

English Language Project

Programming 1st, 2nd, 3rd, 4th, 5th and 6th
years of Primary Education
(LOMCE)

M^a del Pilar García Márquez
Ana Cristina Vila Pérez
C.E.I.P Canicouva - Vigo
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1. INTRODUCCIÓN

1.1. LOMCE

As vantaxes e oportunidades que nos ofrece a presente Lei de Educación (LOE), modificada pola Lei 8/2013, de 9 de decembro, para a Mellora da Calidade Educativa (LOMCE), as exixencias e necesidades cada vez mais pluriculturais da nosa sociedade, xunto coas directrices establecidas polo Consello de Europa no *Marco común europeo de referencia para as linguas*, son tres claves significativas que quedan reflectidas no presente proxecto.

Cunha clara vocación educativa e de aprendizaxe onde os alumnos aprenden inglés a través de actividades motivadoras con carácter lúdico que permita de maneira inconsciente e natural a adquisición da lingua estranxeira, e que encerran o reto de potencia-la habilidade do alumnado para percibilo coñecemento dunha lingua estranxeira non só como unha materia mais, senón coma o descubrimento dun mundo externo do que todos formamos parte responsable, promóvese a interacción na clase para desenvolver unha actitude de alerta cara as normas e os valores sociais, dentro dos principios psicopedagóxicos nos que se fundamenta o deseño curricular para a etapa de Educación Primaria.

Teremos como finalidade, en primeiro lugar, conseguir que o alumnado adquira todas as competencias marcadas pola LOMCE centrándonos, como é loxíco, na competencia en comunicación lingüística e facendo especial énfase nas competencias sociais e cívicas, aprender a aprender, sentido de iniciativa e espírito emprendedor. Por outra banda, incorporar o conxunto de elementos transversais, recollidos tamén pola LOMCE, no proceso de aprendizaxe. Como é de agardar, a comprensión lectora, a expresión oral e escrita, a comunicación audiovisual e as TIC, traballaranse intensamente ó longo de todo o proceso, pero tamén terán cabida na aprendizaxe da lingua estranxeira na promoción da igualdade de oportunidades, a non discriminación, a igualdade efectiva entre homes e mulleres e a prevención da violencia de xénero, a prevención e resolución pacífica de conflitos en tódolos eidos, rexeitamento a calquera tipo de violencia, racismo e xenofobia, respecto ás vítimas do terrorismo, o desenvolvemento sostible e o medio ambiente, os riscos de explotación e abuso sexual, as situacións de risco no uso das TIC, a protección ante emerxencias e catástrofes, o desenvolvemento do espírito emprendedor, a actividade física e a dieta equilibrada, a mellora da convivencia e a prevención dos accidentes de tráfico.

Este proxecto ten en conta cambios tan significativos e evidentes como a globalización, que practicamente exige o dominio dunha segunda lingua estranxeira, e o impacto das novas tecnoloxías, repercutindo directamente nos alumnos á hora de aprender, de comunicarse ou de executar unha tarefa. Elementos que se converteron nunha prioridade e nun instrumento clave respectivamente no proceso de aprendizaxe, non só na etapa á que fai referencia este documento, senón ó longo de toda a vida.

O profesorado deberá crear as condicións esenciais para que se produza o aprendizaxe atendendo particularmente á diversidade nas habilidades e expectativas de cada alumno e á busca do desenvolvemento do talento de cada un deles. Preparará e organizará o traballo, axudando no desenvolvemento do mesmo; coordinará accións; impulsando actitudes positivas cara o idioma e a cultura inglesa, captando e desenrolando o interese do alumno cara o novo e a creatividade, participando de maneira activa e reflexiva, e tratando os erros coma sinais de progreso. Pola súa parte, o alumnado debe participar de maneira activa no seu proceso de aprendizaxe, sendo, como define a LOMCE, o centro e a razón de ser da educación.

1.2. AS COMPETENCIAS BÁSICAS INTEGRADAS

A sociedade actual, cada vez mais heteroxénea e global, demanda un tipo de cidadán competente, que saiba o que fai e o que di de maneira creativa e autónoma.

