

ANAYA

Mission Accomplished 5⁰

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STAGE AIMS AND COMPETENCES

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

negative gender stereotypes.

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

THE VAUGHAN METHOD

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

1. Oral production based classes

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

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

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

2. Correction

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

Why do we correct each mistake?

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

Why do we make immediate corrections?

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

Why do we make students repeat?

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

3. Motivation

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

HOW TO APPLY THE METHOD

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

CLASS AIMS

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

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

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

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

EACH LESSON PLAN

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

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

RECAP/REFRESH

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

SECTION: OBJECTIVE IN FOCUS

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

BACK TO BASICS

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

SONG TIME

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

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

HOMEWORK

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

REWIND

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

GAME TIME

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

IN CONCLUSION

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

But remember: it all begins with the teacher.

MISSION ACCOMPLISHED KEY FACTORS

COMPETENCES AND LEARNING OBJECTIVES

Carlos Marchena

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

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

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

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

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

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

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

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

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

Basic competences:

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

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

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

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

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

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

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

TEACHING VALUES

Rafael Valbuena and Ricardo Gómez

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

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

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

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

Value types and hierarchies

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

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

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

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

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

Teaching values at school. Where to start?

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

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

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

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

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

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

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

MULTIPLE INTELLIGENCES

Blanca Aguilar

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

(Howard Gardner)

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

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

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

About the teacher:

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

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

About the student:

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

possible.

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

About the curriculum:

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

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

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

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

COOPERATIVE LEARNING

Yolanda G. Huerta

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

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

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

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

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

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

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

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

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

How should cooperative learning be implemented in the classroom?

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

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

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

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

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

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

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

Strategies for ensuring effective "Teamwork" include:

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

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

First Term

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

Second Term

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

Third Term

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

INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT)

Inés Monreal

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

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

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

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

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

ICT in education

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

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

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

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

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

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

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

Educator profiles

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

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

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

Students and ICT

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

UNIT PLANNING

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

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

UNIT 0

The introductory unit consists of two *missions*.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the vocabulary and expressions through a listening exercise. To look at some pictures and answer some questions

To listen to a text in which an object related to the unit topic is described. To say what "Find out!" is about.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To look at pictures of people from different countries. To read the name of the country. To write the name of the country's citizens (AB)

To read some sentences about emblematic places in countries and match them to the flag of the country referred to. To write the name of the country (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and answer a set of questions that revise structures they have studied in previous years, namely weather, date, time, the seasons, the future (going to) and the simple past.

To look at some pictures and write what the characters were doing last year (AB)

To practise interrogative sentences. To read the responses and make the

corresponding interrogative sentences (AB)

To look at some pictures and answer questions in the present continuous (AB)

CONTENT

Main vocabulary:

- Nationalities, daily routines and the weather

Structures

- Present continuous, present simple, past simple and future continuous (going to)

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 essential information in short, simple conversations about oneself, the date, time, weather, countries and their people, sentences in the present simple, present continuous, past simple and future continuous (going to) - Listens actively - Understands the essence of oral narratives - Uses the non-verbal language and pictures that accompany the oral text in order to figure out the meaning - Understands the syntactical structures the teacher uses in the drills - Shows interest when participating in language games - Understands songs - Expresses the ideas conveyed in the songs using gestures
To know and be able to use basic vocabulary and structures to produce short, simple oral texts and summaries. To internalise structures and acquire verbal fluency through repetition (Speaking)	<ul style="list-style-type: none"> - Produces very simple oral monologues or dialogues - Knows the English alphabet and is able to spell out simple words - Understands, imitates and repeats fluently the structures used by the teacher in the drills
To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class
To produce very simple written texts copying the words and structures that have been studied	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt

To mimic the pronunciation, intonation, rhythm and stress for reproducing texts	- Memorises songs - Mimics the sounds presented in the pronunciation videos
To show interest in learning frequently used expressions in English	- Shows interest in writing and repeating familiar expressions in English
To use English with interest and confidence when producing oral texts in everyday situations	- Shows interest in using English as an instrument for communicating with people from other cultures and countries - Feels confident in his/her ability to express him/herself in English

COMPETENCES

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

- Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
To listen to		
Identifies words and simple sentences	- Listening to and identifying the unit vocabulary and expressions (Missions 1-2) - Listening to drills	Responsibility, perseverance
Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context	- Listening to a text and identifying the corresponding pictures (Missions 1-2)	Responsibility
Recognises the sound, rhythm and intonation of common expressions	- Listening to a guessing game (Mission 1)	Perseverance
Speaking		
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction	- Reproducing and internalising expressions through activities based on repetition and correction (Missions 1-2)	Perseverance and responsibility
Participates in a "Game Time!" activity	- Reproducing simple expressions (Mission 2)	Respect, fellowship

Reading		
Reads words and expressions previously introduced in an oral manner	- Reading the character's introduction and the common expressions learnt orally (Missions 1-2)	Perseverance
Writing		
Writes words	- Writing the unit words and expressions (AB Missions 1-2)	Responsibility and perseverance

- **Social and civic competences**

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

- **Artistic and cultural competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in games	- Participating in the PB Game, and the games proposed in the TG (Missions 1-2)	Fellowship and respect
Learns the name of countries, populations and flags	- Listens to, reads and writes the names of countries and their populations	Responsibility, respect, perseverance, solidarity and empathy

- **Learning to learn**

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

- **Digital competences**

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

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Is capable of revising and completing exercises on topics worked on during the previous year	- Completes activities related to topics worked on previously	Participation

UNIT 1

This unit (***Yummy menu***) focuses on learning foods
The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 8 words, through a listening exercise

To identify and reproduce unit vocabulary

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

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

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

To practise and master interrogative sentences. To master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To put words into different categories and complete a menu (AB)

To read some sentences and do a crossword (AB)

To practise the "I'd" structure and make sentences (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: I've got

some lemons. I've got some water. I've got some/I haven't got any water. Bar, bottle, cup, jar, packet, piece.

To listen to and answer some questions.

To look at a picture and say whether the sentences are true or false

To read a text and answer some questions

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

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

To read some sentences and choose the correct option given alongside it. To check the answer using an audio (AB)

To answer some questions about him/herself (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression: *What do you recommend?*

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

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

To practise the verbs (to order) by answering some questions. Verb time!

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some sentences, choosing the correct option and writing them in the notebook

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

To unscramble words and make sentences (AB)

To write an alternative ending to a text (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary through an audio. To repeat words

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

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

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

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

To orally interact in English by carrying out guided tasks. "Guess!" In pairs, one student reads some phrases describing an object and asks what it is. Their partner must guess the answer.

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

To listen to and reproduce the /s/ sound

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

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

To listen to some words and *identify the ones containing the /s/ sound, studied in the unit* (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write what they need in order to prepare the food shown in the pictures

To look at some pictures and write the words in the gaps. To match the pictures to the words (AB)

To write words dictated in an audio. Dictation (AB)

To unscramble words to make sentences (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities.

I want something to eat. I don't want anything to drink. Have you got anything hot? Yes, I have. No, I haven't.

Video in which the unit grammar structures are introduced and practised

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

Listen to a dialogue and act it out in pairs

To converse during a "Game Time!" activity using the structures: What would you like to order? I would like to order soup as a starter

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

To form affirmative, negative or interrogative sentences as indicated (AB)

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

To listen to and understand a story. To read some phrases and put them in the

right order as they appear in the story (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural topic in Australia, Canada, the UK and America. Tabletop models

To be able to identify some English-speaking countries

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

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

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, to read a text in which a child has written about what he/she did in that situation

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

To answer some questions, comparing the Spanish culture to that of English-speaking countries (AB)

To write about a personal experience (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

To listen to a text about what to do when paying at a restaurant

To practise the structure "Tell to ask"

To participate in a "Game Time!" activity

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To complete a restaurant bill (AB)

To do a web search and answer some questions

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

To listen to an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To complete some sentences, choosing the correct option

To answer some questions after listening to an audio

To unscramble sentences and create a dialogue

To unscramble letters, make a word and write a phrase using each word (AB)

To listen to and complete a text (AB)

To complete sentences and match each one to the corresponding picture (AB)

CONTENT

Vocabulary

- Main vocabulary: dessert, main course, restaurant menu, sauce, side order, soft drink, starter, to order, bill, bowl, fork, knife, napkin, plate, saucer, spoon.
- Extra vocabulary: everybody, price, table manners, total, to add, to taste

Structures

- I've got some lemons
- I've got some water
- I haven't got any water
- I want something to eat
- I don't want anything to eat

Culture

- Table manners
- **Expression:** *What do you recommend?*

Content and Language Integrated Learning (CLIL)

Maths

- The bill

Phonetics

- Sound /s/

ASSESSMENT CRITERIA	LEARNING OBJECTIVES
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	<ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Identifies food vocabulary - Understands the essence of oral narratives <ul style="list-style-type: none"> • I've got some lemons • I've got some water • I haven't got any water • I want something to eat • I don't want anything to 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 - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things) - Is able to present the outcome of their

	<p>work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) Talk about, etc.,)</p> <ul style="list-style-type: none"> - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask)
To internalise the structures and acquire spoken fluency through repetition	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video
To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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 - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do research work (Web quest, Find it!)
To encourage students' motivation and creativity	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an

	English-speaking country
To mimic pronunciation, intonation, rhythm and word stress to produce oral texts	<ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /ə/ sound - Makes an effort to pronounce correctly
To show interest and confidence in learning frequently used expressions in English	<ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English: What do you recommend? - Incorporates new expressions and vocabulary into daily routines
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about good table habits - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the content of other subjects	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Mathematics)

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 4) - Listening to drills - Video presentation on the unit main vocabulary by the characters of the method (Mission 4) 	Responsibility, perseverance
Identifies simple sentences related to the unit topic	<ul style="list-style-type: none"> - Listening to and identifying simple sentences (Mission 2) - Listening to and understanding the topic-related drills. (Missions 1-8) 	

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

Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1-8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5)	Responsibility, perseverance
Reads texts and stories	- Listening to stories and texts (Missions 1, 2, 3, 4, 5, 6, 7) (AB Missions 1, 6, 7, 8)	Responsibility, perseverance, respect
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 3, 4, 5, 6, 7, 8) (AB Missions 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing short, simple texts using the vocabulary and structures previously studied (Missions 4, 6, 8) (AB Missions 3, 4, 5, 6, 8)	Responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility
Listening to numbers used to number sentences in different activities	- Listening to the ramati (Missions 1-8)	Responsibility, perseverance
Listens to, reads and talks about prices	- Listening to, writing and reproducing restaurant prices (Mission 7) (AB Mission 7)	Responsibility, perseverance

• **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance

Corrects mistakes in sentences and words	- Correcting mistakes in sentences and words (AB Mission 6)	Perseverance
Values English as a learning tool	- Learning about topics from other subjects, Mathematics (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivers presentations on interesting or everyday topics by searching for information on the web. (Mission 6) (AB Mission 7)	Responsibility, perseverance
Use their prior knowledge of the story, their linguistic knowledge of the language and their motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility

• **Social and civic competences**

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

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Responsibility, respect, perseverance
Participates in games and acting out activities	- Participating in the PB "Game Time!" (Missions 5, 7) and the games proposed in the TG - Acting out dialogues. "Guess!" (Mission 4), "Read, listen to and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7)	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 3 and 6)	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognises a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or texts in real-life situations	- Creating brief texts or dialogues in everyday "What would you do?" situations. (Mission 6) (AB Mission 6)	Responsibility, respect, perseverance
Shows independence when inventing the endings of the stories	- Writes the end of a story (AB Mission 3)	Responsibility, respect, perseverance
Shows self-assurance and	- Looks for mistakes and rewrites them correctly (AB, 6)	Responsibility

confidence when it comes to finding mistakes and writing out the words or sentences correctly		
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UNIT 2

This unit (***How do I look?***) focuses on learning physical descriptions.
The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 10 words, through a listening exercise

To identify and use the unit vocabulary

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

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

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

To practise and master interrogative sentences. To master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To practise and master interrogative sentences. To master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

To complete some sentences. To correct using an audio (AB)

To look at pictures of different characters, read some sentences describing them and find out which character corresponds to each sentence. Find out (AB)

To practise and master interrogative sentences. To master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. The past and present: Yesterday she seemed sad. Today she seems happy. Yesterday she looked like a doctor. Today she looks like a famous Singer

To listen to some questions and answer, comparing the past to the present

Comparing two pictures, one from the past and the other from the present.

Interacting orally, practising interrogative sentences and their corresponding answers. Ask and answer

To read a text and answer some questions

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

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To complete some sentences looking at two pictures, one from the past and the other from the present.

To correct some sentences. To correct using an audio

To write two texts about his/herself comparing the past with the present. In the first, they describe when they were a baby and in the other, what they are like now. (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression (*What would suit me?*).

