number

To write the name of toys and the days of the week

CONTENT

Vocabulary

Toys and Nature

- Main vocabulary: Ball, bike, kite, Teddy Bear, toys, videogame, fly a kite, jump, play, ride a bike, run, swim, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Extra vocabulary: Circle, rectangle, square, triangle

Structures

- Is it Monday?
- Yes, it is/No, it isn't
- I swim on Mondays

Culture

- Paddington Bear

Content and Language Integrated Learning (CLIL)

Maths

- Shapes: Circle, rectangle, square, triangle

Phonetics

- To practise the /b/and /v/sounds using a video

| 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 toys, action verbs and days of the week: Ball, bike, kite, Teddy Bear, toys, videogame, fly a kite, jump, play, ride a bike, run, swim, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday - Understands the essence of oral narratives: <ul style="list-style-type: none"> • Is it Monday? • Yes, it is/No, it isn't • I swim on Mondays - 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 - Shows interest when participating in language games |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Understands songs - Expresses the ideas conveyed in the songs using gestures |
| <p>To know and use the basic vocabulary and basic structures for producing short and simple oral texts</p> <p>To internalise the structures and acquire verbal fluidity through repetitions (Speaking)</p> | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Uses toy and activity related vocabulary to make simple sentences and describe customs in the first person - Is able to pronounce the days of the week - Knows how to answer simple questions and knows how to incorporate a time expression referred to one day of the week with the preposition <i>on</i>. - Understands, imitates and repeats fluently the structures used by the teacher in 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 - Understands simple written texts containing the language studied in class - Understands simple written instructions associated to school tasks (Read, Write, Look, Listen, Match, Circle, Trace, Colour) - 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 simple texts based on the content learnt |
| <p>To mimic the pronunciation, intonation, rhythm and stress for reproducing texts</p> | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Learns to pronounce correctly the /b/and /v/sounds |
| <p>To show interest in learning frequently used expressions in English</p> | <ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English: Come with me! |
| <p>To use English with interest and confidence when producing oral texts in everyday situations</p> | <ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| <p>To value the English language as a</p> | <ul style="list-style-type: none"> - Values the English language as a |

| | |
|---|--|
| learning tool for other contents and other cultures | learning tool for other contents such as Mathematics Recognises basic shapes - Recognises the Paddington bear's image |
|---|--|

COMPETENCES

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

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| To listen to | | |
| Identifies words about toys, and the days of the week | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary (Missions 1-2) - Listening to the drills (Missions 1-8) - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance |
| 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 | 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 of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Listening to a text and identifying the corresponding pictures (Missions 1-2) - Grammar video in which the characters of the method have a conversation (Mission 4) - Recap video featuring an auxiliary teacher (Mission 8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, 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 - Introducing the unit vocabulary using a video and stressing the correct pronunciation of each word (Mission 2) - Introducing the unit grammar using a video and stressing the correct pronunciation and intonation of the sentences (Mission 4) - Playing a pronunciation video (Mission 2) | |
| 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"> - Playing and consolidation grammar structures from this unit or previous ones through activities based on repetition and correction (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Reading | | |
| Reads words previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key vocabulary (Missions 1-8) - Reading the unit key words from the Picture Dictionary (Mission 1) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Reads expressions previously introduced orally | <ul style="list-style-type: none"> - Reading the unit key expressions (Missions 1-8) | |
| Writing | | |
| Writes and traces words and sentences | <ul style="list-style-type: none"> - Writing and tracing the unit key vocabulary and grammar structures | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| Understands the numbers of the spoken activities | - Listening to and reproduction of the numbers - Reading the numbers | Patience, responsibility, perseverance |
| Counts objects | - Completing an activity counting toys (AB Mission 7) | Patience, tolerance, self-esteem, empathy, 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, 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 previous unit or units | - 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 | - Using the Picture Dictionary in Mission 1 with the unit key vocabulary | Patience, perseverance |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | - Identification of the meaning of words using flashcards, stickers, etc. (Missions 1-8) | Patience, responsibility, respect, perseverance |
| Uses vocabulary videos to internalise the correct pronunciation of the words | - Listening to the vocabulary video in Mission 2 | |
| 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, 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 in Mission 2 | Patience, fellowship, 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, self-esteem, empathy, responsibility, respect, gratitude, perseverance |

• **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---|
| Participates and enjoys playing games and acting out with his/her classmates | - Acting out the Reading activity of Mission 5 - Participation in the games proposed in the TG (Missions 1-8) | Respect, empathy, fellowship, solidarity |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Values foreign languages as an instrument to communicate with other people | - Use of the foreign language in a situation that implies helping and supporting other people (Mission 5) | Fellowship |

• **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, punctuality, gratitude, perseverance |
| Participates in games and acting out activities | - Participation in the games proposed in the TG - Acting out the unit story (Mission 5) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

| | | |
|---|--|--|
| Makes simple Arts and Crafts compositions | - Let's make a toy box (Mission 2) - Completing colouring and dot joining activities (AB Missions 1, 6) | Patience, fellowship, self-esteem, empathy, responsibility, respect, perseverance |
| Learns a colloquial expression | - Learning a cultural colloquial expression in Missions 5 and 6 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---|
| Identifies elements from their surroundings | - Through oral activities recognises objects from his/her environment (Missions 1-8) | Patience, responsibility, respect, gratitude, perseverance |
| Is able to self-assess | - "Mission Accomplished?" Uses a sticker to self-assess him/herself about the concepts learnt in each Mission | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |

UNIT 4

This unit (**Animals**) focuses on the topic of animals.