Dende a área de linguas estranxeiras, esta formación, necesariamente continua, constitúe un proceso de construción social e emocional do coñecemento na que interaccionan permanentemente o corpo, a mente, a razón e as emocións.

Nun proceso de aprendizaxe continuo, baseado na adquisición de competencias, o alumnado, mediante os coñecementos que adquiriu, será capaz de aplicar o que sabe en situacións concretas, é dicir, poñer en práctica e demostrar os coñecementos, habilidades e actitudes que posúe para resolver diferentes feitos en diversos contextos.

Cabe destacar o *carácter combinado* da aprendizaxe por competencias: o alumno, mediante o que *sabe*, debe demostrar que *sabe aplicalo*, pero ademais que *sabe ser e estar*. De esta maneira vemos como unha competencia integra os diferentes contidos que son traballados na aula (conceptos, procedementos e actitudes), exemplo dunha formación integral do alumno. En suma, estamos recoñecendo que a institución escolar non só prepara ó alumno no coñecemento de saberes técnicos e científicos, senón que o fai tamén como cidadán, de aí que deba demostrar unha serie de actitudes sociais, cívicas e intelectuais que impliquen o respecto ós demais, responsabilidade e cooperación.

O noso proxecto recolle e integra os diferentes elementos curriculares - obxectivos, estándares de aprendizaxe e competencias- para a ensinanza da lingua estranxeira, así coma criterios e indicadores de competencias para a avaliación da adquisición das competencias e o logro dos obxectivos da materia.

2. CONTEXTO:

2.1 CONTEXTO PARTICULAR DO CENTRO

• CARACTERÍSTICAS DO ENTORNO:

O CEIP Canicouva é dependente da Consellería de Educación e Ordenación Universitaria. Atópase ubicado na parroquia viguesa de Castrelos, na súa zona máis urbana. A meirande parte do alumnado provén dos edificios da avenida de Castrelos, Balaidos e Portanet. Destacar a proximidade do centro ao polígono industrial de Valadares e, sobre todo, á factoría de PSA-CITROËN na que traballan un bo número de pais/nais dos alumnos/as.

• CARACTERÍSTICAS DO CENTRO EDUCATIVO:

O centro conta con instalacións e espazos suficientes para desenvolver as actividades escolares, así como as complementarias e extraescolares. Non obstante, dada a súa antigüidade, necesitan unha mellora importante, acondicionando espazos e dotacións para facelos máis funcionais e adaptados ás actuais necesidades educativas.

Imparte o 2º ciclo da etapa de educación infantil e a etapa de educación primaria.

Seguindo o Decreto 374/1996, do 17 de outubro, polo que se aproba o regulamento orgánico das escolas de E.I. e os centros de E.P. e a Orde do 22 de xullo de 1997 pola que se regulan determinados aspectos de organización e funcionamento das escolas de educación infantil e dos colexios de educación primaria, o centro ten órganos de goberno: unipersoais (director, xefe de estudos e secretaria) e colexiados (Claustro de Profesores e Consello Escolar) e tamén órganos de coordinación docente: Equipo de Actividades Complementarias e Extraescolares, Equipo de Dinamización Lingüística e Tutores. Ademais o centro dispón dun Departamento de Orientación .

2.2. PLAN DE LECTURA

- CONCRECIÓN DO PLAN LECTOR NA ÁREA DE INGLÉS

A través do noso proxecto potenciaremos habilidades específicas e estimularemos as capacidades dos nosos alumnos coa intención de acadar os seguintes obxectivos, en concordancia cos propostos no PLC:

- Desenvolver nos alumnos, de xeito progresivo, novas capacidades que lles permitan acadar una lectura fluída e comprensiva, segundo a súa idade.
- Traballar a adecuación a unha técnica persoal, tanto comprensiva comocomunicativa.
- Proporcionar estratexias que permitan reducir o esforzo e facilitar o acto lector.
- Espertar o gusto e o pracer pola lectura.
- Realizar pequenas producións escritas que sexan o resultado de una lectura agradable e divertida.