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

To practise the verbs (seem and look like). To read and answer some questions related to the story.

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story, choose the correct option and write them in the Activity Book.

To complete a story by filling in the gaps whilst listening to an audio (AB)

To unscramble words and make sentences. To correct using an audio (AB)

To write an alternative ending to the story (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary through an audio.

Repeating words.

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

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

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

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

To read a text and complete some "Guess!" sentences.

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

To listen to and pronounce various words containing the /h/ sound.

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

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

To circle the words *containing the /h/ sound*. To correct using an audio (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To listen to a text, read some phrases and write the correct option in the Activity Book

To unscramble letters, make words and create phrases using these words (AB)

To copy sentences dictated in an audio. Dictation (AB)

To correct words that have been written incorrectly (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities

He's quite tall. She's very tall. He's too tall

To look at some pictures, listen to some questions in an audio and answer them according to the picture.

Video in which the unit grammar structures are introduced and practised

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

To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner

To have a conversation through a "Game Time!" activity Making use of the structures studied

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To form affirmative, negative or interrogative sentences as indicated (AB)

To write a text describing his/her best friend. To draw a picture (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural theme in the United Kingdom, the Ascot dress

code

To be able to identify some English-speaking countries

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

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

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

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

To answer some questions and write a text, comparing the Spanish culture to that of English-speaking countries (AB)

To write a dialogue (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

To listen to a text about Andy Warhol

To practise the structure Tell to ask

To participate in a "Game Time!" activity

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To read the text in the previous activity and fill in a Fact card questionnaire type document (AB)

To do a web search and answer some questions.

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

To prepare a presentation on the physical description of two people

To listen to an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To write a description of two people

To answer some questions after listening to an audio

To unscramble and link sentences and create a dialogue

To read and complete a text by putting words in the right place (AB)

To read sentences, choose the correct option and match them to the corresponding picture

To look at some pictures and give a description (AB)

CONTENT

Vocabulary

- Main vocabulary: Athletic, bushy eyebrows, fringe, handsome, height, hooked nose, kilo, lips, meter, mole, oval face, pointed nose, pretty, sideburns, spots, strong, weak, weight, wrinkles.
- Extra vocabulary: artist, can, dress code, elegant, only, popular culture, same, to cover, to use.

Structures

- Yesterday she seemed sad. Today she seems happy.
- Yesterday she looked like a doctor. Today she looks like a famous singer
- He's quite tall.
- He's very tall.
- He's too tall.

Culture

- The UK. Royal Ascot horse racing dress code
- **Expression:** *What would suit me?*

Content and Language Integrated Learning (CLIL)

Arts and Crafts

- Andy Warhol

Phonetics

- Sound /h/

ASSESSMENT CRITERIA	LEARNING OBJECTIVES
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	<ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Identifies physical appearance vocabulary - Understands the essence of oral narratives <ul style="list-style-type: none"> • Yesterday she seemed sad. Today she seems happy. • Yesterday she looked like a doctor. Today she looks like a famous singer • He's quite tall. • He's very tall. • He's too tall. - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple

	<p>communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things)</p> <ul style="list-style-type: none"> - Is able to present the outcome of their work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammatical structures used and do it in the present and past tenses.
To internalise the structures and acquire spoken fluency through repetition	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video
To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) Identifies the image of the main characters (Asky, Fusy, Yessy and Noella) with its linguistic function. Asky introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
To encourage students' motivation and creativity	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
To produce simple written texts using the words and structures that have been	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied

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

COMPETENCES

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

• **Linguistic communication**

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

Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG	- Reproducing simple expressions (Missions 1-8)	Respect, fellowship
Practises interrogative sentences	- Learning and internalising the interrogative sentence in Master the question (Mission 1), Tell to ask (Mission 7)	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)	
Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1-8) - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5)	Responsibility, perseverance
Reads texts and stories	- Listening to stories and texts (Missions 1, 2, 3, 4, 5, 6, 7) (AB Missions 2, 3, 6, 7, 8)	Responsibility, perseverance, respect
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 3, 4, 5, 6, 7, 8) (AB Missions 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 5, 8) (AB Missions 2, 3, 5, 6, 8)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (AB Mission 5)	Responsibility, perseverance, self-esteem

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility

Listening to numbers used to number sentences in different activities	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance
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• **Digital competences**

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

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship

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 5	Responsibility, perseverance, fellowship
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance
Corrects mistakes in sentences and words	- Correcting mistakes in sentences and words (AB Missions 2, 4)	Perseverance
Values English as a learning tool	- Learning about topics from other subjects, Arts and Crafts (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivers presentations on interesting or everyday topics by searching for information on the web. (Mission 6) (AB Mission 7)	Responsibility, perseverance
Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility

- **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" and the dialogues and games proposed in the TG (Missions 1-8)	Respect and fellowship

Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance
Values English as a tool for communicating with other people	- Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Manages well in simple situations using the structures studied (Missions 1-8)	Responsibility, respect, perseverance
Shows interest in communicating with English-speakers	- Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6)	Responsibility, respect, perseverance
Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country	- Comparing the culture of English-speaking countries with that of their own (AB Mission 6)	Responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Responsibility, respect, perseverance
Participates in games and acting out activities	- Participating in the PB "Game Time!" (Missions 5, 7) and the games proposed in the TG - Representing dialogues. "Read, listen and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7)	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 3 and 6)	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	- Learning about some English-speaking countries' customs (Mission 6)	Respect

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognises a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or texts in real-life situations	- Creating brief texts or dialogues in everyday "What would you do?" situations. (Mission 6) Write a dialogue (AB Mission 6)	Responsibility, respect, perseverance
Shows independence when inventing the endings of the stories	- Writing the end of a story (AB Mission 3)	Responsibility, respect, perseverance
Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly	- Looks for mistakes and rewrites them correctly (AB 2, 4)	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	- Reproducing the vocabulary and structures to talk about him/herself. "Let's talk about ... You!" (Mission 2), "What would you do?" (Mission 6)	Self-esteem, responsibility, perseverance
Does a simple Arts and Crafts activity	- Drawing his/her best friend (AB Mission 5)	

UNIT 3

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

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 9 words, through a listening exercise

To identify and reproduce unit vocabulary

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

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

To listen to a text describing a word related to the new vocabulary and the topic of the unit and figure out what it is. Find out!

To practise and master interrogative sentences. To master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To look at some pictures and write their name (AB)

To unscramble letters, make words and complete sentences. (AB)

To write negative sentences in the affirmative. To correct using an audio (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities.

Conditional clauses. If you go to a restaurant, you eat. You eat, if you go to a restaurant

To read sentences and say whether they are true or false

To read a text and answer some questions

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To complete some sentences by writing the verb of the sentence. To use an audio in order to correct (AB)

To choose the correct option between two sentences. (AB)

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

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression (*Can we get to... if we...?*).

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

To practise and internalise verbs (visit). To read and answer some questions related to the story.

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story, choose the correct option and write them in the Activity Book.

- To listen to a story and answer some questions (AB)
- To unscramble words and make sentences. To correct using an audio (AB)
- To order some sentences to create a story (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary, 9 words, through an audio.
Repeating words.

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

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

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

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

To read some sentences in which one of the words of the new vocabulary is described. To guess the word. Guess!

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

To listen to and pronounce several words containing the /θ/ sound

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To unscramble letters and make words

To complete sentences by choosing the correct option (AB)

To copy sentences dictated in an audio. Dictation (AB)

To correct words that have been written incorrectly (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities.

When you go to a restaurant, you eat. Do you eat when you go to a restaurant?
Yes, I do. No, I don't.

To look at some pictures, listen to some questions in an audio and answer the questions.

Video in which the unit grammar structures are introduced and practised

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

To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner

To talk using one of the "Game Time!" activities using the structures worked on.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To form affirmative, negative or interrogative sentences as indicated (AB)

To write sentences about what they would do in different situations (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural topic from the United Kingdom, London

To be able to identify some English-speaking countries

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

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

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

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

To write a text by answering some questions about their country, comparing the Spanish culture to that of English-speaking countries. (AB)

To write a text about the biggest city they have visited. (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

To listen to a text about photography

To practise the structure Tell to ask

To make a presentation concerning a collage they have made about their dream city

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To be able to read and write in English about the contents of other subjects
To read a text and answer some questions in the Activity Book
To complete a text whilst listening to an audio (AB)
To read the text in the previous activity and fill in a Fact card questionnaire type document (AB)
To search for answers to questions about the Mission topic on the web. Web quest

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Recap video featuring an auxiliary teacher to revise the unit grammar and vocabulary, with particular focus on the correct pronunciation, rhythm and intonation of words and word stress and grammar structures
To repeat and imitate the structures asked for by the auxiliary teacher
To become familiar with the rhythm and sounds of English using the featured auxiliary teacher
To look at a picture and describe it
To listen to an audio
To reproduce the unit structures orally and internalise them through the TG drills
To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills
To listen to an audio describing places in the world. To look at several pictures and mark the places they are talking about in the audio (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To complete some sentences
To write a text about what they have heard in an audio
To answer some questions after listening to an audio
To unscramble and link sentences and create a dialogue
To match sentences to pictures (AB)
To write about places that can be visited in their city (AB)

CONTENT

Vocabulary

- Main vocabulary: Blocks, bridge, car park, city centre, east, monument, museum, north, skyscraper, south, square, statue, tower, traffic, university, west, zebra crossing, to visit..
- Extra vocabulary: buildings, everywhere, neighbourhood, nowadays, only, way, to be born, to hold still

Structures

- If you go to a restaurant, you eat. You eat if you go to a restaurant.

- When you go to a restaurant, you eat.
- Do you eat when you go to a restaurant? Yes, I do. / No, I don't

Culture

- The UK. London
- **Expression:** *Can I get to... if I...?*

Content and Language Integrated Learning (CLIL)

Arts and Crafts

- Photography

Phonetics

- Sound /θ/

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 city vocabulary - Understands the essence of oral narratives <ul style="list-style-type: none"> • If you go to a restaurant, you eat, You eat if you go to a restaurant. • When you go to a restaurant, you eat. • Do you eat when you go to a restaurant? 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 - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or

	<p>dialogues</p> <ul style="list-style-type: none"> - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things) - Is able to present the outcome of their work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) Talk about, etc.,) - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammatical structures used and do it in the present and past tenses.
To internalise the structures and acquire spoken fluency through repetition	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video

<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 connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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 - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
<p>To encourage students' motivation and creativity</p>	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
<p>To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.</p>	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an English-speaking country
<p>To mimic pronunciation, intonation, rhythm and word stress to produce oral texts</p>	<ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /ə/ sound

	- Makes an effort to pronounce correctly
To show interest and confidence in learning frequently used expressions in English	- Shows interest in writing and repeating familiar expressions in English: <i>Can I get to if I...?</i> - Incorporates new expressions and vocabulary into daily routines
To show interest in knowing details about the customs of other countries	- Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about the city of London in the United Kingdom - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the content of other subjects	- 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	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 4) - Listening to drills - Video presentation on the unit main vocabulary by the characters of the method (Mission 4)	Responsibility, perseverance
Identifies simple sentences related to the unit topic	- Listening to and identifying simple sentences (Mission 2) - Listening to and understanding the topic-related drills. (Missions 1-8)	
Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context	- Listening to a text and identifying the corresponding pictures (Missions 1, 2, 3, 4, 5, 6, 7, 8) - Grammar video in which the method characters have a conversation (Mission 5) - Recap video featuring an auxiliary teacher (Mission 8)	Responsibility

Recognises the sound, rhythm, intonation and word stress of common expressions	<ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 4) - Listening to the story (Mission 5) - Listening to texts (Missions 1, 2, 3, 4, 5, 6, 7, 8) (AB Missions 3, 7) 	Responsibility, perseverance
Checks the answers to activities through a listening exercise	<ul style="list-style-type: none"> - Correcting activities through a listening exercise Listen and check (Missions 1-8) 	Responsibility, perseverance
Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	<ul style="list-style-type: none"> - Playing a "Sing and clap" song in Mission 1 	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction	<ul style="list-style-type: none"> - Reproducing and consolidating grammar structures through repetition and correction-based activities (Missions 1-8) 	Perseverance and responsibility
Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG	<ul style="list-style-type: none"> - Reproducing simple expressions (Missions 1-8) 	Respect, fellowship
Practises interrogative sentences	<ul style="list-style-type: none"> - Learning and internalising the interrogative sentence in "Master the question" (Mission 1), "Tell to ask" (Mission 7) 	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) 	
Reads expressions previously introduced orally	<ul style="list-style-type: none"> - Reading the unit key expressions (Missions 1-8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5) 	Responsibility, perseverance
Reads texts and stories	<ul style="list-style-type: none"> - Listening to stories and texts (Missions 1, 2, 3, 4, 5, 6, 7) (AB Missions 2, 3, 6, 7, 8) 	Responsibility, perseverance, respect

Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 3, 4, 5, 6, 7, 8) (AB Missions 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 5, 8) (AB Missions 2, 3, 5, 6, 8)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (AB Missions 1, 5)	Responsibility, perseverance, self-esteem

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility
Listening to numbers used to number sentences in different activities	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility

Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance
Corrects mistakes in sentences and words	- Correcting mistakes in sentences and words (AB Missions 4, 6)	Perseverance, self-esteem
Values English as a learning tool	- Learning about topics from other subjects, Arts and Crafts (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivers presentations on interesting or everyday topics by searching for information on the web. (Mission 6) (AB Mission 7)	Responsibility, perseverance

Use their prior knowledge of the story, their linguistic knowledge of the language and their motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility, self-esteem
Carries out an Arts and Crafts activity	- Making a collage about their dream city. Let's make a collage of your dream city! (Mission 7)	Responsibility, self-esteem

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" (Mission 5), in the dialogues (Missions 5, 6 and 7) and 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	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance
Values English as a tool for communicating with other people	- Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Manages well in simple situations using the structures studied (Missions 1-8)	Responsibility, respect, perseverance
Shows interest in communicating with English-speakers	- Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6)	Responsibility, respect, perseverance
Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country	- Comparing the culture of English-speaking countries with that of their own (AB Mission 6)	Responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Responsibility, respect, perseverance
Participates in games and acting out activities	- Participating in the PB "Game Time!" (Missions 5, 7) and in the games proposed in the TG - Representing dialogues., Read, listen and repeat with your partner (Mission 5), Read and make a role play (Mission 6), Tell to ask (Mission 7)	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 3 and 6)	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognises a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or texts in real-life situations	- Creating brief texts or dialogues in everyday "What would you do?" situations. (Mission 6) Write a dialogue (AB Mission 6)	Responsibility, respect, perseverance
Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit	- Think and write in your notebook (Mission 5) - Listens to an audio and writes about what he/she has heard (Mission 8) - Write about you. Writes about him/herself by answering some questions (AB Mission 2) - Writes a text about what he/she can do at certain places (AB Mission 5) - Writes a text about his/her culture (AB Mission 6)	Responsibility, respect, perseverance

	- Writes about the biggest city he/she has ever visited (AB Mission 6)	
Shows self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly	- Looks for mistakes and rewrites them correctly (AB 2, 4)	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	- Reproducing the vocabulary and structures to talk about him/herself. Let's talk about ... Cities! (Mission 2), What would you do? (Mission 6)	Self-esteem, responsibility, perseverance

UNIT 4

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

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 14 words or expressions, through a listening exercise.

To identify and reproduce unit vocabulary

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

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

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

To practise and master interrogative sentences. To master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To do a crossword (AB)

To read a text describing a word related to the new vocabulary and the topic of the unit and write what it is. Find out! (AB)

To practise and master interrogative sentences. To master the question. To write interrogative sentences from their answers, highlighting what should be asked about in bold. To correct using an audio (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: You should exercise. You shouldn't eat a lot of junk food

To look at some pictures and answer some questions that he/she hears in an audio

To read sentences and say whether they are true or false

To read a text and answer some questions

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To complete some sentences with "should" or "shouldn't". To use an audio in order to correct (AB)

To choose the correct option between two sentences, one of which is grammatically incorrect. (AB)

To write a short text about what should be done to have a healthy body. AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression: *Can we get to... if we...?*

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

To practise and internalise verbs (take care of). To read and answer some questions related to the story

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story and choose one of the two options proposed. To write the correct sentences in the Activity Book

To complete with words a text that can be heard in an audio (AB)

To unscramble words and make sentences. To correct using an audio (AB)

To make up and write an ending for the text or story from the previous activity (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary, 6 words, through an audio.

Repeating words.

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

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

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

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

To read some sentences in which one of the words of the new vocabulary is described. To guess the word. Guess!

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

To listen to and pronounce several words containing the /dʒ/ sound

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

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

To listen to several words and circle the ones that have the /dʒ/ sound

(AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To complete some sentences by putting words in the right place.

To read sentences and figure out what word they refer to. To write the word (AB)

To copy sentences dictated in an audio. Dictation (AB)

To unscramble words and make sentences. To correct using an audio (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities.

You should wear a hat when you play in the sun. You shouldn't eat too much sugar because it's unhealthy

To look at some pictures, listen to some questions in an audio and answer the questions.

Video in which the unit grammar structures are introduced and practised

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

To listen to and answer some questions

To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

Think and write in your notebook

To complete some sentences, choosing the correct option. To correct using an audio (AB)

To form affirmative, negative or interrogative sentences as indicated (AB)

To read two sentences and paraphrase them making only one sentence by joining them with the adverb "*when*" or the "*and*" and "*because*" conjunctions

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural topic from English-speaking countries. Obesity

To be able to identify some English-speaking countries

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

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

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

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

To answer some questions about their country, comparing the Spanish culture to that of English-speaking countries (AB)

To read a text where the child is placed in a real situation and answer Yessy's question about what he/she would do in that situation (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

To listen to a text about pollution and nature

To practise the structure "Tell to ask"

To make a presentation about an Arts and Crafts activity in which he/she has to design a pollution catcher

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

To revise other grammar structures that have been studied in the previous units

or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To read the text in the previous activity and fill in a Fact card questionnaire type document with very exact and precise answers (AB)

To search for answers to questions about the Mission topic on the web. Web quest

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

To look at a picture and describe it

To listen to an audio

To make a presentation about his/her everyday habits

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

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

To listen to an audio describing places in the world. To look at several pictures and mark the places they are talking about in the audio (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To correct some sentences

To answer some questions after listening to an audio

To match sentences that deal with the same topic

To write a text about his/her everyday habits

To read sentences and place them in a box in the "should" or "shouldn't" column as appropriate (AB)

To listen to an audio about Sarah and John. To look at some pictures and indicate whether they correspond to Sarah or John

To write sentences about what people should do and why. (AB)

CONTENT

Vocabulary

- Main vocabulary: Bad posture, healthy diet, heavy, helmet, junk food, pavement, screen time, seat belt, unhealthy habits, to exercise, to fasten, to feel under the weather, to floss, to go to bed early, to go to bed late, to recycle, to stretch, to take care of, to wash your hands, helmet, pavement, seat belt, heavy, to fasten, to recycle
- Extra vocabulary: bins, chemicals, dirty, factories, fat, illness, litter, obesity, pollution, serious, usually

Structures

- You should exercise. You shouldn't eat a lot of junk food.
- You should.... when...
- You should ... because...

Culture

- English-speaking countries
- **Expression:** *You should take care of yourself*

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

- Pollution and nature

Phonetics

- Sound /dʒ/

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 health vocabulary - Understands the essence of oral narratives <ul style="list-style-type: none"> • You should exercise. You shouldn't eat a lot of junk food. • You should.... when... • You should ... because... - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations

<p>To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)</p>	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what it should and shouldn't be done, healthy habits) - Is able to present the outcome of their work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) Talk about, etc.,) - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammar structures used and do it in the present and past tenses.
<p>To internalise the structures and acquire spoken fluency through repetition</p>	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video

<p>To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)</p>	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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 - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
<p>To encourage students' motivation and creativity</p>	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
<p>To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.</p>	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an English-speaking country
<p>To mimic pronunciation, intonation, rhythm and word stress to produce oral texts</p>	<ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /ə/ sound - Makes an effort to pronounce correctly

To show interest and confidence in learning frequently used expressions in English	<ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English: <i>Your should take care of yourself</i> - Incorporates new expressions and vocabulary into daily routines
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about overweight in English-speaking countries - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the content of other subjects	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Natural Sciences).

COMPETENCES

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

• Linguistic communication

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

Recognises the sound, rhythm, intonation and word stress of common expressions	<ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 4) - Listening to the story (Mission 5) - Listening to texts (Missions 1, 2, 3, 5, 6, 7, 8) (AB Missions 3, 7) 	Responsibility, perseverance
Checks the answers to activities through a listening exercise	<ul style="list-style-type: none"> - Correcting activities through a listening exercise Listen and check (Missions 1-8) 	Responsibility, perseverance
Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	<ul style="list-style-type: none"> - Playing a "Sing and clap" song in Mission 1 	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction	<ul style="list-style-type: none"> - Reproducing and consolidating grammar structures through repetition and correction-based activities (Missions 1-8) 	Perseverance and responsibility
Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG	<ul style="list-style-type: none"> - Reproducing simple expressions (Missions 1-8) 	Respect, fellowship
Practises interrogative sentences	<ul style="list-style-type: none"> - Learning and internalising the interrogative sentence in Master the question (Mission 1), Tell to ask (Mission 7) 	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) 	

Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1-8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5)	Responsibility, perseverance
Reads texts and stories	- Reading stories and texts (Missions 1, 2, 3, 5, 6, 7) (AB Missions 3, 7)	Responsibility, perseverance, respect
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 3, 4, 5, 6, 7, 8) (AB Missions 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing short, simple texts using the vocabulary and structures previously studied (Missions 2, 3, 4, 5, 6, 7, 8) (AB Missions 1, 2, 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (AB Missions 1, 3, 4, 5)	Responsibility, perseverance, self-esteem

Mathematical competences and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility
Listening to numbers used to number sentences in different activities	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance

Digital competence

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

Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance

Corrects and detects mistakes in sentences and words	- Detecting mistakes in sentences and words (AB Missions 2, 6)	Perseverance, self-esteem
Values English as a learning tool	- Learning the topics taught in other subjects, Natural Science (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivers presentations on interesting or everyday topics by searching for information on the web. (Mission 6) (AB Mission 7)	Responsibility, perseverance
Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility, self-esteem
Carries out an Arts and Crafts activity	- Making a pollution catcher. "Let's make a pollution catcher!" (Mission 7)	Responsibility, self-esteem
Makes word games to internalise the new vocabulary	- Making a crossword (AB Mission 1)	Responsibility, self-esteem

Social and civic competences

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" (Mission 5), in the dialogues (Missions 5, 6 and 7) and 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	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance
Values English as a tool for communicating with other people	- Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Manages well in simple situations using the structures studied (Missions 1-8)	Responsibility, respect, perseverance

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

Cultural awareness and expressions

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Responsibility, respect, perseverance
Participates in games and acting out activities	- Participating in the PB "Game Time!" (Missions 5, 7) and in the games proposed in the TG - Representing dialogues., Read, listen and repeat with your partner (Mission 5), Read and make a role play (Mission 6), Tell to ask (Mission 7)	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 3 and 6)	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	- Learning about some English-speaking countries' customs (Mission 6)	Respect
Carries out an Arts and Crafts activity	- Making a pollution catcher. Let's make a pollution catcher! (Mission 7)	Responsibility, self-esteem

Sense of initiative and enterprising spirit

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

Shows independence and confidence in creating dialogues or conversations in real-life situations	- Making short everyday dialogues or conversations about everyday situations: Let's talk about ... Your habits! (Mission 2), What would you do? Discuss (Mission 6), Read and make a role play (Mission 6)	Responsibility, respect, perseverance
Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit	- Think and write in your notebook (Mission 5) - Writes about his/her routine habits (Mission 8) - "What should we do to have a healthy body?" (AB Mission 2) - Finish the story. Write a different ending (AB Mission 3) - Compare with your culture (AB Mission 6) - Look at what Yessy says and answer (AB Mission 6) - Writes about what people should do and why (AB Mission 8)	Responsibility, respect, perseverance
Shows self-assurance and confidence when it comes to finding mistakes and writing out or choosing the correct words or sentences	- Chooses the correct sentence (AB Mission 2) - Looks for mistakes and rewrites them correctly (AB, 6)	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	- Reproducing the vocabulary and structures to talk about him/herself. "Let's talk about ... Your habits!" (Mission 2), "What would you do?" (Mission 6), write about your habits in your notebook. Then give a presentation	Self-esteem, responsibility, perseverance

UNIT 5

This unit (**Space fun!**) focuses on learning about the space. The unit contains 8 missions. Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 10 words or expressions, through a listening exercise.

To identify and reproduce unit vocabulary

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

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

To listen to a text describing a word related to the new vocabulary and the topic of the unit and figure out what it is. Find out!

To practise and master interrogative sentences. To master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To read a text and correct miswritten words (AB)

To write a text describing a place. To guess the place and write its name Read and guess (AB)

To change some sentences using the verbs to take off and to land. To correct using an audio (AB)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: You have to do my homework. I don't have to clean my shoes. Do you have to take the rubbish out? Yes, I do. No, I don't.

To practise interrogative sentences and answers. To orally interact in English by carrying out guided tasks. Ask and answer

To read a text and answer some questions

To give a short, pre-prepared presentation following very well-structured guidelines. "Let's talk about....What you have to do!"