It has 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening exercise

To identify 10 animals

To talk using vocabulary about animals and making use of the expressions: Is this a zebra? No, it isn't. It's a tiger

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

To listen to the names of toys and write those that are mentioned (AB)

Orally reproducing the structures of the unit and internalise them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline one of the words of the unit main vocabulary as well as the page number

To write the vocabulary related to animals (AB)

To read sentences in a comprehensive manner and relate the sentences to images

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To revise the previous mission vocabulary and introduce the new one, the numbers from 11 to 20

To introduce the unit main vocabulary using a video

Pronunciation video showing mouth movements. To learn the intonation of affirmative and negative sentences: There's a lion/There isn't a lion

To listen to and understand oral messages from an audio about animals and numbers

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

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

To say the numbers from 1 to 20 and make an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and trace the vocabulary about animals and relate it to photographs

To trace on the skyline the name of some animals as well as the page number

To carry out an Arts and Crafts activity, "Let's make an animal mask!"

To read and find the names of animals and circle them (AB)

To draw an animal and write its name (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To introduce the unit grammar: There's a (lion). There isn't a (lion). Is there a crocodile? Yes, there is. No, there isn't

To talk using the structures: Is there a lion? Yes, there is. No, there isn't

To listen to the names of animals and number the photographs

To participate in a "Game Time!" activity to practise the structures: Is there a giraffe? No, there isn't. There are an elephant and a monkey

Orally reproducing the structures of the unit and internalise them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline the unit vocabulary as well as the page number

To read, understand sentences and choose the correct sentence (AB)

To read questions, answer the questions and colour a drawing (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To introduce the new grammar using an audio. Is there a lion or a giraffe?

To listen and understand sentences related to the structure studied and the animals

To participate in a "Game Time!" activity practising the structures: There's a

(lion)!

Orally reproducing the structures of the unit and internalise them using the TG drills

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

Video in which the unit grammar structures are introduced and practised

To listen to and write sentences

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and understand sentences about the learnt grammar structure and answer some questions

To read, understand and draw

To trace on the skyline some animals as well as the page number

To read sentence, understand the unit vocabulary and other words previously learnt, match the questions to the correct answers and colour the animals (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

To learn a colloquial expression: Be careful!

To act out the story

To listen to the story and number the cartoon panels (AB)

Orally reproducing the structures of the unit and internalise them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and understand the story

To read sentences from the story and match them to the corresponding character (AB)

To trace on the skyline the unit vocabulary as well as the page number

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and repeat the colloquial expression learnt in Mission 5 in the Reading activity: Be Careful!

To listen to sentences about London Zoo and trace the sentences

Orally reproducing the structures of the unit and internalise them using the TG drills

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

To listen to a text, understand it and draw a picture of the zoo that it describes (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace the colloquial expression learnt in Mission 5

To write the colloquial expression learnt in Mission 5 (AB)

To trace the page number

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Natural Sciences: To listen to, point at and repeat the name of the animals

Orally reproducing the structures of the unit and internalise them using the TG drills

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read the colours and colour a drawing as indicated. To write the name of the animal (AB)

To read and understand sentences about animals and match them to the corresponding photograph

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and point out the animals heard in the audio

To check the answers of written exercises using an audio. Listen and check

Orally reproducing the structures of the unit and internalise them using the TG drills

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

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 listen to, ask and choose the correct answer

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline the last words relative to the unit vocabulary as well as the page number

To write the name of the animals

CONTENT

Vocabulary

- Main vocabulary: Animals, bear, crocodile, elephant, giraffe, lion, monkey, snake, tiger, zebra, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
- Extra vocabulary: Bird, chicken, duck, parrot

Structures

- There's a lion/There isn't a lion
- Is there a crocodile?
- Yes, there is/No, there isn't
- Is there a monkey or an elephant?

Culture

- London Zoo

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

- Birds

Phonetics

- Intonation of affirmative and negative sentences. There's a lion/There isn't a lion

| ASSESSMENT CRITERIA | LEARNING OBJECTIVES |
|--|---|
| <p>To understand the main vocabulary and grammar structures in very short oral texts (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 animals and the numbers 1 to 20: Animals, bear, crocodile, elephant, giraffe, lion, monkey, snake, tiger, zebra, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty - Understands the essence of oral narratives: <ul style="list-style-type: none"> - There's a lion/There isn't a lion <ul style="list-style-type: none"> • Is there a crocodile? • Yes, there is/No, there isn't • Is there a monkey or an elephant? - 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 - Shows interest when participating in language games - Understands songs - Expresses the ideas conveyed in the songs using gestures |
| <p>To know and use the basic vocabulary and structures for simple and short oral production To internalise the structures and acquire spoken fluency through repetition (Speaking)</p> | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Uses vocabulary about animals and expresses existence: There's /There isn't. Is there...? Yes, there is /No, there isn't. - Knows how to incorporate the disjunctive <i>or</i> conjunction. - Understands, imitates and repeats fluently the structures used by the teacher in 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 - Understands simple written texts containing the language studied in class - Understands simple written instructions associated to school tasks (Read, Write, Look, Listen, Match, Circle, Trace, Colour) - 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 learnt |
| To mimic the pronunciation, intonation, rhythm and stress for reproducing texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - To learn the correct intonation of affirmative and negative sentences |
| 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: Be careful! |
| 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 a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| To value the English language as a learning tool for other contents and other cultures | <ul style="list-style-type: none"> - Values the English language as a learning tool for other contents such as Natural Sciences: Shows interest about the life of birds - Recognises the importance of the London Zoo |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary (Missions 1 and 2) - Listening to drills - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance |
| Identifies simple sentences | <ul style="list-style-type: none"> - Listening to and identifying simple sentences (Missions 1-8) - Listening to and understanding the unit or previous units topic-related drills (Missions 1-8) - Grammar video in which the characters of the method have a conversation (Mission 4) | 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 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 1-8) - 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, punctuality, 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, vocabulary and grammar video featuring an auxiliary teacher (Mission 8). | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, 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 2 | 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 | - 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 games | - Participating in "Game Time!" and "Teamwork" games and in those proposed in all the TG Missions (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates in simple role plays | - Acting out the story of the Reading activity in Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Answers questions asked by the auxiliary teacher featured in the recap video or repeats what the teacher indicates | - Playing the recap video of Mission 8 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary (Missions 1-8) - Reading the unit key words from the Picture Dictionary (Mission 1) | Patience, self-esteem, empathy, responsibility, respect, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions (Missions 1-8) | Patience, responsibility, respect, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and grammar expressions (Missions 2, 4, 6) (AB Missions 1, 2, 3, 4, 6) | Patience, responsibility, self-esteem, respect, perseverance |