- Realizar distintas actividades de animación lectora e pequenas dramatizacións.

• METODOLOXÍA

É realmente importante a elección dos textos que se van a traballar. Estes han de ser motivadores e axeitados ao nivel dos lectores. Cómpre sinalar que, tanto en Educación Infantil como en Educación Primaria, en cada unidade se traballa unha historia da forma que a continuación se indica:

- Audición da historia.
- Explicación do vocabulario novo ou descoñecido.
- Identificación dos personaxes.
- Preguntas de comprensión lectora sobre a historia.
- Identificar ou reordenar as secuencias da historia.
- Expresión oral: dar opinións, facer dramatizacións...

Do mesmo xeito, para o fomento da lectura, utilizarase a biblioteca do centro e a biblioteca de aula, que estará dotada con libros que atendan a todas as idades.

Finalmente, para estimular a escritura, realizaranse diversos tipos de actividades esencialmente lúdicas, como a creación de ilustracións para a historia da unidade, reordenar frases, xogos de vocabulario (crucigramas, sopas de letras, *scrabble*...), etc.

2.3. PLAN TECNOLOXÍAS INFORMACIÓN E COMUNICACIÓN

• CONCRECIÓN DO PLAN TIC NA ÁREA DE INGLÉS

As posibilidades de aplicación das TIC na área de Inglés son moitas. De feito, a lingua inglesa é o idioma maioritario na rede. Internet é un medio óptimo para conseguir material auténtico para utilizar na aula.

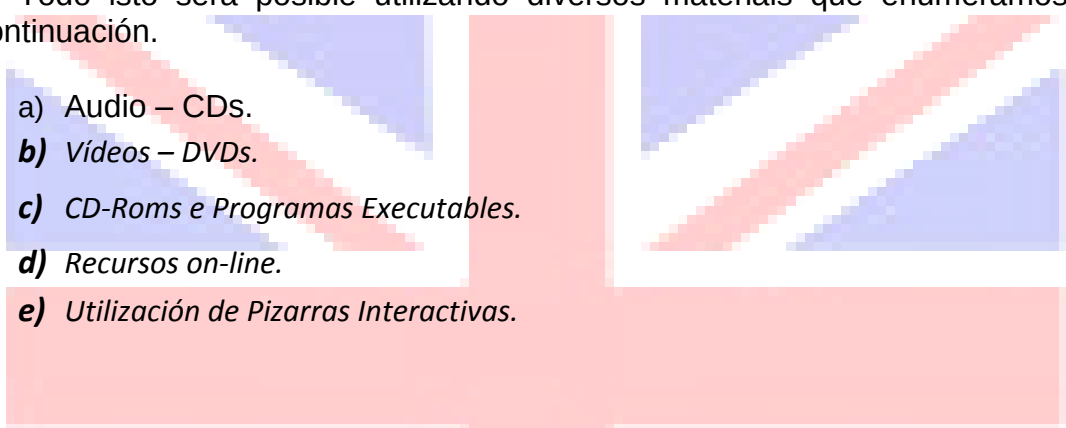
Coa aplicación das TIC na área de Inglés pretendemos alcanzar os seguintes obxectivos:

- Facer que os nenos disfruten da aprendizaxe do inglés, añadiendo variedade, autenticidade e diversión á clase de inglés.
- Reforzar a comprensión e uso da lingua estranxeira, mediante vídeos que presentan o vocabulario aprendido na aula, nun mundo real de fala inglesa (no seu contexto natural).
- Familiarizar aos alumnos co sistema de aprendizaxe online ensinándolles o manexo das ferramentas necesarias para navegar pola rede.
- Incluir en todas as unidades didácticas o uso da rede como recurso didáctico e práctica interactiva dos contidos que se estean traballando correspondentes aos bloques de expresión oral e escrita, proporcionando así aos alumnos e alumnas

unha serie de enlaces para que poidan utilizalos tanto na aula como nas súas casas.