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To complete some sentences with have to. To use an audio in order to correct (AB)

To choose the correct option between two sentences, one of which is grammatically incorrect. (AB)

To write a short text about him/herself (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression: *It's a long way...*

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

To practise and internalise the verbs (to take off and to land). To read and answer some questions related to the story.

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story and choose one of the two options proposed. To write the correct sentences in the Activity Book

To complete a text with words that can be heard in an audio (AB)

To unscramble words and make sentences. To correct using an audio (AB)

To make up and write an ending for the text or story from the previous activity "Continue the story" (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary, 6 words, through an audio. Repeating words.

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

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

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

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

To read some sentences in which one of the words of the new vocabulary is described. To guess the word. Guess!

To complete some words

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

To listen to and pronounce several words containing the /w/ sound

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

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

To listen to several words and circle the ones that have the /w/ sound (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To match words to the corresponding picture (AB)

To copy sentences dictated in an audio. Dictation (AB)

To correct some words and write them correctly (AB)

To classify words according to the beginning sounds: /h/ or /u/ (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities.

You must wear a spacesuit

Video in which the unit grammar structures are introduced and practised

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

To read and answer some sentences practising the new grammar structure

To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner

To talk using one of the "Game Time!" activities using the structures worked on.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

To complete some sentences, choosing the correct option. To correct using an audio (AB)

To make sentences changing "have to" by "must" (AB)

To read a text and write about the things an astronaut must do

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural topic in the United States: Trip to the moon

To be able to identify some English-speaking countries

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

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

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

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

To gather information about a topic related to what has been studied in the

Mission and write a text (AB)

To write questions that he/she would ask to an astronaut (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning, Social Science. The Solar System

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

To listen to a text about the solar system

To practise the structure Tell to ask

To make a presentation about an Arts and Crafts activity in which he/she has to design a solar system.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

To complete a text with words. To correct using an audio (AB)

To read the text in the previous activity and complete some words linked to some pictures. Fact card (AB)

To search for answers to questions about the Mission topic on the web. Web quest

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

To look at and name some images

To use an audio in order to correct an activity

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

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

To listen to an audio describing different pictures of aliens. To number the images corresponding to the different descriptions (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To complete some sentences with the corresponding verbal tense

To answer some questions after listening to an audio

To complete a text with words. To correct using an audio

To complete some sentences with have to

To read a text and answer some questions (AB)

To look at a picture and describe it. (AB)

CONTENT

Vocabulary

- Main vocabulary: Alien, asteroid, Earth, galaxy, Moon, planet, shooting star, space station, spaceship, spacesuit, star, Sun, telescope, UFO, universe, to land, to take off
 - Extra vocabulary: Astronomer, captain, comets, footprints, gas, inner, made up, outer, surface, travel, to explore, to get out of, to orbit, to stay

Structures

- I have to do my homework. I don't have to clean my shoes.
- Do you have to take out the rubbish?
- Yes, I do, No, I don't
- You must wear a spacesuit.

Culture

- The United States. The first trip to the moon
- **Expression:** *It's a long way...*

Content and Language Integrated Learning (CLIL)

Social Science

- The Solar System

Phonetics

- Sound /w/

ASSESSMENT CRITERIA	LEARNING OBJECTIVES
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	<ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally and with a visual support (picture dictionary) Identifies vocabulary about the space - Understands the essence of oral narratives <ul style="list-style-type: none"> • I have to do my homework. I don't have to clean my shoes. • Do you have to take out the rubbish? • Yes, I do, No, I don't • You must wear a spacesuit. - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions,

	<p>answering with affirmative or negative responses, asking for things, saying what it should and shouldn't be done, healthy habits)</p> <ul style="list-style-type: none"> - Is able to present the outcome of their work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) Talk about, etc.,) - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammatical structures used and do it in the present and past tenses.
To internalise the structures and acquire spoken fluency through repetition	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video
To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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 - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
To encourage students' motivation and creativity	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book

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

COMPETENCES

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

• **Linguistic communication**

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

Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG	- Reproducing simple expressions (Missions 1-8)	Respect, fellowship
Practises interrogative sentences	- Learning and internalising the interrogative sentence in Master the question (Mission 1), Tell to ask (Mission 7)	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)	
Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1-8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5)	Responsibility, perseverance
Reads texts and stories	- Reading stories and texts (Missions 1, 2, 3, 5, 6, 7) (AB Missions 3, 7)	Responsibility, perseverance, respect
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 3, 4, 5, 6, 7, 8) (AB Missions 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing short, simple texts using the vocabulary and structures previously studied (Missions 2, 3, 4, 5, 6, 7, 8) (AB Missions 1, 2, 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (Missions 1, 2, 7) (AB Mission 3)	Responsibility, perseverance, self-esteem

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listens to numbers upon introducing the vocabulary	- Listening to the numbers upon introducing the vocabulary in Missions 1 and 4	Responsibility, self-esteem, perseverance,
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility

Listening to numbers used to number sentences in different activities and in the song	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance
Reads and listens to numbers when talking about distance, weight and time in the text about the Solar System	- Reading and listening to numbers in the text about the Solar System (Mission 7)	Responsibility, self-esteem, perseverance, self-esteem
Reads and listens to dates in the text about the trip to the moon	- Reading and listening to dates in the text about the trip to the moon (Mission 6)	Responsibility, self-esteem, perseverance, self-esteem
Reads the time in digital format	- Listening to and reproducing the time (Missions 1, 2, 8)	Responsibility, self-esteem, perseverance, self-esteem

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance

Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance
Corrects and detects mistakes in sentences and words	- Detecting mistakes in sentences and words (AB Missions 1, 2, 4)	Perseverance, self-esteem
Values English as a learning tool	- Learning the topics of other subjects, Social Science (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivers presentations on interesting or everyday topics by searching for information on the web or other media. (Mission 6) (AB Mission 6) (AB Mission 7)	Responsibility, perseverance
Use their prior knowledge of the story, their linguistic knowledge of the language and their motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility, self-esteem

Carries out an Arts and Crafts activity	- Making a Solar System. "Let's make a Solar System!" (Mission 7)	Responsibility, self-esteem
Makes word games to internalise the new vocabulary	- Complete sentences filling in the blanks (Mission 4)	Responsibility, self-esteem

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" (Mission 5), in the dialogues (Missions 5, 6 and 7) and 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	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance
Values English as a tool for communicating with other people	- Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Manages well in simple situations using the structures studied (Missions 1-8)	Responsibility, respect, perseverance
Shows interest in communicating with English-speakers	- Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6)	Responsibility, respect, perseverance
Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country	- Comparing the culture of English-speaking countries with that of their own (AB Mission 6)	Responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Responsibility, respect, perseverance
Participates in games and acting out	- Participating in the PB "Game Time!" (Mission 5) and in the	Responsibility, respect, perseverance

activities	<p>games proposed in the TG</p> <ul style="list-style-type: none"> - Representing dialogues, "Ask and answer" (Mission 2), "Read, listen and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7) 	
Learns a colloquial expression in each Reading exercise	<ul style="list-style-type: none"> - Learning a cultural expression (Missions 3 and 6) 	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	<ul style="list-style-type: none"> - Learning about some English-speaking countries' customs (Mission 6) 	Respect
Carries out an Arts and Crafts activity	<ul style="list-style-type: none"> - Making a Solar System. "Let's make a Solar System!" (Mission 7) 	Responsibility, self-esteem

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	<ul style="list-style-type: none"> - Recognises a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8) 	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or conversations in real-life situations	<ul style="list-style-type: none"> - Making short everyday dialogues or conversations about everyday situations: "Let's talk about ... What you have to do!" (Mission 2), "What would you do? Discuss" (Mission 6), "Read, listen to and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7) 	Responsibility, respect, perseverance

Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit	<ul style="list-style-type: none"> - Think and write in your notebook (Mission 5) - Write about you. (AB Mission 2) - Continue the story (AB Mission 3) - Read and write the things an astronaut has to do (AB Mission 5) - Find information about (AB Mission 6) - What questions would you ask to an astronaut? (AB Mission 6) - Look and describe (AB Mission 8) 	Responsibility, respect, perseverance
Shows self-assurance and confidence when it comes to finding mistakes and writing out or choosing the correct words or sentences	<ul style="list-style-type: none"> - Correcting miswritten words (AB Mission 1) - Choosing the grammatically correct sentence (AB 2) - Correcting miswritten words (AB Mission 4) 	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	<ul style="list-style-type: none"> - Reproducing the vocabulary and structures to talk about him/herself. "Let's talk about....What you have to do!" (Mission 2), "What would you do?" (Mission 6) "Write about you" (AB Mission 2) 	Self-esteem, responsibility, perseverance

UNIT 6

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

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 10 words or expressions, through a listening exercise

To identify and reproduce unit vocabulary

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

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

To listen to a text describing a word related to the new vocabulary and the topic of the unit and figure out what it is. Find out!

To practise and master interrogative sentences. Master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To do a crossword (AB)

To write a text describing an object. To discover what it is and write its name. Find out! (AB)

To practise and master interrogative sentences. Master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: Future. I will tidy up tomorrow. Will you tidy up tomorrow? Yes, I will. / No, I won't.

To look at a picture, listen to some questions in an audio and answer the questions.

To look at two pictures and compare them

To read a text and answer some questions

To give a short, pre-prepared presentation following very well-structured guidelines.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To complete a text with words. To use an audio in order to correct (AB)

To choose the correct option between two sentences, one of which is grammatically incorrect. (AB)

To write a short text about him/herself and draw a picture (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression (*I don't know what to do!*)

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

To practise and internalise verbs (to tidy up). To read and answer some questions related to the story.

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story and choose one of the two options proposed. To write the correct sentences in the Activity Book

To read a text and answer some questions (AB)

To unscramble words and make sentences. To correct using an audio (AB)

To make up and write an ending for the text or story from the previous activity "Finish the story with Max" (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary, 6 words, through an audio. Repeating words.

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

Pronunciation video showing mouth movements. To learn to pronounce and identify the /ʃ/ and /tʃ/ sounds

To listen and repeat the words that are mentioned in the pronunciation video in order to practise the /ʃ/ and /tʃ/ sounds

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

To read some sentences in which one of the words of the new vocabulary is described. To guess the word. Guess!

To point out the word that does not belong to the same semantic group as the rest

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

To listen to and pronounce several words containing the /ʃ/ and /tʃ/ sounds

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

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

To listen to several words and point out the ones that have the same sound (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To do a wordsearch (AB)

To copy sentences dictated in an audio. Dictation (AB)

To correct some words and write them correctly (AB)

To listen to several words and point out the ones that have the same sound (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities: He's going to wash the dishes on Saturday. He isn't going to wash the dishes on Saturday. Is he going to wash the dishes on Saturday? Yes, he is./ No, he isn't.

Video in which the unit grammar structures are introduced and practised

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

To listen to and answer some questions practising the new grammar structure

To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner

To have a conversation through a "Game Time!" activity Making use of the structures studied.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To form negative, affirmative, and interrogative sentences as indicated (AB)

To read a text and write about their future house (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural topic in the United States. Pyjama parties

To be able to identify some English-speaking countries

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

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

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation. What would you do?

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

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

To answer some questions, comparing the Spanish culture to that of English-speaking countries (AB)

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation. What would you do? (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning
Social Science. The history of furniture

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

To listen to a text about the history of furniture

To practise the structure "Tell to ask"

To make a guided presentation about an Arts and Crafts activity in which he/she
has to draw and colour the room of their dreams.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

To draw and colour the room of their dreams

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

To complete some Fact cards about the text in the previous activity (AB)

To search for answers to questions about the Mission topic on the web. To draw
a picture. Web quest

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

To look at a picture and describe it

To listen to an audio and complete an activity in the Activity Book

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences and match them to the corresponding picture

To answer some questions that they hear on an audio

To unscramble letters and form words that correspond to the picture (AB)

To read a text and indicate whether some sentences are correct or not or if that
information does not appear in the text *right, wrong, doesn't say* (AB)

To change some affirmative sentences to the interrogative or negative form as
indicated. (AB)

CONTENT

Vocabulary

- Main vocabulary: Armchair, bean bag chair, bedside table, bookshelf, contest, couch, curtains, desk, dresser, duvet, furniture, mirror, pillow, rug, sheets, study lamp, toy chest, to tidy up
 - Extra vocabulary: Cloth, comfortable, community, glass, leather, mails, prehistoric, sculpture, sleepover, slumber party , soft, stone, theme, wall

Structures

- I will tidy up tomorrow. Will you tidy up tomorrow? Yes, I will. / No, I won't.
- He's going to wash the dishes on Saturday. He isn't going to wash the dishes on Saturday. Is he going to wash the dishes on Saturday? Yes, he is./ No, he isn't.