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| Learns the numbers from 11 to 20 and revises the previous ones | - Listening to and reproduction of the numbers (Missions 1-8) - Reading the numbers (Missions 2, 7 and 8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

| | | |
|--|---|---|
| Understands the numbers of the spoken activities | <ul style="list-style-type: none"> - Listening to and reproduction of the numbers (Missions 2 and 8) - Reading the numbers (Missions 2 and 8) | Patience, fellowship, solidarity, tolerance, self-esteem, responsibility, respect, perseverance |
|--|---|---|

• **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|---|
| Descriptors | Implementing Activities | RELATED VALUES |
| Uses digital media for learning | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Using the Picture Dictionary in Mission 1 with the unit key vocabulary | Patience, responsibility, respect, perseverance |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Identification of the meaning of words using flashcards, stickers, etc. (Missions 1-8) | Patience, responsibility, respect, perseverance |
| Uses vocabulary videos to internalise the correct pronunciation of the words | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Listening to the pronunciation video in 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 to the recap video of Mission 1 can | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
|--|---|---|

• **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Participates and enjoys playing games with his/her classmates | - Participating in "Game Time!" and "Teamwork" activities or in games proposed in the TG (Missions 1-8) | Respect and fellowship |
| Participates and enjoys acting with his/her classmates | - Acting out the story of Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| 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 foreign languages as an instrument to communicate with other people | - Use of the foreign language in a situation that implies helping other people | Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Plays tunes | - Reproducing the unit song (Mission 1) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Participates in games and acting out activities | - Participating in the PB "Game Time!" and the games proposed in the TG. (Missions 1-8) - Acting out the unit story (Mission 5) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

| | | |
|---|--|--|
| Makes simple Arts and Crafts compositions | - "Let's make an animal mask!" (Mission 2) - Completing colouring, drawing and dot joining activities (Missions 4, 7) (AB Missions 2, 3, 4, 6, 7) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Learns a colloquial expression | - Learning a cultural colloquial expression in the Reading activity of Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Identifies elements from their surroundings | - Through oral activities recognises objects from his/her environment (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Carries out an Arts and Crafts activity | - Completing an activity where he/she has to make the mask of an animal (Mission 2) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Is able to self-assess | - "Mission Accomplished?" Uses a sticker to self-assess him/herself about the concepts learnt in each Mission | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

UNIT 5

This unit (**My body**) focuses on the human body.

It has 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening exercise

To identify 9 body parts

To talk using vocabulary about body parts and using the expressions: What's this? Is this your leg? No, it isn't. It's my arm

To listen to and sing a "Rap and clap" 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

To write body parts (AB)

To use the audio to listen to the correct answer of the activities "Listen and check" (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline one of the words of the unit main vocabulary as well as the page number

To write the vocabulary related to the body parts (AB)

To read sentences in a comprehensive manner and relate the sentences to images

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To revise the previous mission vocabulary and introduce the new one

To introduce the unit main vocabulary using a video

Pronunciation video showing mouth movements. To learn the intonation of interrogative sentences: Do you have a head?

To listen to and understand sentences using an audio about the body parts

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 trace the vocabulary of the body parts and match it to a photograph

To trace on the skyline the name of some body parts as well as the page number

To carry out an Arts and Crafts activity, "Let's make a robot!"

To read and understand sentences and draw a picture following the instructions provided by those sentences (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To introduce the unit grammar: I have.../I don't have...

To listen to and understand texts and matches them to the illustrations

To participate in a "Teamwork" game

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 audios in order to correct the activities

To listen to some sentences and tell whether the picture is correct or incorrect (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline the unit vocabulary as well as the page number

To read sentences linked to pictures and write the according grammar structure (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To introduce the new grammar using an audio. Do you have a head? Yes, I do /No, I don't

- To listen to sentences related to the studied structure and the body parts
- To participate in a "Game Time!" activity
- To talk using vocabulary about body parts and making use of the expressions: Do you have one eye? No, I don't. I have two eyes
- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units, internalise and consolidate them using the TG drills
- Video in which the unit grammar structures are introduced and practised
- To use an audio in order to correct the activities Listen and check (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To read and understand sentences about the learnt grammar structure and answer some questions
- To read, understand and draw
- To trace on the skyline any body part as well as the page number
- To read questions, trace part of the question and write the answer (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
- To learn a colloquial expression: Ouch!
- To act out the story
- To use the audio in order to correct an activity Listen and check (AB)
- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units, internalise and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To trace on the skyline the unit vocabulary as well as the page number
- To read and understand the story (AB)
- To read and complete the dialogues (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

- To listen to and repeat the colloquial expression learnt in Mission 5 in the Reading activity: Ouch!
- To listen to a text about baseball
- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units, internalise and consolidate them using the TG drills
- To listen to a text and carry out an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To trace the colloquial expression learnt in Mission 5
- To write sentences after an audio (AB)
- To trace the page number

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Natural Sciences: hospitals

To listen to sentences and match them to photographs

To listen to sentences and match them to illustrations

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

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

To listen to a text and carry out an activity

WRITTEN COMMUNICATION

To read vocabulary about hospitals and circle the correct word according to the photograph (AB)

To complete a text linked to an audio (AB)

Mission I CAN.... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and write body parts

To check the answers of written exercises using an audio Listen and check

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

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

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 listen to and write the correct word (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline the last words relative to the unit vocabulary as well as the page number

To write the answers to some questions related to an illustration

To write body parts

To answer to some questions about him/herself (AB)