- Proporcionarlles os recursos tecnolóxicos necesarios para favorecer a auto-aprendizaxe e a auto-corrección, e así poder dar resposta á variedade de niveis que existen nun mesmo grupo.
- Realizar actividades basadas no uso de Internet, que lles proporcionen información auténtica e actualizada, animándoos a utilizar a linguaxe adquirida nun entorno de aprendizaxe real e interactivo.
- Ofrecer aos alumnos unha visión da vida dos nenos británicos e a cultura e tradicións dos países de fala inglesa.
- Propoñer a realización e presentación de traballos sobre temas correspondentes ao bloque de *Aspectos Socioculturais*, utilizando tódalas posibilidades que ofrece o ordenador.

Todo isto será posible utilizando diversos materiais que enumeramos a continuación.

- 
- a) Audio – CDs.
 - b) Vídeos – DVDs.**
 - c) CD-Roms e Programas Executables.
 - d) Recursos on-line.
 - e) Utilización de Pizarras Interactivas.**

2.4. DISTRIBUCIÓN DO ALUMNADO

EDUCACIÓN PRIMARIA:	nº de alumnos/as	nº de grupos
1º curso	40	2
2º curso	37	2
3º curso	32	2
4º curso	25	1
5º curso	40	2
6º curso	32	2

2.5. DISTRIBUCIÓN TEMPORAL

A asignatura de inglés impártese en dous períodos semanais de 50 minutos para 1º e 2º nivel e tres períodos para 3º, 4º, 5º e 6º, tamén de 50 minutos.

3. DESEÑO CURRICULAR

3.1. CURRÍCULO.

A definición de currículo que a Ley Orgánica 8/2013, de 9 de decembro para a mellora da calidade educativa recolle no seu artigo 6 é a seguinte: enténdese por currículo a regulación dos elementos que determinan os procesos de ensinanza e aprendizaxe para cada unha das ensinanzas.

O currículo estará integrado polos seguintes elementos:

a) Os **obxectivos** de cada ensinanza e etapa educativa: referentes relativos ós logros que o alumno debe alcanzar ó finaliza-lo proceso educativo, como resultado das experiencias de ensinanza-aprendizaxe intencionalmente planificadas a tal fin.

b) As **competencias**, ou capacidades para aplicar de maneira integrada os contidos propios de cada ensinanza e etapa educativa, coa fin de logra-la realización axeitada de actividades e a resolución eficaz de problemas complexos.

c) Os **contidos**, ou conxuntos de coñecementos, habilidades, estratexias, destrezas e actitudes que contribúen ó logro dos obxectivos de cada ensinanza e etapa educativa e á adquisición de competencias.

Os contidos ordénanse en materias, que se clasifican en disciplinas, ámbitos, áreas e módulos en función das ensinanzas, as etapas educativas ou os programas nos que participe o alumnado.

d) A **metodoloxía didáctica**, que comprende tanto a descrición das prácticas docentes como a organización do traballo dos docentes.

e) Os **criterios de avaliación** do grado de adquisición das competencias e do logro dos obxectivos de cada ensinanza e etapa educativa: referentes de avaliación que definen o que se quere valorar, o que o alumnado debe lograr, tanto en termos de conceptos como en procedementos ou actitudes. Responden directamente ó que se pretende lograr coa materia.

f) Os **estándares e resultados de aprendizaxe avaliábeis**: concrecións dos criterios de avaliación que permiten defini-los resultados das aprendizaxes e concretan mediante accións o que o alumno debe saber e saber facer en cada materia. Deben permitir gradua-lo coñecemento ou logro alcanzado. Teñen que ser observables, medibles e avaliábeis xa que contribúen e facilitan o deseño de probas estandarizadas e comparables.

3.2. OBXECTIVOS.

As exixencias e necesidades na sociedade do século XXI propiciaron axustes no eido escolar, preparando ós alumnos e alumnas para vivir nun mundo progresivamente mais internacional, multicultural e multilingüe á vez que tecnolóxicamente mais avanzado. O noso país atópase comprometido como membro da Unión Europea no fomento e coñecemento doutras linguas comunitarias, tal como se recolle nun dos obxectivos da *Estratexia de Lisboa*.