Culture

- The United States. Pyjama parties
- **Expression:** *I don't know what to do!*

Content and Language Integrated Learning (CLIL)

Social Science

- The history of furniture

Phonetics

- Sounds /f/ and /tʃ/

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 about the furniture in a room. - Understands the essence of oral narratives <ul style="list-style-type: none"> • I will tidy up tomorrow. Will you tidy up tomorrow? Yes, I will. / No, I won't. • He's going to wash the dishes on Saturday. He isn't going to wash the dishes on Saturday. Is he going to wash the dishes on Saturday? Yes, he is./ No, he isn't. - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and

	<p>structures that have been studied in previous years</p> <ul style="list-style-type: none"> - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
<p>To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)</p>	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what it should and shouldn't be done, healthy habits) - Is able to present the outcome of their work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) Talk about, etc.,) - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammar structures used and do it in the present and past tenses.
<p>To internalise the structures and acquire spoken fluency through repetition</p>	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video
<p>To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures</p>	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts

(Reading)	<p>containing the language studied in class</p> <ul style="list-style-type: none"> - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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 - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
To encourage students' motivation and creativity	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an English-speaking country
To promote the ability to summarise after reading a text	<ul style="list-style-type: none"> - Summarises main ideas from a text
To mimic pronunciation, intonation, rhythm and word stress to produce oral texts	<ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /ə/ sound - Makes an effort to pronounce correctly
To show interest and confidence in learning frequently used expressions in	<ul style="list-style-type: none"> - Shows interest in writing and repeating known expressions in English "I don't"

English	<i>know what to do"</i> - Incorporates new expressions and vocabulary into daily routines
To show interest in knowing details about the customs of other countries	- Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about overweight in English-speaking countries - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the content of other subjects	- Values the English language as a learning tool for other contents (Social Science).

COMPETENCES

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

• Linguistic communication

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

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

Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 3, 4, 5, 6, 7, 8) (AB Missions 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 2, 5) (AB Missions 2, 3, 5, 6, 7)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (Missions 1, 7) (AB Missions 1, 5, 8)	Responsibility, perseverance, self-esteem
Summarises overall information from a text	- Making Fact cards conveying very specific information (Mission 7)	Responsibility, perseverance, self-esteem

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listens to numbers upon introducing the vocabulary	- Listening to the numbers upon introducing the vocabulary in Missions 1 and 4	Responsibility, self-esteem, perseverance,
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility
Listening to numbers used to number sentences in different activities	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance
Listens to and reads the time	- Listening to and reading the time (Mission 6)	Responsibility, self-esteem, perseverance, self-esteem
Uses numbers when describing pictures	- Reproducing numbers when describing pictures	Responsibility, self-esteem, perseverance,
Reads dates in a text	- Reading dates in a text	Responsibility, self-esteem, perseverance,

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance

Corrects and detects mistakes in sentences and words	- Detecting mistakes in sentences and words (AB Missions 2, 4, 6)	Perseverance, self-esteem
Values English as a learning tool	- Learning the topics of other subjects, Social Science (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivering presentations on interesting or everyday topics by searching for information on the web or other media. (Mission 6) (AB Mission 6) (AB Mission 7)	Responsibility, perseverance
Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility, self-esteem
Carries out an Arts and Crafts activity	- Drawing of the room of their dreams. Let's draw your dream room! (Mission 7) - Drawing of their room (AB Mission 2) - Drawing of a Klismos chair (AB Mission 7)	Responsibility, self-esteem
Makes word games to internalise the new vocabulary	- Making a crossword (AB Mission 1) - Making a wordsearch (AB Mission 4)	Responsibility, self-esteem

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" (Mission 5), in the dialogues (Missions 5, 6 and 7) and 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	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance

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

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	<ul style="list-style-type: none"> - Reproducing the unit song in Mission 1 	Responsibility, respect, perseverance
Participates in games and acting out activities	<ul style="list-style-type: none"> - Participating in the PB "Game Time!" (Mission 5) and in the games proposed in the TG - Representing dialogues, Read, listen and repeat with your partner (Mission 5), Read and make a role play (Mission 6), Tell to ask (Mission 7) 	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	<ul style="list-style-type: none"> - Learning a cultural expression (Missions 3 and 6) 	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	<ul style="list-style-type: none"> - Learning about some English-speaking countries' customs (Mission 6) 	Respect
Carries out an Arts and Crafts activity	<ul style="list-style-type: none"> - Carrying out a drawing of the room of their dreams (Mission 7) 	Responsibility, self-esteem

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognises a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or conversations in real-life situations	- Making short everyday dialogues or conversations about everyday situations: "Let's talk about ... Your dream room!" (Mission 2), "Game Time!" (Missions 5), "What would you do? Discuss" (Mission 6), "Read, listen to and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7)	Responsibility, respect, perseverance
Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit	- Think and write in your notebook (Mission 5) - Write about your bedroom (AB Mission 2) - Finish the story with Max (AB Mission 3) - Read and write (AB Mission 5) - What would you do? (AB Mission 6) - Look and describe (AB Mission 8)	Responsibility, respect, perseverance
Shows self-assurance and confidence when it comes to finding mistakes and writing out or choosing the correct words or sentences	- Correcting miswritten words (AB Missions 4, 8) - Choosing the grammatically correct sentence (AB 2)	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	- Reproducing the vocabulary and structures to talk about him/herself. "Let's talk about ... Your Dream room!" (Mission 2), "What would you do?" (Mission 6), "Write about your bedroom" (AB Mission 2), "What would you do?" (AB Mission 6)	Self-esteem, responsibility, perseverance

UNIT 7

This unit (**Travelling**) focuses in learning the vocabulary and expressions related to travelling.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 8 words or expressions, through a listening exercise.

To identify and reproduce unit vocabulary

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

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

To listen to a text describing a word related to the new vocabulary and the topic of the unit and figure out what it is. Find out!

To practise and master interrogative sentences. Master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To match words to the corresponding picture (AB)

To read sentences that describe objects. To discover what it is and write its name. Find out! (AB)

To practise and master interrogative sentences. Master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. The structure "Ask me if..". is practised Correct using an audio

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: I've packed my suitcase. I haven't packed my suitcase. Have you packed your suitcase? Yes, I have, No, I haven't.

To look at a picture, listen to some questions in an audio and answer the questions.

To read sentences related to the audio and say whether they are true or false

To read a text and answer some questions

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To complete a text using the present perfect tense. To use an audio in order to correct (AB)

To choose the correct option between two sentences, one of which is grammatically incorrect. (AB)

To write a short text about him/herself (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression (Have a safe journey!)

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

To practise and internalise verbs (to pack). To read and answer some questions related to the story.

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story and choose one of the two options proposed. To write the correct sentences in the Activity Book

To read and complete a text with words. To correct using an audio (AB)

To unscramble words and make sentences. To correct using an audio (AB)

To make a summary of the text from the previous activity (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary, 10 words, through an audio. To repeat the words and answer some questions

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

Pronunciation video showing mouth movements. To learn to pronounce and identify the /aʊ/ and /eɪ/ sounds

To listen to and repeat the words that are mentioned in the pronunciation video in order to practise the /aʊ/ and /eɪ/ sounds

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

To read some sentences in which one of the words of the new vocabulary is described. To guess the word. Guess!

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

To listen to and pronounce several words containing the /aʊ/ and /eɪ/ sounds

- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills
- To listen to several words and point out the ones that have the same sound (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- To complete some words. Some letters have a corresponding number. To discover the secret word (AB)
- To copy sentences dictated in an audio. Dictation (AB)
- To correct some words and write them correctly (AB)
- Classifying some words according to the /aʊ/ or /eɪ/ sounds. To correct using an audio (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Introducing the second grammar section through listening activities: I've been here for an hour. I've been here since two o'clock
- Video in which the unit grammar structures are introduced and practised
- To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video*
- To listen to and answer some questions practising the new grammar structure*
- To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner*
- To talk using one of the "Game Time!" activities using the structures worked on.
- To reproduce the unit structures orally and internalise them through the TG drills
- To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit
- To learn to write texts. To write sentences on the unit topic (brainstorming ideas). Think and write in your notebook
- To complete some sentences, choosing the correct option. To correct using an audio (AB)
- To form negative, affirmative, and interrogative sentences as indicated (AB)
- To read a text. To re-write the text matching sentences to the conjunctions but and because (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

- To listen to a text about a cultural topic in the Australia, New Zealand and the United Kingdom. Driving on the left
- To be able to identify some English-speaking countries
- To show interest in understanding and talking about the customs of other countries
- To orally interact in English by carrying out guided tasks. Read and make a role play*

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation. What would you do?

Discuss

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

To listen to a text and write whether some sentences are true or false and re-write the sentences correctly (AB)

To answer some questions, comparing the Spanish culture to that of English-speaking countries (AB)

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

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning, Social Science. The canals

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

To listen to a text about channels

To practise the structure Tell to ask

To talk using one of the "Game Time!" activities using the structures worked on.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To read the text in the previous activity and fill in some Fact cards (AB)

To search for answers to questions about the Mission topic on the web. Web quest (AB)

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences with two options. To choose the grammatically correct one. To correct using an audio

To read a text and answer some questions

To unscramble sentences in order to create a dialogue

To complete a dialogue by adding sentences in its corresponding place (AB)

To write a postcard to a friend. (AB)

To complete a text whilst listening to an audio

CONTENT

Vocabulary

- Main vocabulary: Boarding pass, check-in desk, departure gate, departure, lounge, duty-free, hand luggage, map, passport, queue screens, security, suitcase, to pack, to unpack, travel guide.
- Extra vocabulary: Canal, constructed, man-made, narrow, narrowboat, nowadays, seat, side, signposts, steering wheel, to drive, to transport

Structures

I've packed my suitcase. I haven't packed my suitcase. Have you packed your suitcase? Yes, I have, No, I haven't. I've been here for an hour. I've been here since two o'clock

Culture

- Australia, New Zealand and the United Kingdom.
- **Expression:** *Have a safe journey!*

Content and Language Integrated Learning (CLIL)

Social Science

- The canals

Phonetics

- Sounds /aʊ/ or /eɪ/

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 travel vocabulary - Understands the essence of oral narratives <ul style="list-style-type: none"> • I've packed my suitcase. I haven't

	<p>packed my suitcase. Have you packed your suitcase? Yes, I have, No, I haven't. I've been here for an hour. I've been here since two o'clock</p> <ul style="list-style-type: none"> - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
<p>To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)</p>	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what it should and shouldn't be done, healthy habits) - Is able to present the outcome of their work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) Talk about, etc.,) - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammatical structures used and do it in the present and past tenses.

To internalise the structures and acquire spoken fluency through repetition	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video
To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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 - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
To encourage students' motivation and creativity	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an English-speaking country
To promote the ability to summarise after reading a text	<ul style="list-style-type: none"> - Summarises main ideas from a text
To mimic pronunciation, intonation, rhythm and word stress to produce oral texts	<ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language.

	<p>For example the /ə/ sound</p> <ul style="list-style-type: none"> - Makes an effort to pronounce correctly
To show interest and confidence in learning frequently used expressions in English	<ul style="list-style-type: none"> - Shows interest in writing and repeating known expressions in English: <i>Have a safe journey!</i> - Incorporates new expressions and vocabulary into daily routines
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about overweight in English-speaking countries - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the content of other subjects	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Social Science).