CONTENT

Vocabulary

My body

- Main vocabulary: Arm, ear, eye, foot, hand, head, leg, mouth, nose
- Extra vocabulary: Bat, baseball, doctor, hospital, nurse, patient, players, team

Structures

- I have.../I don't have....
- Do I have a head?
- Yes, you do/No, you don't
- Do you have an eye?
- Yes, I do/No, I don't

Culture

- Baseball in the USA

Content and Language Integrated Learning (CLIL)**Social Science:**

At the hospital

Phonetics

- Intonation of the questions

| 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 body parts: Arm, ear, eye, foot, hand, head, leg, mouth, nose - Understands essential information in oral narratives in which the verb "to have" is used in the first and second person, and in affirmative, interrogative and negative sentences: <ul style="list-style-type: none"> - I have.../I don't have.... <ul style="list-style-type: none"> • Do I have a head? • Yes, you do/No, you don't • Do you have an eye? • Yes, I do/No, I don't - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - 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 basic structures for producing short and simple oral texts To internalise the structures and acquire verbal fluidity through repetitions (Speaking) | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Uses vocabulary about animals and the verb "to have" in the first and second person, in affirmative, interrogative and negative sentences - Knows regular and irregular plurals as well as the pronouns and pronounces them correctly, specially the final pronunciation of regular plurals - Understands, imitates and repeats fluently the structures used by the teacher in the drills |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Repeats the words or structures asked for by the auxiliary teacher in the recap video |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt - Understands simple written texts containing the language studied in class - Understands simple written instructions associated to school tasks (Read, Write, Look, Listen, Match, Circle, Trace, Colour) - 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 learnt |
| To mimic the pronunciation, intonation, rhythm and stress for reproducing texts | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Learns the correct intonation of interrogative sentences |
| 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: Ouch! |
| 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 a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| To value the English language as a learning tool for other contents and other cultures | <ul style="list-style-type: none"> - Values the English language as a learning tool for other contents such as Natural Sciences: Health. Values the importance of health and the role hospitals play in today's society - Recognises the importance of baseball in the USA culture |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary (Missions 1, 2) - Listening to the drills (Missions 1-8) - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Patience, empathy, responsibility, perseverance, self-esteem |
| Identifies simple sentences | <ul style="list-style-type: none"> - Listening to and identifying simple sentences (Missions 1-8) - Listening to and understanding the unit or previous units topic-related drills (Missions 1-8) - Grammar video in which the characters of the method have a conversation (Mission 4) | Patience, responsibility, perseverance, self-esteem |
| 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 1-8) - Grammar video in which the characters of the method have a conversation (Mission 4) - Recap video featuring an auxiliary teacher | Patience, fellowship, tolerance, self-esteem, empathy, responsibility, respect, gratitude |
| 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, vocabulary and grammar video featuring an auxiliary teacher (Missions 2, 4 and 8) | Patience, fellowship, empathy, 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, perseverance |

| | | |
|---|--|--|
| 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) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance |
| Shows interest when participating in games | - Participating in "Game Time!" and "Teamwork" games and in those proposed in all the TG Missions (Missions 1-8) | Respect, fellowship, self-esteem |
| Participates in simple role plays | - Acting out the story of the Reading activity in Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Answers questions asked by the auxiliary teacher featured in the recap video or repeats what the teacher indicates | - Playing the recap video of Mission 8 | Responsibility, perseverance |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary (Missions 1-8) - Reading the unit key words from the Picture Dictionary (Mission 1) | Patience, solidarity, self-esteem, empathy, responsibility, respect, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and grammar expressions (Missions 1-8) (AB Missions 1, 3, 4, 5, 6, 7, 8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|---|
| Reads numbers related to parts of the body | <ul style="list-style-type: none"> - Listening to the numbers - Reading the numbers (Missions 1, 2, 3, 4, 5, 6, 8) (AB Missions 2, 3, 4, 5) - Counts parts of the body (Missions 1, 2, 3, 4, 5, 6, 8) (AB Missions 2, 3, 4, 5) | Patience, solidarity, self-esteem, empathy, responsibility, respect, perseverance |
| Understands the numbers in a song as well as in written and enunciated texts | <ul style="list-style-type: none"> - Listening to and reproduction of the numbers - Reading the numbers (Missions 1, 2, 3, 4, 5, 6, 8) (AB Missions 2, 3, 4, 5) | Patience, solidarity, self-esteem, responsibility, respect, perseverance |

• **Digital competences**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---------------------------------|--|--|
| Uses digital media for learning | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Using the Picture Dictionary in Mission 1 with the unit key vocabulary | Patience, responsibility, respect, perseverance |
| Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context | <ul style="list-style-type: none"> - Identification of the meaning of the words using flashcards, stickers, etc. | Patience, 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, empathy, responsibility, 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, respect, perseverance |
| Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly | Listening to the pronunciation video in Mission 2 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, 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 8 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

- **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|---|
| Participates and enjoys playing games with his/her classmates | - Participating in "Game Time!" and "Teamwork" activities or in games proposed in the TG (Missions 1-8) | Respect and fellowship |
| Participates and enjoys acting with his/her classmates | - Acting out the story of Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance |
| Values foreign languages as an instrument to communicate with other people | - Use of the foreign language in a situation that implies helping other people. Reading Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Plays tunes | - Playing the song of the unit Mission 1 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates in games and acting out activities | - Participating in the "Game Time!" and "Teamwork" and in games proposed in the TG (Missions 1-8) - Acting out the unit story Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Makes simple Arts and Crafts compositions | - "Let's make a robot!" Mission 2 - Completing colouring, drawing and dot joining activities. (Mission 8) (AB Mission 2) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Learns a colloquial expression | - Learning a cultural colloquial expression in the Reading activity of Mission 5 | 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 recognises objects from his/her environment (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Carries out an Arts and Crafts activity | - Completing an activity where he/she has to make a robot Mission 2 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Is able to self-assess | - "Mission Accomplished?" Uses a sticker to self-assess him/herself about the concepts learnt in each Mission | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

UNIT 6

This unit (*Mmm...Food!*) focuses on food.
It has 8 missions.
Each mission lasts sixty minutes.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening exercise

To identify 9 types of food

To talk using food vocabulary and making use of the expressions: Do you have an (apple)? No, I don't. I have (chocolate)

To listen to and sing a "Rap and clap" 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 trace on the skyline one of the words of the unit main vocabulary as well as the page number

To write the vocabulary relative to different types of food (AB)

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To revise the previous mission vocabulary and introduce the new one: The verb "to like"

To introduce the unit main vocabulary using a video

Pronunciation video showing mouth movements. To learn to pronounce the /æ/sound

To listen to and understand sentences using an audio and choose the correct answer

To listen to sentences and repeat them

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 trace on the skyline the name of some food items as well as the page number

To trace the names of food items

To carry out an Arts and Crafts activity, "Let's make a poster!"