Pola súa parte, o *Consello de Europa no Marco de Referencia Común Europeo* para a aprendizaxe de linguas estranxeiras, establece directrices tanto para a aprendizaxe de linguas coma para a valoración da competencia nas diferentes linguas dun falante. Estas pautas foron un referente clave para a elaboración do currículo da área.

O currículo básico establece que a Educación Primaria contribuirá a desenvolver nos nenos e nenas as capacidades que lles permitan:

a) Coñecer e apreciar os valores e as normas de convivencia, aprender a obrar de acordo con elas, prepararse para o exercicio activo da cidadanía e respecta-los dereitos humanos, así coma o pluralismo propio dunha sociedade democrática.

b) Desenvolver hábitos de traballo individual e de equipo, de esforzo e responsabilidade no estudo, así coma actitudes de confianza nun mesmo, sentido crítico, iniciativa persoal, curiosidade, interese e creatividade na aprendizaxe, e espírito emprendedor.

c) Adquirir habilidades para a prevención e para a resolución práctica de conflitos, que lles permitan manexarse con autonomía no ámbito familiar e doméstico, así coma nos grupos sociais cos que se relacionan.

d) Coñecer, comprender e respetar as diferentes culturas e as diferencias entre as persoas, a igualdade de dereitos e oportunidades de homes e mulleres e a non discriminación de persoas con discapacidade.

e) Coñecer e empregar de maneira axeitada a lingua castelá e, se a houbera, a lingua cooficial da Comunidade Autónoma e desenvolver hábitos de lectura.

f) Adquirir en, ó menos, unha lingua estranxeira a competencia comunicativa básica que lles permita expresar e comprender mensaxes sinxelas e manexarse en situacións cotidianas.

g) Desenvolver as competencias matemáticas básicas e iniciarse na resolución de problemas que requiran a realización de operacións elementais de cálculo, coñecementos xeométricos e estimacións, así como ser capaces de aplicalos ás situacións da súa vida cotiá.

h) Coñece-los aspectos fundamentais das Ciencias da Natureza, as Ciencias Sociais, a Xeografía, a Historia e a Cultura.

i) Iniciarse no emprego, para a aprendizaxe das tecnoloxías da información e a comunicación desenvolvendo un espírito crítico ante as mensaxes que reciben e elaboran.

j) Empregar diferentes representacións e expresións artísticas e iniciarse na construción de propostas visuais e audiovisuais.

k) Valora-la hixiene e a saúde, acepta-lo propio corpo e o dos demais, respectar as diferencias e emprega-la educación física e o deporte como medios para favorecer-lo desenvolvemento personal e social.

l) Coñecer e valorar os animais máis próximos ó ser humano e adoptar modos de comportamento que favorezan o seu coidado.

m) Desenvolve-las súas capacidades afectivas en tódolos ámbitos da personalidade e nas súas relacións cos demais, así coma unha actitude contraria á violencia, ós prexuízos de calquera tipo e ós estereotipos sexistas.

n) Fomenta-la educación vial e actitudes de respecto que incidan na prevención dos accidentes de tráfico.

3.3. COMPETENCIAS BÁSICAS

A reforma educativa, seguindo as recomendacións do Parlamento Europeo e do Consello de 18 de decembro de 2006, da UNESCO e da OCDE, entre outras, baséase na potenciación da aprendizaxe por competencias, como complemento á aprendizaxe de contidos. Na definición que a Lei Orgánica para a Mellora da Calidade Educativa (LOMCE) fai do currículo, atopámonos cos elementos que determinan os procesos de ensinanza e aprendizaxe entre os que se atopan as competencias básicas. Propóñense novos enfoques na aprendizaxe e avaliación, o que supón un importante cambio dirixido a aquilo que o alumnado asimila e é capaz de facer, sobre todo polo que respecta ás competencias básicas que se consideran prioritarias de cara ó desenvolvemento do alumnado.