COMPETENCES

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

• Linguistic communication

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

Recognises the sound, rhythm, intonation and word stress of common expressions	<ul style="list-style-type: none"> - Listening to and reproducing a song (Mission 1) - Playing a pronunciation video (Mission 4) - Listening to the story (Mission 5) - Listening to texts (Missions 1, 2, 3, 4, 5, 6, 7) (AB Missions 2, 3, 6, 7, 8) 	Responsibility, perseverance
Checks the answers to activities through a listening exercise	- Correcting activities through a listening exercise Listen and check (Missions 1-8)	Responsibility, perseverance
Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	- Playing a "Sing and clap" song in Mission 1	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction	- Reproducing and consolidating grammar structures through repetition and correction-based activities (Missions 1-8)	Perseverance and responsibility
Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG	- Reproducing simple expressions (Missions 1-8)	Respect, fellowship
Practises interrogative sentences	- Making and internalising the interrogative sentence in Master the question (Mission 1), (AB Mission 1) Tell to ask (Mission 7)	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) 	
Reads expressions previously introduced orally	<ul style="list-style-type: none"> - Reading the unit key expressions (Missions 1-8) - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5) 	Responsibility, perseverance
Reads texts and stories	- Reading stories and texts (Missions 1, 2, 3, 5, 6, 7, 8) (AB Missions 2, 3, 5, 7, 8)	Responsibility, perseverance, respect

Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 2, 3, 4, 5, 6, 7, 8) (AB Missions 2, 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing short and simple texts using the vocabulary and structures previously studied in class (Missions 2, 5) (AB Missions 2, 3, 5, 6, 7, 8)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (Missions 1, 7) (AB Missions 1, 5, 8)	Responsibility, perseverance, self-esteem
Summarises overall information from a text	- Making Fact cards conveying very specific information (Mission 7)	Responsibility, perseverance, self-esteem

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listens to numbers upon introducing the vocabulary	- Listening to the numbers upon introducing the vocabulary in Missions 1 and 4	Responsibility, self-esteem, perseverance,
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility
Listening to numbers used to number sentences in different activities	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance
Listens to and reads the time and the numbers related to the amount of time	- Listening to and reading the time and the amount of time used to do something (Missions 5, 8) (AB Missions 5, 8)	Responsibility, self-esteem, perseverance, self-esteem
Reads the numbers in a word game	- Reading the numbers in a word game. Each number corresponds to a letter	Responsibility, self-esteem, perseverance,
Listens to and reads numbers making reference to distances	- Reading distances in a text (Mission 7)	Responsibility, self-esteem, perseverance,

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship

Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance
Corrects and detects mistakes in sentences and words	- Detecting mistakes in sentences and words (AB Missions 2, 4, 6)	Perseverance, self-esteem
Values English as a learning tool	- Learning the topics of other subjects, Social Science (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivers presentations on interesting or everyday topics by searching for information on the web or other media. (Mission 6) (AB Mission 6) (AB Mission 7)	Responsibility, perseverance
Use their prior knowledge of the story, their linguistic knowledge of the language and their motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility, self-esteem
Makes word games to internalise the new vocabulary	- Making a crossword (AB Mission 1) - Making a wordsearch (AB Mission 4)	Responsibility, self-esteem

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" (Mission 5), in the dialogues (Missions 5, 6 and 7) and 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	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance
Values English as a tool for communicating with other people	- Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Managing well in simple situations using the structures studied (Missions 1-8)	Responsibility, respect, perseverance
Shows interest in communicating with English-speakers	- Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6)	Responsibility, respect, perseverance
Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country	- Comparing the culture of English-speaking countries with that of their own (AB Mission 6)	Responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Responsibility, respect, perseverance
Participates in games and acting out activities	- Participating in the PB "Game Time!" (Missions 5 and 7) and in the games proposed in the TG - Representing dialogues, "Read, listen and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7)	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 3 and 6)	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or conversations in real-life situations	- Making short everyday dialogues or conversations about everyday situations: "Let's talk about ... !" (Mission 2), "Game Time!" (Missions 5 and 7), "What would you do? Discuss" (Mission 6), "Read, listen to and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7)	Responsibility, respect, perseverance
Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit	- Think and write in your notebook (Mission 5) - Write about you. (AB Mission 2) - Summarise the story from exercise 1. (AB Mission 3) - Write the text with but and because (AB Mission 5) - Write a text (AB Mission 6) - Write a postcard to a friend (AB Mission 8)	Responsibility, respect, perseverance
Shows self-assurance and confidence when it comes to finding mistakes and writing out or choosing the correct words or sentences	- Correcting miswritten words (AB Missions 4, 8) - Choosing the grammatically correct sentence (AB 2)	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	- Reproducing the vocabulary and structures to talk about him/herself. Let's talk about ... Travelling! (Mission 2), What would you do? (Mission 6), Write about you. (AB Mission 2) Write a text (AB Mission 6)	Self-esteem, responsibility, perseverance

UNIT 8

This unit (***Extreme fun!***) focuses on learning vocabulary and expressions related to the practice of sports.

The unit contains 8 missions.
Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 10 words or expressions, through a listening exercise.

To identify and reproduce unit vocabulary

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

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

To listen to a text describing a word related to the new vocabulary and the topic of the unit and figure out what it is. Find out!

To practise and master interrogative sentences. Master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To search for words in a wordsearch (AB).

To read sentences that describe sports. To discover which sport do they deal with and write its name. Find out! (AB)

To practise and master interrogative sentences and their answers. Answer or ask. Making interrogative sentences or answers as appropriate. To match the sentences to pictures (AB Mission 1)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: Did she walk the dog last week?: Yes, she did. / No, she didn't. Has she played football this week? Yes, she has./ No, She hasn't

To look at a picture, listen to some questions in an audio and answer the questions.

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

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

To complete some sentences using the simple past or the present perfect tenses as appropriate (AB)

To choose the correct option between two sentences, one of which is grammatically incorrect. (AB)

To write a short text about him/herself (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression: You'll be fine. It's a piece of cake!

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

To practise and internalise verbs (to pack). To read and answer some questions related to the story.

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story and choose one of the two options proposed. To write the correct sentences in the Activity Book

To read and complete a text with words. To correct using an audio (AB)

To unscramble words and make interrogative sentences. To answer the questions. To correct using an audio (AB)

To finish the story of the text from the previous activity (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary, 7 words, through an audio.

To repeat the words.

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

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

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

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

To read some sentences in which a sport is described. Guess what sport is it. Guess!

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

To make a presentation about different types of sports

To listen to and pronounce several words containing the /ks/ sound

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

To revise other grammar structures that have been studied in the previous units

or years, internalise, and consolidate them using the TG drills
 To listen to several words and point out the ones that have the same sound (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To classify sports in a table
 To match sentences to the corresponding picture (AB)
 To copy sentences dictated in an audio. Dictation (AB)
 To circle the incorrect words and write them correctly (AB)
 To circle the words that have the /ks/ sound. To correct using an audio (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities: Have you ever been to Australia? Yes, I have. No, I haven't. I have never been to Australia
 Video in which the unit grammar structures are introduced and practised
To become familiar with the rhythm and sounds of English through the characters acting out an everyday situation in a grammar video
To listen to and answer some questions practising the new grammar structure
To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner
 To talk using one of the "Game Time!" activities using the structures worked on.
 To reproduce the unit structures orally and internalise them through the TG drills
 To revise other grammar structures that have been studied in the previous units or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to Grammar Appendix to read and internalise the new grammar learnt in the unit
 To learn to write texts. To write sentences on the unit topic (brainstorming ideas). Think and write in your notebook
 To complete some sentences, choosing the correct option. (AB)
 To form negative, affirmative, and interrogative sentences as indicated (AB)
 To write an email to a friend (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural topic in the United States: The Grand Canyon
 To be able to identify some English-speaking countries
 To show interest in understanding and talking about the customs of other countries
To orally interact in English by carrying out guided tasks. Read and make a role play
 To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation. What would you do?
 Discuss
 To reproduce the unit structures orally and internalise them through the TG drills
 To revise other grammar structures that have been studied in the previous units

or years, internalise, and consolidate them using the TG drills

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

To listen to a text and write whether some sentences are true or false and re-write the sentences correctly (AB)

To answer some questions, comparing the Spanish culture to that of English-speaking countries (AB)

To place the child in a real-life situation in an English-speaking country. To write a dialogue depicting this situation. Write a dialogue (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning, Natural Science. The Great Barrier Reef

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

To listen to a text about channels

To practise the structure "Tell to ask"

To talk using one of the "Game Time!" activities using the structures worked on.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To read the text in the previous activity and fill in a Fact card (AB)

To search for answers to questions about the Mission topic on the web. Web quest (AB)

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

To look at and describe an image

To read and complete some sentences by selecting the correct option

To listen to a text and answer some questions

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read one sentence and write the verb using the corresponding verb tense

To complete a text using the present perfect or past simple (AB)

To read some sentences in which a sport is described. To guess the sport and write its name (AB)

To unscramble words in order to make sentences (AB)

To complete a dialogue by adding sentences in its corresponding place (AB)

CONTENT

Vocabulary

- Main vocabulary: Archery, at all, boring, exciting, exhausting, gymnastics, handball, jet skiing, really risky, rugby, scuba diving, skydiving, table tennis, terrifying, white water rafting, windsurfing, to try
- Extra vocabulary: boring, exciting, exhausting, risky, terrifying, at all, really

Structures

- Did she walk the dog last week? Yes, she did. / No, she didn't. Has she played football this week? Yes, she has./ No, She hasn't
- Have you ever been to Australia? Yes, I have. No, I haven't. I have never been to Australia

Culture

- The USA. The Grand Canyon
- **Expression:** You'll be fine. It's a piece of cake!)

Content and Language Integrated Learning (CLIL)

Natural Science

- The Great Barrier Reef

Phonetics

- Sounds /ks/

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) - Masters the alphabet, the numbers, dates and time - Identifies vocabulary related to sports - Understands the essence of oral narratives <ul style="list-style-type: none"> • Did she walk the dog last week? Yes, she did. / No, she didn't. Has she played football this week? Yes, she has./ No, She hasn't

	<ul style="list-style-type: none"> • Have you ever been to Australia? Yes, I have. No, I haven't. I have never been to Australia - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
<p>To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)</p>	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what it should and shouldn't be done, healthy habits) - Is able to present the outcome of their work (Web quest, Let's talk about, What would you do?, Talk about, etc.,) Talk about, etc.,) - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammatical structures used and do it in the present and past tenses.

To internalise the structures and acquire spoken fluency through repetition	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video
To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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) - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
To encourage students' motivation and creativity	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an English-speaking country
To promote the ability to summarise after reading a text	<ul style="list-style-type: none"> - Summarises main ideas from a text

To mimic pronunciation, intonation, rhythm and word stress to produce oral texts	<ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. For example the /ə/ sound - Makes an effort to pronounce correctly
To show interest and confidence in learning frequently used expressions in English	<ul style="list-style-type: none"> - Shows interest in writing and repeating known expressions in English <i>You'll be fine. It's a piece of cake!</i> - Incorporates new expressions and vocabulary into daily routines
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about overweight in English-speaking countries - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the content of other subjects	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Natural Sciences).

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
To listen to		
Identifies words	<ul style="list-style-type: none"> - Listening to and identifying the unit vocabulary and expressions (Missions 1 and 4) - Listening to drills - Video presentation on the unit main vocabulary by the characters of the method (Mission 4) 	Responsibility, perseverance
Identifies simple sentences related to the unit topic	<ul style="list-style-type: none"> - Listening to and identifying simple sentences (Mission 2) - Listening to and understanding the topic-related drills. (Missions 1-8) 	

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

Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1-8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5)	Responsibility, perseverance
Reads texts and stories	- Reading stories and texts (Missions 1, 2, 3, 5, 6, 7) (AB Missions 3, 7, 8)	Responsibility, perseverance, respect
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 2, 3, 4, 5, 6, 7, 8) (AB Missions 2, 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 5, 8) (AB Missions 2, 3, 5, 6, 7)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (Missions 1, 7) (AB Missions 1, 3, 5, 8)	Responsibility, perseverance, self-esteem
Summarises overall information from a text	- Making Fact cards conveying very specific information (Mission 7)	Responsibility, perseverance, self-esteem

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listens to numbers upon introducing the vocabulary	- Listening to the numbers upon introducing the vocabulary in Missions 1 and 4	Responsibility, self-esteem, perseverance,
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility
Listens to numbers used to number sentences in different activities	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance
Reads and repeats ordinal numbers in an agenda	- Reading and reproducing ordinal numbers in a dialogue (Mission 2)	Responsibility, self-esteem, perseverance,

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship

Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance
Corrects and detects mistakes in sentences and words	- Detecting mistakes in sentences and words (AB Missions 2, 4)	Perseverance, self-esteem
Values English as a learning tool	- Learning the topics taught in other subjects, Natural Science (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivering presentations on interesting or everyday topics by searching for information on the web or other media. (Mission 6) (AB Mission 6) (AB Mission 7)	Responsibility, perseverance
Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility, self-esteem
Makes word games to internalise the new vocabulary	- Making a crossword (AB Mission 1) - Making a wordsearch (AB Mission 4)	Responsibility, self-esteem

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" (Mission 5 and 7), in the dialogues (Missions 5, 6 and 7) and 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	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance

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

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	<ul style="list-style-type: none"> - Reproducing the unit song in Mission 1 	Responsibility, respect, perseverance
Participates in games and acting out activities	<ul style="list-style-type: none"> - Participating in the PB "Game Time!" (Missions 5 and 7) and in the games proposed in the TG - Representing dialogues, Read, listen and repeat with your partner (Mission 5), Read and make a role play (Mission 6), Tell to ask (Mission 7) 	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	<ul style="list-style-type: none"> - Learning a cultural expression (Missions 3 and 6) 	Respect
Learns about the culture of English-speaking countries and where countries or certain places are on the map	<ul style="list-style-type: none"> - Learning about some English-speaking countries' customs (Mission 6) 	Respect

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognising a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or conversations in real-life situations	- Making short everyday dialogues or conversations about everyday situations: Let's talk about ... Your kitchen! (Mission 2), "Game Time!" (Missions 5 and 7), "What would you do?" Discuss (Mission 6), Read, listen to and repeat with your partner (Mission 5), Read and make a role play (Mission 6), Tell to ask (Mission 7)	Responsibility, respect, perseverance
Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit	- Think and write in your notebook (Mission 5) - Write about you. (AB Mission 2) - Finish the story. (AB Mission 3) - Write an email to a friend (AB Mission 5) - Write a dialogue (AB Mission 6)	Responsibility, respect, perseverance
Shows self-assurance and confidence when it comes to finding mistakes and writing out or choosing the correct words or sentences	- Correcting miswritten words (AB Mission 4) - Choosing the grammatically correct sentence (AB 2)	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	- Reproducing the vocabulary and structures to talk about him/herself. Let's talk about ... Your week! (Mission 2), Complete the table in your notebook. Then give a presentation. (Mission 4), What would you do? Discuss (Mission 6), Write about you. (AB Mission 2) Write an email to a friend (AB Mission 5)	Self-esteem, responsibility, perseverance

UNIT 9

This unit (***Cooking Time!***) focuses on learning vocabulary and expressions related to the kitchen and cooking.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 13 words or expressions, through a listening exercise

To identify and reproduce unit vocabulary

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

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

To listen to a text describing a word related to the new vocabulary and the topic of the unit and figure out what it is. Find out!