To look at a picture, read and understand the sentences related to the picture and choose the correct option (AB)

To write about what he/she likes or dislikes and draw a picture

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To introduce the unit grammar through the listening, "Do you like soup? Yes, I do. No, I don't"

- To talk using the structures: Do you like...? Yes, I do. No, I don't
- To participate in a "Teamwork" game
- 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 trace on the skyline the unit vocabulary as well as the page number
- To write the names of food items in the "Teamwork" game
- To read and understand the sentences and chooses the answers following the indications (AB)
- To read, understand and answer questions about him/herself using grammar structures that have been studied (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- To introduce the new grammar using an audio. What do you like? When do you eat?
- To participate in a "Game Time!" activity
- To talk using vocabulary about food items and making use of the expression "When do you eat?" and revising the days of the week: I eat meat on Mondays
- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units, internalise and consolidate them using the TG drills
- Video in which the unit grammar structures are introduced and practised
- To listen to some dialogues and carry out an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To listen to some sentences and choose the correct option according to the illustration, writing the corresponding day of the week
- To trace on the skyline a food type as well as the page number
- To complete some dialogues using an audio (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
- To learn a colloquial expression: Thank you!
- 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, internalise and consolidate them using the TG drills
- To listen to the story, number the cartoon panels and complete the bubbles

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To trace on the skyline the unit vocabulary as well as the page number
- To read and understand the story
- To complete the bubbles of the story (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to and repeat the colloquial expression learnt in Mission 5 in the Reading activity: Be Careful!

To listen to a text about maple syrup in Canada

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace the colloquial expression learnt in Mission 5

To trace the page number

To read sentences, trace or write some words and match the sentences to the corresponding pictures

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Natural Sciences: Fruits

To listen to sentences and match them to photographs

To listen to a text and carry out an activity

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

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

To use an audio in order to correct an activity. Tick the fruit. Then listen and check

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace the page number

To read and understand some sentences to colour pictures (AB)

To complete sentences (AB)

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to food items and circle those that are mentioned

To check the answers of written exercises using an audio Listen and check

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To trace on the skyline the last words relative to the unit vocabulary as well as the page number

To write the name of the food items and the grammar structures studied in the unit

To write the name of food items and match the sentences to the photographs

To answer some questions about themselves related to the unit topic (AB)

CONTENT

Vocabulary

- Main vocabulary: Apple, banana, bread, cereal, chocolate, fish, meat, milk, salad, soup, kiwi
- Extra vocabulary: Maple syrup, orange, pancake, strawberry, toast, watermelon

Structures

- I like/ don't like
- Do you like...?
- Yes I do/No I don't
- What do you like?
- When do you eat salad?

Culture

- Maple syrup

Content and Language Integrated Learning (CLIL)

Social Science

- Fruit

Phonetics

- Sound /ae/

| 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 types of food: Apple, banana, bread, cereal, chocolate, fish, meat, milk, salad, soup, kiwi, maple syrup, orange, pancake, strawberry, toast, watermelon - Understands the essence about oral narratives in which the following structures are used: <ul style="list-style-type: none"> • I like/ don't like • Do you like....? • Yes I do/No I don't • What do you like? • When do you eat...? - 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 - Shows interest when participating in |

| | |
|--|---|
| | <p>language games</p> <ul style="list-style-type: none"> - Understands songs - Expresses the ideas conveyed in the songs using gestures |
| <p>To know and use the basic vocabulary and structures for simple and short oral production To internalise the structures and acquire spoken fluency through repetition (Speaking)</p> | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Uses vocabulary about food and the verb "to like" in the first and second person, in affirmative, interrogative and negative sentences - Knows how to make and answer to the questions "What do you like?" and "When do you eat...?" - Understands, imitates and repeats fluently the structures used by the teacher in 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 - Understands simple written instructions associated to school tasks (Read, Write, Look, Listen, Match, Circle, Trace, Colour) - 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 simple texts based on the content learnt |
| <p>To mimic the pronunciation, intonation, rhythm and stress for reproducing texts</p> | <ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Learns to pronounce correctly the /ae/sound |
| <p>To show interest in learning frequently used expressions in English</p> | <ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English: Thank you! |
| <p>To use English with interest and confidence when producing oral texts in everyday situations</p> | <ul style="list-style-type: none"> - Shows interest in using English as a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| <p>To value the English language as a</p> | <ul style="list-style-type: none"> - Values the English language as a |

| | |
|---|--|
| learning tool for other contents and other cultures | learning tool for other contents such as Natural Sciences: The fruit - Shows interest in the origin of food products - To know the importance of maple syrup |
|---|--|