Frente a un modelo educativo centrado na adquisición de coñecementos mais o u menos teóricos, desconectados entre si en moitas ocasións, un proceso educativo orientado á acción, baseado na adquisición de competencias incide, fundamentalmente, na adquisición duns saberes imprescindibles, prácticos e integrados, saberes que serán demostrados polos alumnos (é algo mais que unha formación funcional). En suma, unha competencia é a capacidade posta en práctica e demostrada de integrar coñecementos, habilidades e actitudes para resolver problemas e situacións en contextos diversos. De maneira moi gráfica e sucinta, chegouse a definir como a posta en práctica dos coñecementos adquiridos, os *coñecementos en acción*, é dicir, *mobilizar* os coñecementos e as habilidades nunha situación determinada (de carácter real e distinta de aquela na que se aprendeu), *activar* recursos ou coñecementos que se teñen (aínda que se crea que non se teñen porque se esqueceron).

Hai un aspecto que debe destacarse: formar en competencias permite a aprendizaxe ó longo de toda a vida, facendo fronte á constante renovación de coñecementos que se produce en calquera área de coñecemento. A formación académica do alumno transcorre na institución escolar durante un número limitado de anos, pero a necesidade de formación personal e/ou profesional non remata nunca, polo que unha formación competencial dixital, por exemplo, permitirá acceder a este instrumento para obte-la información que se precise en cada intre (obviamente, despois de analizarse a súa calidade). Se ademais temos en conta que moitas veces é imposible tratar en profundidade tódolos contidos do currículo, está claro que o alumno deberá formarse nesta competencia, a de *aprender a aprender*.

No noso sistema educativo considérase que as competencias básicas que debe ter o alumno cando remata a súa escolaridade obligatoria para enfrontarse ós retos da súa vida personal e laboral son as seguintes:

- Competencia en comunicación lingüística.

- Competencia matemática e competencias básicas en ciencia e tecnoloxía.
- Competencia dixital.
- Aprender a aprender.
- Competencias sociais e cívicas.
- Senso de iniciativa e espírito emprendedor.
- Conciencia e expresións culturais.

3.3.1. Competencias Básicas nesta materia

Imos expoñer os aspectos máis relevantes no noso proxecto, a expensas do que a práctica educativa diaria poida aconsellar en cada momento:

- **Competencia en comunicación lingüística:**

O estudo dunha lingua estranxeira contribúe ao desenvolvemento desta competencia dun xeito directo, completando, enriquecendo e enchendo de novos matices comprensivos e expresivos esta capacidade comunicativa xeral. A competencia en comunicación lingüística refírese á utilización da linguaxe como instrumento de comunicación oral e escrita, de representación, interpretación e comprensión da realidade, de construción e comunicación do coñecemento e de organización e autorregulación do pensamento, as emocións e a conduta.

- **Competencia matemática e competencias básicas en ciencia e tecnoloxía.**

Utilizar os números e as súas operacións básicas, os símbolos e as formas de expresión e razoamento matemático para producir e interpretar informacións, para coñecer máis sobre aspectos cuantitativos e espaciais da realidade e para resolver problemas relacionados coa vida diaria. Forma parte da competencia matemática a habilidade para interpretar e expresar con claridade e precisión informacións, datos e argumentacións.

As competencias científica e tecnolóxica, e partindo do coñecemento da natureza, dos conceptos, principios e métodos científicos fundamentais e dos produtos e procesos tecnolóxicos, así como a comprensión da incidencia da ciencia e a tecnoloxía sobre a natureza, permiten comprender mellor os avances, as limitacións e os riscos das teorías científicas, as aplicacións e a tecnoloxía nas sociedades en xeral. Son parte destas competencias básicas o uso de ferramentas e máquinas tecnolóxicas, os datos científicos para alcanzar obxectivos baseados en probas.

- **Competencia dixital**

A competencia dixital proporciona un acceso inmediato a un fluxo incesante de información que aumenta cada día. O coñecemento dunha lingua estranxeira ofrece a posibilidade de comunicarse utilizando as novas tecnoloxías creando contextos reais e funcionais de comunicación. Esta competencia consiste en dispoñer de habilidades para procurar, obter, procesar e comunicar información e transformala en coñecemento.