To practise and master interrogative sentences. Master the question. To make interrogative sentences from the answers, highlighting what should be asked about in bold. To correct using an audio

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

To look at some pictures and write the name of each one (AB)

To discover a message in an email. To identify letters with symbols and decipher the message. Find out! (AB)

To practise and master interrogative sentences and their answers. Tell to ask.

Making interrogative sentences or answers as appropriate (AB Mission 1)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities: First conditional. Will the ice cream be tasty if you add chocolate sauce? Yes, it will. / No, it won't. It will be tasty if I add chocolate sauce. It won't be tasty if I add salt.

To look at a picture, listen to some questions in an audio and answer the questions.

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

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

To read a text and answer some questions

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To complete some sentences with the corresponding verbal tense. To check using an audio

To choose within the same sentence between two verbal tenses. (AB)

To answer some questions about him/herself (AB)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Introducing a colloquial expression: How tasty!

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

To practise and internalise the verb (to add). To read and answer some questions related to the story.

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

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

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read some sentences related to the second part of a spoken story and choose one of the two options proposed. To write the correct sentences in the Activity Book

To read a text and answer some questions (AB)

To unscramble words and make sentences. To correct using an audio (AB)

To write a text describing an invention. To draw the device (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second section of the unit vocabulary, 5 words, through an audio.

To repeat the words.

To listen to the unit main vocabulary using a video

To repeat the words from the vocabulary video

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

To listen to and repeat the words that are mentioned in the pronunciation video in order to practise the /v/ and /b/ sounds

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

To read some sentences in which kitchen objects are described Guess what object is it Guess!

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

To listen and pronounce words with the /v/ sound and others with the /b/ sound

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To complete a text in the Activity Book

To find words in a wordsearch (AB)

To copy sentences dictated in an audio. Dictation (AB)

To read a text and correct miswritten words.

Classifying words according to the /b/ or /v/ sound. To correct using an audio (AB)

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities: She is cooking, isn't she? She isn't cooking, is she? You're strong, aren't you? You aren't strong, are you? It's easy, isn't it?.

Video in which the unit grammar structures are introduced and practised

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

To listen to and repeat the new grammar structure.

To listen to a dialogue and act it out in pairs. Read, listen and repeat with your partner

To talk using one of the "Game Time!" activities using the structures worked on.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To change the questions tags. If they are negative change them into affirmative and vice versa (AB)

To read a text and create an outline with the main ideas (brainstorm) (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to a text about a cultural topic in the United States: How Chocolate Chip cookies are cooked

To be able to identify some English-speaking countries

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

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

To place the child in a real-life situation in an English-speaking country. To talk in class about what they would do in this real-life situation. What would you do?

Discuss

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To search for answers to questions about the Mission topic on the web. Web quest

After talking in class about what they would do in a real-life situation in an English-speaking country, reading a text in which a child has written about what they did in this situation

To read and listen to the text in the Pupil's book and write whether some sentences are true or false (AB)

To answer some questions, comparing the Spanish culture to that of English-speaking countries (AB)

To place the child in a real-life situation in an English-speaking country. To write a dialogue depicting this situation. Write a dialogue (AB)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning, Natural Science. Soda Volcano

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

To listen to a text about the Soda Volcano experiment

To practise the structure Tell to ask

After making an experiment, give a presentation about the experiment

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

To read the text in the previous activity and fill in a Fact card (AB)

To search for answers to questions about the Mission topic on the web. Web quest (AB)

Mission I CAN... Unit content revision.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

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

To look at some pictures and write their name

To read and answer some questions

To give a presentation about a cooking recipe

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read and complete a text with words. To correct using an audio

To complete a text with the proposed words (AB)

To read some sentences that describe objects or actions in the kitchen. To guess the word and write its name (AB)

To make sentences so as to identify pictures with words. To correct using an audio (AB)

To write a recipe on the notebook (AB)

CONTENT

Vocabulary

- Main vocabulary: Apron, cooker, freezer, fridge, grill, juicer, microwave, mixer, oven, oven glove, recipe, saucepan, to add, to bake, to boil, to burn, to chop, to fry
 - Extra vocabulary: Adult, baking soda, chocolate chips, explosion, flour, glass, in fact, messy, mint, teaspoon, tray, volcano, to mix

Structures

- First conditional. Will the ice cream be tasty if you add chocolate sauce? Yes, it will. / No, it won't. It will be tasty if I add chocolate sauce. It won't be tasty if I add salt.
- She is cooking, isn't she? She isn't cooking, is she? You're strong, aren't you? You aren't strong, are you? It's easy, isn't it?.

Culture

- The USA. Chocolate chip cookies
- **Expression:** How tasty!

Content and Language Integrated Learning (CLIL)

Natural Science

- Soda Volcano

Phonetics

- Sounds /v/ and /b/

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) - Masters the alphabet, the numbers, dates and time

	<ul style="list-style-type: none"> - Identifies vocabulary related to the kitchen - Understands the essence of oral narratives - First conditional. Will the ice cream be tasty if you add chocolate sauce? Yes, it will. / No, it won't. It will be tasty if I add chocolate sauce. It won't be tasty if I add salt. - She is cooking, isn't she? She isn't cooking, is she? You're strong, aren't you? You aren't strong, are you? It's easy, isn't it?. - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the overall meaning of increasingly difficult oral instructions and explanations
<p>To know and use the basic vocabulary and structures for producing short and simple oral texts (Speaking)</p>	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Produces simple oral monologues or dialogues - Gets the point across in short, simple presentations - Is capable of expressing him/herself in English in a greater number of situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative responses, asking for things, saying what it should and shouldn't be done, healthy habits) - Is able to present the outcome of their work (Web quest, Let's talk about,

	<p>What would you do?, Talk about, etc.,) Talk about, etc.,)</p> <ul style="list-style-type: none"> - Works on and tries to master both direct and indirect interrogative sentences (Master the question and Tell to ask) - Is able to correctly describe people with the vocabulary and grammatical structures used and do it in the present and past tenses.
To internalise the structures and acquire spoken fluency through repetition	<ul style="list-style-type: none"> - Understands, imitates and fluently repeats structures related to the topics studied in previous years and the new structures using the drills - Repeats the words or structures asked for by the auxiliary teacher in the recap video
To understand the essential information in a text using their prior knowledge of vocabulary and syntactical structures (Reading)	<ul style="list-style-type: none"> - Is able to read fluently the simple words and sentences learnt previously - Understands simple written texts containing the language studied in class - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (Find out, Say the missing Word, Fill in the blanks, Tell to ask) - 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 - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed and make research work (Web quest) - Understands physical descriptions of people. - Perfectly distinguishes the past tense from the present tense
To encourage students' motivation and creativity	<ul style="list-style-type: none"> - Writes the end of a story or creates other endings different to those given in the book.
To produce simple written texts using the words and structures that have been studied in the previous unit, units or years.	<ul style="list-style-type: none"> - Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content learnt

	<ul style="list-style-type: none"> - Shows interest in writing clearly - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country - Writes about him/herself - Writes a text comparing their culture and surroundings with that of an English-speaking country
To promote the ability to summarise after reading a text	<ul style="list-style-type: none"> - Summarises main ideas from a text
To mimic pronunciation, intonation, rhythm and word stress to produce oral texts	<ul style="list-style-type: none"> - Memorises songs - Acts out stories - Mimics the sounds presented in the pronunciation videos - Knows the wide range of sounds existing in English compared to his/her language. - Makes an effort to pronounce correctly
To show interest and confidence in learning frequently used expressions in English	<ul style="list-style-type: none"> - Shows interest in writing and repeating familiar expressions in English: <i>How tasty!</i> - Incorporates new expressions and vocabulary into daily routines
To show interest in knowing details about the customs of other countries	<ul style="list-style-type: none"> - Identifies English-speaking countries and their flags - Shows interest in using English as a tool for communicating with people from other cultures and countries - Learns about overweight in English-speaking countries - Feels confident in his/her ability to express him/herself in English
To show interest in English as a learning tool for the content of other subjects	<ul style="list-style-type: none"> - Values the English language as a learning tool for other contents (Natural Sciences)

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• **Linguistic communication**

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

Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG	- Reproducing simple expressions (Missions 1-8)	Respect, fellowship
Practises interrogative sentences	- Making and internalising the interrogative sentence in Master the question (Mission 1), Tell to ask (Mission 7), Tell to ask (AB Mission 1)	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)	
Reads expressions previously introduced orally	- Reading the unit key expressions (Missions 1-8) - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 2 and 5)	Responsibility, perseverance
Reads texts and stories	- Reading stories and texts (Missions 1, 2, 3, 4, 5, 6, 7, 8) (AB Missions 3, 5, 7, 8)	Responsibility, perseverance, respect
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions (Missions 2, 3, 4, 5, 6, 7, 8) (AB Missions 2, 3, 4, 5, 6, 7, 8)	Responsibility, perseverance
Writes very simple texts based on very structured models	- Writing short and simple texts using the vocabulary and structures previously studied in class (Missions 5, 7, 8) (AB Missions 2, 3, 5, 6, 7)	Responsibility, perseverance
Perfectly builds and distinguishes affirmative, negative and interrogative sentences	- Making affirmative, negative and interrogative sentences (Missions 1, 7) (AB Missions 1, 3, 5, 8)	Responsibility, perseverance, self-esteem
Summarises overall information from a text	- Making Fact cards conveying very specific information (Mission 7)	Responsibility, perseverance, self-esteem

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listens to numbers upon introducing the vocabulary	- Listening to the numbers upon introducing the vocabulary in Missions 1 and 4	Responsibility, self-esteem, perseverance,
Reads page numbers	- Reading page numbers (Missions 1-8)	Responsibility
Listening to numbers used to number sentences in different activities	- Listening to the numbers (Missions 1-8)	Responsibility, perseverance
Reads and writes prices	- Reading and writing numbers when making reference to prices. Writes prices in the English style, using the symbol € before the number (Mission 2)	Responsibility, self-esteem, perseverance,
Reads and writes numbers when reading and writing recipes	- Reading and writing numbers when reading or writing a recipe (Mission 6) (AB Missions 4, 5, 8)	Self-esteem, perseverance.