COMPETENCES

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

- **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary (Missions 1-2) - Listening to drills - Video presentation on the unit main vocabulary by the characters of the method (Mission 2) | Responsibility, perseverance, patience, self-esteem |
| Identifies simple sentences | <ul style="list-style-type: none"> - Listening to and identifying simple sentences (Missions 1-8) - Listening to and understanding drills related to topic of the unit or previous units (Missions 1-8) - Grammar video in which the characters of the method have a conversation (Mission 4) | 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 - Grammar video in which the characters of the method have a conversation - Recap video featuring an auxiliary teacher | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance, gratitude |
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song - Playing a pronunciation, vocabulary and grammar video featuring an auxiliary teacher | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

| Speaking | | |
|---|--|--|
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a "Sing 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 | - 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 games | - Participating in "Game Time!" and "Teamwork" games and in those proposed in all the TG Missions (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates in simple role plays | - Acting out the story of the Reading activity in Mission 5 | Patience, fellowship, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Answers questions asked by the auxiliary teacher featured in the recap video or repeats what the teacher indicates | - Playing the recap video of Mission 8 | Responsibility, perseverance |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary (Missions 1-8) - 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) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and grammar expressions (Missions 1-8) (AB Missions 2, 3, 4, 5, 6, 7, 8) | 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 reproducing the numbers of the song (Mission 1) - Reading the numbers (Missions 1-8) | Patience, self-esteem, empathy, responsibility, perseverance |
| Traces page numbers in each Mission | - Tracing page numbers (Missions 1-8) | Self-esteem, 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, fellowship, 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) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Uses basic strategies for learning to learn English resorting to a visual dictionary | - Using the Picture Dictionary in Mission 1 with the unit 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 words using flashcards, stickers, etc. (Missions 1-8) | Patience, 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, 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, responsibility, respect, 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, responsibility, respect, 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, responsibility, respect, perseverance |

- **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|---|--|
| Participates and enjoys playing games with his/her classmates | - Participating in "Game Time!" and "Teamwork" activities or in games proposed in the TG (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Participates and enjoys acting with his/her classmates | - Acting out the story of Mission 5 | Patience, fellowship, responsibility, perseverance |
| Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers | - Reproduction and consolidation of the drills (Missions 1-8) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Values foreign languages as an instrument to communicate with other people | - Using the foreign language in a situation that implies helping other people. Reading Mission 5 | Responsibility, respect, perseverance |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--------------------|--|--|
| Plays tunes | - Playing the song of the unit Mission 1 | Patience, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |

| | | |
|---|--|--|
| Participates in games and acting out activities | <ul style="list-style-type: none"> - Participating in the "Game Time!" and "Teamwork" and in games proposed in the TG Missions 1-8 - Acting out the unit story Mission 5 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Makes simple Arts and Crafts compositions | <ul style="list-style-type: none"> - Let's make a poster! Mission 2 - Completing colouring and drawing activities. (AB Missions 2, 6, 7) | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Learns a colloquial expression | <ul style="list-style-type: none"> - Learning a cultural colloquial expression in the Reading activity of Mission 5 | 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 recognises objects from his/her environment | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Carries out an Arts and Crafts activity | <ul style="list-style-type: none"> - Completing an activity where he/she has to make a robot Mission 2 | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Identifies personal aspects that help him/her to understand better | <ul style="list-style-type: none"> - "Teamwork" (Mission 3) - Answering questions about themselves to questions related to the topic of the unit (AB Mission 3) - Draw and write (AB Mission 2) Choosing the food that he/she likes best to draw its picture | Patience, self-esteem, empathy, responsibility, respect, perseverance |
| Is able to self-assess | <ul style="list-style-type: none"> - "Mission Accomplished?" Uses a sticker to self-assess him/herself about the concepts learnt in each Mission | Self-esteem, responsibility, respect, perseverance |

FESTIVAL 1. HALLOWEEN

The festival has just one Mission and two 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 Halloween

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 write the vocabulary related to Halloween: Pumpkins, ghosts, spiders, vampire, witch, skeleton, bat

To trace the vocabulary related to Halloween: Pumpkins, ghosts, spiders, vampire, witch, skeleton, bat

To read a text in a comprehensive manner and write the names of the pictures

To present unit vocabulary using the Picture Dictionary

CONTENT**Vocabulary**

- Main vocabulary: *Bat, ghost, pumpkin, skeleton, spider, vampire, witch*

| 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 vocabulary related to Halloween: <i>Bat, ghost, pumpkin, skeleton, spider, vampire, witch</i> - 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 spoken fluency through repetition (Speaking) | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Uses Halloween vocabulary - Understands, imitates and repeats fluently the structures used by the teacher in 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 |

| | |
|--|--|
| To produce very simple written texts copying the words and structures that have been studied | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt |
| To mimic the pronunciation, intonation, rhythm and stress for reproducing texts | <ul style="list-style-type: none"> - Memorises songs |
| 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 a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| To value the English language as a learning tool for other contents and other cultures | <ul style="list-style-type: none"> - Values English language as a learning tool for other contents such as a celebration in English-speaking countries: Halloween |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| To listen to | | |
| Identifies words | <ul style="list-style-type: none"> - Listening to and identifying unit vocabulary - Listening to drills | Responsibility, perseverance |
| Identifies simple sentences | <ul style="list-style-type: none"> - Listening to and identifying simple sentences - Listening to and understanding the drills related to the topic of the unit or previous units | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, 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 | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | <ul style="list-style-type: none"> - Listening to and reproducing a song | 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 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 games | - Participation in the drills proposed in the TG | Respect, fellowship |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary - Reading the unit key words from the Picture Dictionary | Patience, responsibility, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions | Patience, responsibility, respect, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and grammar expressions | Responsibility, perseverance |

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Reads the numbers associated with the unit vocabulary | - Reading and understanding the numbers for tracing a drawing (AB) | Patience, responsibility, perseverance |
| Traces the page numbers | - Tracing the page 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, 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 | - Using the Picture Dictionary in Mission 1 with the unit 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, stickers, etc. | Patience, responsibility, perseverance |