- **Competencia para aprender a aprender**

A aprendizaxe dunha lingua estranxeira rendibilízase enormemente ao incluír contidos directamente relacionados coa reflexión sobre a propia aprendizaxe, para que cada neno e cada nena identifiquen como aprenden mellor e que estratexias os fan máis eficaces.

Isto comporta a conciencia daquelas capacidades que entran en xogo na aprendizaxe como a atención, a concentración, a memoria, a comprensión, a expresión lingüística e a motivación do logro entre outras.

- **Competencias sociais e cívicas**

As linguas serven aos falantes para comunicarse socialmente, pero tamén son vehículo de comunicación e transmisión cultural. Aprender unha lingua estranxeira implica o coñecemento de trazos e feitos culturais vinculados ás diferentes comunidades de falantes desta.

Este feito favorece a comprensión da realidade social en que se vive, o respecto, o recoñecemento e a aceptación de diferenzas culturais e de comportamento, promove a tolerancia e a integración e axuda a comprender e apreciar tanto os trazos de identidade coma as diferenzas.

- **Sentido de iniciativa e espírito emprendedor**

As decisións que provoca a reflexión sobre a propia aprendizaxe favorecen a autonomía. Na medida que a autonomía e iniciativa persoal involucran a miúdo outras persoas, esta competencia obriga a dispoñer de habilidades sociais para relacionarse, cooperar e traballar en equipo: poñerse no lugar do outro, valorar as ideas dos demais, dialogar e negociar, a asertividade para facer saber axeitadamente aos demais as propias decisións, e traballar de forma cooperativa e flexible. O sentido de iniciativa e espírito emprendedor supoñen a capacidade de imaxinar, emprender, desenvolver e avaliar accións ou proxectos individuais ou colectivos con creatividade, confianza, responsabilidade e sentido crítico. Require, polo tanto, poder reelaborar as formulacións previas ou elaborar novas ideas, buscar solucións e levalas á práctica.

- **Conciencia e expresións culturais**

A aprendizaxe dunha lingua estranxeira colabora no desenvolvemento desta competencia se os modelos lingüísticos que se utilizan conteñen, aínda coas limitacións desta etapa, producións lingüísticas con compoñente cultural. Trátase, polo tanto, dunha competencia que facilita tanto expresarse e comunicarse como percibir, comprender e enriquecerse con diferentes realidades e producións do mundo da arte e da cultura.

Esta competencia incorpora así mesmo o coñecemento básico das principais técnicas, recursos e convencións das diferentes linguaxes artísticas como a música, a literatura, as artes visuais e escénicas, ou das diferentes formas que adquiren as chamadas artes populares.

3.3.2 Competencias Básicas a través da nosa programación

- **Competencia en comunicación lingüística:**

Gran variedade de actividades que promoven a comunicación real na aula, cun desenvolvemento sistemático das destrezas escritas e orais e moitas oportunidades para personalizar.

Os alumnos utilizarán a linguaxe como instrumento de comunicación oral e escrita a través das diferentes actividades que se presentan: cancións, presentación, práctica e revisión de vocabulario; historias, actividades de pronuncia, xogos, diálogos, etc.

- **Competencia dixital:**

Os xogos e contos interactivos dan a oportunidade de procesar información e consolidar os coñecementos.

- CDRoms que conteñen cancións e historias, así como xogos e actividades interactivas organizadas para axudar a repasar vocabulario e practicar a comprensión oral e escrita.
- CDs de audio que conteñen a gravación de cancións, historias e actividades de comprensión oral.
- DVDs que conteñen versións animadas das historias do curso, rimas, cancións e diálogos sinxelos.
- Outros recursos ofrecidos pola rede (webs didácticas, videos, xogos interactivos...)

- **Competencias sociais e cívicas:**

En cada unha das unidades realízanse actividades que fomentan o bo comportamento e respecto cara aos demais así como as boas maneiras de actuar en cada lugar.