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility

Uses basic strategies for learning to learn English, resorting to a visual dictionary and grammar and pronunciation appendix at the end of the book	- Use of the Picture Dictionary in Mission 1 with the key vocabulary of the unit and the Grammar Appendix in Missions 2 and 5	Responsibility, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of words using flashcards, etc. (Missions 1-8)	Responsibility, perseverance
Uses vocabulary videos to internalise the correct pronunciation of the words	- Listening to the vocabulary video in Mission 4	Responsibility, perseverance, fellowship
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 5	Responsibility, perseverance, fellowship
Uses pronunciation videos to learn to pronounce and reproduce words and sentences correctly	- Listening to the pronunciation video of Mission 4	Responsibility, perseverance, fellowship
Uses the featured auxiliary teacher to consolidate the unit vocabulary and grammar learnt and learns how to pronounce it correctly	- Listening to the recap video of Mission 8	Responsibility, perseverance
Corrects and detects mistakes in sentences and words	- Detecting mistakes in sentences and words (AB Mission 4)	Perseverance, self-esteem
Values English as a learning tool	- Learning the topics taught in other subjects, Natural Science (Mission 7)	Responsibility, perseverance
Uses information technology to gather information and prepare a presentation	- Delivering presentations on interesting or everyday topics by searching for information on the web or other media. (Mission 6) (AB Mission 7)	Responsibility, perseverance

Uses his/her prior knowledge of the story, his/her linguistic knowledge of the language and his/her motivation and interest to understand the end of the story in an audio	- Listening to the end of the story (Mission 3)	Responsibility, self-esteem
Makes word games to internalise the new vocabulary	- Making a wordsearch (AB Mission 4)	Responsibility, self-esteem

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in "Game Time!" (Mission 5), in the dialogues (Missions 5, 6 and 7) and 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	- Reproduction and consolidation of the drills (Missions 1-8)	Responsibility, respect, perseverance
Values English as a tool for communicating with other people	- Reusing the vocabulary worked on in previous years and using new vocabulary learnt in real-life or simulated interactions (Missions 1-8) - Manages well in simple situations using the structures studied (Missions 1-8)	Responsibility, respect, perseverance
Shows interest in communicating with English-speakers	- Reading texts about the customs and culture of people who live in English-speaking countries (Missions 5 and 6)	Responsibility, respect, perseverance
Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country	- Comparing the culture of English-speaking countries with that of their own (Mission 6) (AB Mission 6)	Responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Responsibility, respect, perseverance
Participates in games and acting out activities	- Participating in the PB "Game Time!" (Missions 5 and 7) and in the games proposed in the TG - Acting out dialogues: "Look, Then ask and answer". (Mission 2), "Read, listen to and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7)	Responsibility, respect, perseverance
Learns a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 3 and 6)	Respect
Learns about the culture of English-speaking countries and where the countries are located on the map	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements from their surroundings	- Recognises a larger number of objects from their surroundings than in the previous year, through oral activities (Missions 1-8)	Responsibility, respect, perseverance
Shows independence and confidence in creating dialogues or conversations in real-life situations	- Making short everyday dialogues or conversations: Let's talk about ... Your kitchen! (Mission 2), "Game Time!" (Missions 5 and 7), "What would you do? Discuss" (Mission 6), "Read, listen to and repeat with your partner" (Mission 5), "Read and make a role play" (Mission 6), "Tell to ask" (Mission 7)	Responsibility, respect, perseverance

Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit	<ul style="list-style-type: none"> - Think and write in your notebook (Mission 5) - Write and answer the questions about you (AB Mission 2) - Invent something. Write and draw. (AB Mission 3) - Read and create a brainstorm about the topics from the text (AB Mission 5) - Write a dialogue (AB Mission 6) 	Responsibility, respect, perseverance
Shows self-assurance and confidence when it comes to finding mistakes and writing out or choosing the correct words or sentences	<ul style="list-style-type: none"> - Correcting miswritten words (AB Mission 4) - Choosing the grammatically correct sentence (AB 2) 	Responsibility
Shows confidence and self-assurance when speaking about him/herself in English	<ul style="list-style-type: none"> - Reproducing the vocabulary and structures to talk about him/herself. Let's talk about ... Your kitchen! (Mission 2), What would you do? Discuss (Mission 6), Let's experiment. Then give a presentation. (Mission 7), Complete a recipe in your notebook. Then give a presentation. (Mission 8) 	Self-esteem, responsibility, perseverance

FESTIVAL 1. NEW YEAR'S EVE

The festival has just one Mission and three different activities.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

To identify vocabulary related to New Year's Eve

To listen to a text

To listen to and sing a song

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

To write the answers

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

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

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

To ask their family members their New Year wishes. To write them in a table

CONTENT

Vocabulary

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

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

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

COMPETENCES

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

- **Linguistic communication**

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

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

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

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

- **Digital competences**

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

- **Learning to learn**

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

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

• **Social and civic competences**

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

- **Cultural awareness and expressions**

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

- **Sense of initiative and enterprising spirit**

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

FESTIVAL 2. ST. PATRICK'S DAY

The festival has just one Mission and three different activities.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

To identify vocabulary related to St. Patrick's Day

To listen to and sing a song

To listen to a text and read it

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To do a crossword (AB)

To unscramble some words and write sentences correctly

CONTENT

Vocabulary

- Main vocabulary: Christianity, leprechaun, Patron Saint, St. Patrick, shamrock.

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

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

COMPETENCES

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

- **Linguistic communication**

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

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

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

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

- **Digital competences**

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

- **Learning to learn**

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

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

- **Social and civic competences**

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

- **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Plays tunes	- Reproducing the unit song in Mission 1	Patience

Participates in games and acting out activities	- Participation in the games proposed in the TG	Perseverance, responsibility, patience
Makes simple crafts and artistic compositions	- Let's make paper shamrocks!	Perseverance, responsibility, patience, tolerance, empathy, punctuality
Learns about the culture in English-speaking countries	- Learning about St. Patrick's Day in English-speaking countries	Tolerance, empathy, solidarity, respect

- **Sense of initiative and enterprising spirit**

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

FESTIVAL 3. MIDSUMMER'S DAY

The festival has just one Mission and three different activities.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

To identify vocabulary related to Midsummer's Day

To listen to and sing a song

To listen to a text and answer some questions

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

To point out pictures that correspond to Midsummer's Day and describe them (AB)

To read the text on Midsummer's Day and indicate whether the sentences are correct or incorrect. To write correctly miswritten sentences (AB)

CONTENT

Vocabulary

- Main vocabulary: Evil spirits, forest, harvest, hill, rose, sunrise, high, medieval, to worship

ASSESSMENT CRITERIA	LEARNING OBJECTIVES
To understand the vocabulary and main grammar structures in very short oral texts and use the most suitable strategies for understanding the main information from the text (Listening)	<ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Masters the alphabet - Identifies vocabulary about the Midsummer's Day festivity - Understands the essence of oral narratives. - Understands the presentations and narratives of the vocabulary and grammar videos as well as the auxiliary teacher's explanations in the recap video - Understands the syntactical structures the teacher uses in the drills - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Shows interest when participating in language games - Understands common expressions used in games - Understands songs - Expresses the ideas conveyed in the songs using gestures - Understands the main information from short conversations - Understands short texts and is capable of answering questions about the topic - Understands messages containing instructions - Understands informative oral texts and feels capable of extracting the main sense and also correct information
To know and be capable of using the basic vocabulary and structures needed to produce short and simple oral texts (Speaking)	<ul style="list-style-type: none"> - Uses the basic vocabulary studied in previous years - Learns and uses new vocabulary - Independently produces very simple oral monologues and dialogues - Is capable of expressing him/herself in English in more situations than in the previous year - Works as part of a team (games, dialogues, etc.) - Answers adequately in simple communication situations - Greets and bids farewell in English - Uses "Please" and "Thank you" in the adequate context - Makes sentences about actions he/she is carrying out at that time

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

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
To listen to		
Identifies vocabulary about Independence Day	<ul style="list-style-type: none"> - Listening to and identifying unit vocabulary and expressions - Listening to drills 	Responsibility, perseverance
Identifies simple sentences related to the unit topic	<ul style="list-style-type: none"> - Listening to and identifying simple sentences - Listening to and understanding the topic-related drills. 	Responsibility

Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context	- Listening to a text and identifying the corresponding pictures	Responsibility
Recognises the sound, rhythm, intonation and word stress of common expressions	- Listening to and reproducing a song - Listening to a text	Respect and perseverance
Speaking		
Sings a song using appropriate linguistic and paralinguistic elements	- Playing a Chant song	Responsibility
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction	- Playing and consolidation of grammar structures through activities based on repetition and correction	Perseverance and responsibility
Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG	- Reproducing simple expressions	Respect, fellowship
Reading		
Reads words previously introduced orally	- Reading the unit key vocabulary - Reading the unit key words from the Picture Dictionary	Perseverance
Reads expressions previously introduced orally	- Reading the unit key expressions	Perseverance and responsibility
Reads texts and stories in a comprehensive manner	- Reading texts	Perseverance and responsibility
Writing		
Writes words	- Writing the unit key vocabulary and grammar expressions	Perseverance and responsibility
Answers questions related to a text	- Answering questions related to a text	Perseverance and responsibility

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

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

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG	Respect and fellowship
Uses basic strategies for learning to learn English resorting to a visual dictionary and grammar and pronunciation guide at the end of the book	- Using the Picture Dictionary in Mission 1 with the key vocabulary	Responsibility, respect, perseverance
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context	- Identification of the meaning of the words using flashcards, visual support, etc.	Perseverance, responsibility, patience
Values English as a learning tool for topics of interest	- Learning about Midsummer's Day	Perseverance, responsibility, patience

- **Social and civic competences**

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

- **Cultural awareness and expressions**

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

- **Sense of initiative and enterprising spirit**

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

STORY

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

UNDERSTANDING AND PRODUCING ORAL TEXTS

To listen to the story

To read the story

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

To read the story

CONTENT

Includes the vocabulary and syntactical structures studied during the year

- Vocabulary: food, Space, sports, demonyms, clothing items, the room
- Reusing vocabulary: the time, adjectives, parts of the body.
- Grammar structures: Present continuous, present simple, past simple, past continuous, present perfect, future (will), future (going to), imperative,
- Reusing verb structures: have got, to like, there's /there are..., can

ASSESSMENT CRITERIA	LEARNING OBJECTIVES
To understand the vocabulary and main grammar structures in very short oral texts and use the most suitable strategies for understanding the main information from the text (Listening)	<ul style="list-style-type: none"> - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary) - Understands the essence of oral narratives. - Listens actively - Understands the vocabulary and structures that have been studied in previous years - Understands the main information from short conversations - Understands short texts and is capable of answering questions about the topic - Understands messages containing instructions - Understands informative oral texts and feels capable of extracting the main

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

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
To listen to		
Identifies vocabulary studied during the course	<ul style="list-style-type: none"> - Listening to and identifying unit vocabulary and expressions 	Responsibility, perseverance

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

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

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

- **Digital competences**

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

- **Learning to learn**

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

- **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in the "Game Time!", and the games proposed in the TG	Respect and fellowship
Values English as a tool for communicating with other people	- Reading and listening to a comic in which the characters help each other	Respect and fellowship

- **Cultural awareness and expressions**

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

- **Sense of initiative and enterprising spirit**

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

MARKINGS

Name: _____

	Excellent	Very Good	Good	Satisfactory	Fail
LINGUISTIC COMMUNICATION					
Listening					
Identifies words about the unit vocabulary					
Identifies simple sentences related to the unit topic					
Grasps the overall idea in oral texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context					
Recognises the sound, rhythm, intonation and word stress of common expressions					
Checks the answers of the activities by means of a listening activity					
Speaking					
Sings a song using appropriate linguistic and paralinguistic elements					
Reproduces grammar structures through oral activities proposed by the Teacher's Guide, the drills, based on repetition and correction					
Shows interest when participating in linguistic "Game Time!" games and games proposed in the TG					
Practises interrogative sentences					
Reading					
Reads words previously introduced orally					
Reads expressions previously introduced orally					
Reads texts and stories					
Writing					
Writes words					
Writes very simple texts based on very structured models					
Perfectly builds and distinguishes affirmative, negative and interrogative sentences					
Summarises overall information from a text					

	Excellent	Very Good	Good	Satisfactory	Fail
MATHEMATICAL COMPETENCES AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY					
Listens to numbers upon introducing the vocabulary					
Reads page numbers					
Listening to numbers used to number sentences in different activities					
Reads and writes prices					
Reads and writes numbers when reading and writing recipes					
DIGITAL COMPETENCE					
Uses digital media for learning					
LEARNING TO LEARN					
Participates in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit					
Uses basic strategies for learning to learn English resorting to a visual dictionary and Grammar and Pronunciation Appendix at the end of the book					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements from the context					
Uses videos on vocabulary in order to internalise the word's correct pronunciation					
Uses the grammar videos to internalise the correct use of grammar structures in context, paying attention 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					
Corrects and detects mistakes in sentences and words					
Values English as a learning tool					
Uses information technology to gather information and prepare a presentation					
Use their prior knowledge of the story, their linguistic knowledge of the language and their motivation and interest to understand the end of the story in an audio					
Makes word games to internalise the new vocabulary					

	Excellent	Very Good	Good	Satisfactory	Fail
SOCIAL AND CIVIC COMPETENCE					
Participates and enjoys games with his/her classmates respecting the basic behaviour rules					
Shows interest and concentration in order to understand the teacher's drills so as to provide the correct answers					
Values English as a tool for communicating with other people.					
Shows interest in communicating with English-speakers					
Shows interest in comparing the customs and culture of English-speaking countries with those of his/her own country					
CULTURAL AWARENESS AND EXPRESSIONS					
Plays tunes.					
Participates in games and acting out activities					
Learns a colloquial expression in each Reading					
Learns about the culture of English-speaking countries and where the countries are located on the map					
SENSE OF INITIATIVE AND ENTERPRISING SPIRIT					
Identifies elements from the surroundings					
Shows independence and confidence in creating dialogues or conversations in real-life situations					
Shows independence and develops his/her imagination when writing about him/herself or about any other topic related to the unit					
Shows self-assurance and confidence when it comes to finding mistakes and writing out or choosing the correct words or sentences					
Shows confidence and self-assurance when speaking about him/herself in English					