- **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|--|
| Participates and enjoys playing traditional games with his/her classmates | - Participation in the drills 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 |
| Shows interest in learning customs and festivities of English-speaking countries | - Knows Halloween | Solidarity, empathy, tolerance, responsibility, perseverance and respect |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--------------------------------|
| Learns about a celebration of the English-speaking world | - Learns about the celebration of Halloween | Solidarity, empathy, tolerance |
| Participates in games and acting out activities | - Participation in the drills proposed in the TG | Solidarity, empathy, tolerance |
| To make simple Arts and Crafts compositions | - Completing drawing activities (AB) - Making activities proposed in the TRB (cut-outs, stickers) | Solidarity, empathy, tolerance |
| Plays tunes | - Playing a song | Patience, tolerance, |

| | | |
|--|---------------------------|---------|
| | associated with Halloween | respect |
|--|---------------------------|---------|

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| Identifies elements of the environment of English-speaking countries | - Recognises words related to Halloween through oral activities | Solidarity, empathy, tolerance |
| Carries out an Arts and Crafts activity | - Completing an activity where he/she has to make two drawings | Patience, responsibility, perseverance |
| Uses strategies to know and learn the meaning of words | - Uses the Picture Dictionary | Patience, responsibility, perseverance |

FESTIVAL 2. VALENTINE'S DAY

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

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

To identify vocabulary and expressions related to Valentine's Day: Card, chocolates, flowers, heart, I love you and Yummy!

To listen to some short and simple dialogues

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 listen to the unit vocabulary and match the words to pictures

To listen to a poem and carry out an activity (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To match the vocabulary associated with Valentine's Day to pictures

To present unit vocabulary using the Picture Dictionary

To trace the vocabulary related to Valentine's Day and match it to the corresponding picture (AB)

CONTENT

Vocabulary

Main vocabulary: Yummy! I love you, card, chocolate, flowers

| 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 vocabulary related to Valentine's Day: <i>Yummy! I love you, card, chocolate, flowers</i> - 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 spoken fluency through repetition (Speaking) | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Uses Halloween vocabulary - Understands, imitates and repeats fluently the structures used by the teacher in the drills |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt - Understands simple written texts containing the language studied in class |
| To produce very simple written texts copying the words and structures that have been studied | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt |
| To mimic the pronunciation, intonation, rhythm and stress for reproducing texts | <ul style="list-style-type: none"> - Reads poems |
| 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 a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| To value the English language as a learning tool for other contents and other cultures | <ul style="list-style-type: none"> - Values English language as a learning tool for other contents such as a celebration in English-speaking countries: Valentine's Day |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• **Linguistic communication**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|--|
| To listen to | | |
| Identifies words | - Listening to and identifying unit vocabulary - Listening to drills | Responsibility, perseverance |
| Identifies simple sentences | - Listening to and identifying simple sentences - Listening to and understanding the drills related to the topic of the unit or previous units | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, 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 | - Listening to a text and identifying the corresponding pictures | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | - Listening to and reproducing a song | Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a 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 games | - Participation in the drills proposed in the TG | Respect, fellowship |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary - Reading the unit key words from the Picture Dictionary | Patience, responsibility, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions | Patience, responsibility, respect, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and | Responsibility, perseverance |

| | | |
|--|---------------------|--|
| | grammar expressions | |
|--|---------------------|--|

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|-------------------------|----------------------------|--|
| Traces the page numbers | - Tracing the page 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, 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, self-esteem, empathy, respect, gratitude and responsibility |
| Uses basic strategies for learning to learn English resorting to a visual dictionary | - Using the Picture Dictionary in Mission 1 with the unit 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, stickers, etc. | Patience, solidarity, self-esteem, responsibility, respect, perseverance |

- **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---------------------------------------|
| Participates and enjoys playing traditional games with his/her classmates | - Participation in the drills 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 |
| Shows interest in learning customs and festivities of | - Knows Valentine's Day - "Let's make a Valentine's | Interest and respect |

| | | |
|----------------------------|--|--|
| English-speaking countries | card". Carries out an Arts or Crafts activity - Listening to and reading a poem for Valentine's Day | |
|----------------------------|--|--|

• **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| Values English language as a means of communication to learn customs from other countries and cultures | - Learns about the celebration of Valentine's Day | Solidarity, responsibility, respect, perseverance |
| Participates in games and acting out activities | - Participation in the drills proposed in the TG | Fellowship, patience, responsibility, respect, perseverance |
| To make simple Arts and Crafts compositions | - "Let's make a Valentine's card". Making a postcard - Making activities proposed in the TRB (cut-outs, stickers) | Interest, responsibility |
| Gets close to the rhythm and sonority of the language through a poem | - Reproducing a poem | Patience, responsibility, respect, perseverance |

• **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|---|
| Identifies elements of the environment of English-speaking countries | - Recognises words related to Valentine's Day through oral and written activities | Patience, responsibility, respect, perseverance |
| Carries out an Arts and Crafts activity | - Making a postcard | Patience, solidarity, fellowship, responsibility, respect, perseverance |
| Uses strategies to know and learn the meaning of words | - Uses the Picture Dictionary | Patience, responsibility, perseverance |

FESTIVAL 3. EASTER

The festival has just one Mission and two 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 and expressions related to Easter: Daffodil, Easter bunny, Easter chick, Easter egg, hot cross bun

To listen to and reproduce 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

To listen to the unit vocabulary and relate it to pictures

To listen to questions and answer according to the pictures

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and match the vocabulary associated with Valentine's Day to pictures

To present unit vocabulary using the Picture Dictionary

CONTENT

Vocabulary

Main vocabulary: Daffodil, Easter bunny, Easter chick, Easter egg, hot cross bun

| 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 vocabulary related to Easter: <i>Daffodil, Easter bunny, Easter chick, Easter egg, hot cross bun</i> - 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 spoken fluency through repetition (Speaking) | <ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Uses Easter vocabulary - Understands, imitates and repeats fluently the structures used by the teacher in the drills |
| To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading) | <ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt - Understands simple written texts containing the language studied in class |
| To produce very simple written texts copying the words and structures that have been studied | <ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt |
| To mimic the pronunciation, intonation, rhythm and stress for reproducing texts | <ul style="list-style-type: none"> - Reads poems |
| To show interest in learning frequently | <ul style="list-style-type: none"> - Shows interest in writing and repeating |

| | |
|--|--|
| used expressions in English | familiar expressions in English |
| To use English with interest and confidence when producing oral texts in everyday situations | - Shows interest in using English as a tool for communicating with people from other cultures and countries - Feels confident in his/her capacity to express him/herself in English |
| To value the English language as a learning tool for other contents and other cultures | - Values English language as a learning tool for other contents such as a celebration in English-speaking countries: Easter |

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|---|---|
| To listen to | | |
| Identifies words | - Listening to and identifying unit vocabulary - Listening to drills | Responsibility, perseverance |
| Identifies simple sentences | - Listening to and identifying simple sentences - Listening to and understanding the drills related to the topic of the unit or previous units | Patience, responsibility, 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 | - Listening to a text and identifying the corresponding pictures | Responsibility |
| Recognises the sound, rhythm, intonation and word stress of common expressions | - Listening to a song | Patience, responsibility, respect, perseverance, fellowship |
| Speaking | | |
| Sings a song using appropriate linguistic and paralinguistic elements | - Playing a song | Patience, responsibility, respect, perseverance, fellowship |
| 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 | Patience, responsibility, respect, perseverance, gratitude, self-esteem |
| Shows interest when | - Participation in the drills | Respect, fellowship |

| | | |
|--|---|---|
| participating in games | proposed in the TG | |
| Reading | | |
| Reads words previously introduced orally | - Reading the unit key vocabulary - Reading the unit key words from the Picture Dictionary | Patience, responsibility, respect, perseverance |
| Reads expressions previously introduced orally | - Reading the unit key expressions | Patience, responsibility, respect, perseverance |
| Writing | | |
| Writes and traces words | - Writing and tracing the unit key vocabulary and grammar expressions | Patience, responsibility, respect, perseverance |

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

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|-----------------------------------|------------------------------|
| Traces the page numbers | - Tracing the page numbers | Responsibility, perseverance |
| Realises an activity on series and logical sequences | - Drawing of the logical sequence | Perseverance, responsibility |

• **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 | Respect and responsibility |
| Uses basic strategies for learning to learn English resorting to a visual dictionary | - Using the Picture Dictionary in Mission 1 with the unit key vocabulary | Patience, responsibility, respect, perseverance |
| Uses basic understanding strategies with the help of linguistic and non-linguistic | - Identification of the meaning of the words using flashcards, | Patience, responsibility, respect, perseverance |

| | | |
|---------------------------|----------------|--|
| elements from the context | stickers, etc. | |
|---------------------------|----------------|--|

- **Social and civic competence**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|---|--|---------------------------------------|
| Participates and enjoys playing traditional games with his/her classmates | - Participation in the drills 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 |
| Shows interest in learning customs and festivities of English-speaking countries | - Learns about Easter in English speaking countries and learns the name of typical elements of the festivity | Interest and respect |

- **Cultural awareness and expressions**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|--|
| Values English language as a means of communication to learn customs from other countries and cultures | - Learns about Easter in English-speaking countries | Respect, tolerance, empathy |
| Participates in games and acting out activities | - Participation in the drills proposed in the TG | Fellowship, patience, solidarity, tolerance, self-esteem |
| To make simple Arts and Crafts compositions | - Making activities proposed in the TRB (cut-outs, stickers) | Interest, responsibility |
| Gets close to the rhythm and sonority of the language through a song | - Playing a song | Patience, responsibility, respect, perseverance |

- **Sense of initiative and enterprising spirit**

| DESCRIPTORS | IMPLEMENTING ACTIVITIES | RELATED VALUES |
|--|--|---|
| Identifies elements of the environment of English-speaking countries | - Recognises words related to Easter in English-speaking countries through oral and written activities | Patience, responsibility, respect, perseverance |
| Uses strategies to know and learn the meaning of words | - Uses the Picture Dictionary | Patience, responsibility, respect, perseverance |

MARKINGS

Name: _____

| | Excellent | Very Good | Good | Satisfactory | Fail |
|--|-----------|-----------|------|--------------|------|
| LINGUISTIC COMMUNICATION | | | | | |
| To listen to | | | | | |
| Identifies words | | | | | |
| Identifies simple sentences | | | | | |
| 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 | | | | | |
| 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 | | | | | |
| Shows interest when participating in games | | | | | |
| Participates in simple role plays | | | | | |
| Answers questions asked by the auxiliary teacher featured in the recap video or repeats what the teacher indicates | | | | | |
| Reading | | | | | |
| Reads words previously introduced orally | | | | | |
| Reads expressions previously introduced orally | | | | | |
| Writing | | | | | |
| Writes and traces words | | | | | |
| MATHEMATICAL COMPETENCES AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY | | | | | |
| Reads and listens to numbers | | | | | |
| Traces page numbers in each Mission | | | | | |
| DIGITAL COMPETENCE | | | | | |
| Uses digital media for learning | | | | | |

| | Excellent | Very Good | Good | Satisfactory | Fail |
|---|-----------|-----------|------|--------------|------|
| 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 | | | | | |
| 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 proper 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 | | | | | |
| SOCIAL AND CIVIC COMPETENCE | | | | | |
| Participates and enjoys playing games with his/her classmates | | | | | |
| Participates and enjoys acting with his/her classmates | | | | | |
| Shows 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 | | | | | |
| CULTURAL AWARENESS AND EXPRESSIONS | | | | | |
| Plays tunes | | | | | |
| Participates in games and acting out activities | | | | | |
| Makes simple Arts and Crafts compositions | | | | | |
| Learns a colloquial expression | | | | | |
| SENSE OF INITIATIVE AND ENTERPRISING SPIRIT | | | | | |
| Identifies elements from the surroundings | | | | | |
| Carries out an Arts and Crafts activity | | | | | |
| Identifies personal aspects that help him/her to understand better | | | | | |
| Is able to self-assess | | | | | |