- Realizan actividades en parella e en grupo, respectando as normas establecidas, tanto de comunicación coma de comportamento na aula.
- Conciencia e expresións culturais:
- Participan en diferentes xogos en parella ou grupos reducidos, fomentando o respecto polos demais e o traballo en equipo.
- A sección cultural trata as festividades e temas culturais de nenos en países de fala inglesa.
- O DVD contén escenas de nenos británicos amosando diferentes aspectos da cultura británica.

- **Conciencia e expresións culturais:**

Todas as unidades ofrecen a posibilidade de poder expresarse ben mediante escenificacións, cancións, representacións e expresións de forma escrita tanto no libro do alumno como no de actividades.

- Festivais: aprenden sobre as festividades de Halloween, Nadal e o día da Paz e estas unidades conteñen unha canción.

- **Aprender a aprender:**

En todas as unidades da programación os nenos desenvolven destrezas e aprenderán estratexias e habilidades que lles servirán para a aprendizaxe posterior en todos os ámbitos de coñecemento como; a observación visual e auditiva, a memoria a través da repetición, a concentración e a reflexión no traballo, a capacidade de elixir e opinar por eles mesmos, a organización e o método a través das rutinas, a disciplina e os hábitos de estudo para a consecución das metas e logros, etc.

- **Sentido de iniciativa e espírito emprendedor:**

O sentido da iniciativa é outra das competencias que se ten en conta dentro dos diferentes niveis, xa que o método axuda aos alumnos a ter confianza en si mesmos, a tomar a iniciativa para realizar diferentes actividades e a poñelas en práctica na vida real, a través, por exemplo, dos proxectos creativos relacionados cos temas das unidades.

- **Matemática, ciencia e tecnoloxía:**

A competencia matemática desenvólvese en:

- Aprendizaxe dos números
- Actividades que ofrecen a oportunidade de desenvolver a competencia matemática con exercicios de secuenciar, ordenar, razoar para interpretar informacións e manexar cifras.

Diferentes actividades traballadas ao longo do libro do alumno axudan ao coñecemento individual deles mesmos e do mundo físico que os rodea.

3.4. CONTIDOS

Os contidos que conforman esta materia agrupáronse para cada curso en 5 bloques:

- BLOQUE 1 *Comprensión de textos orais*
- BLOQUE 2 *Producción de textos orais*
- BLOQUE 3 *Comprensión de textos escritos*
- BLOQUE 4 *Producción de textos escritos: expresión e interacción*
- BLOQUE 5 *Coñecemento da lingua e consciencia intercultural*

3.5. METODOLOXÍA

3.5.1. Metodoloxía Didáctica

As bases metodolóxicas que inspiran o noso traballo son as seguintes:

O punto de partida da aprendizaxe dos alumnos son os seus primeiros coñecementos previos; centrándonos naquilo que resulta familiar e próximo ao alumnado pero cunha vertente de fantasía para lograr o equilibrio entre a seguridade/benestar co interese/imaxinación. O alumno pode transferir conceptos e estratexias adquiridas para construír así significados e atribuír

sentido ao que aprende (partindo do que coñece e formulando hipóteses para elaborar regras que axudan a interiorizar o novo sistema). Favorécese así o seu crecemento persoal, o seu desenvolvemento e a súa socialización.

A aprendizaxe a nivel de competencias persegue o desenvolvemento do potencial de cada alumno, das súas capacidades, preparar o alumnado para que poida afrontar os retos persoais ao longo da súa vida con éxito. Os alumnos non só terán que adquirir uns coñecementos, senón que deberán ser capaces de acceder a eles e aplicalos nos diferentes contextos da súa vida e contextualizalos. A aprendizaxe por competencias ten o propósito de cubrir todos os aspectos da vida, facendo que os alumnos non só sexan capaces de aprender, senón, entre outros, de aprender a aprender, aprender a convivir, aprender a facer. Cada unha das unidades do noso proxecto proporciona diferentes actividades que contribúen ao desenvolvemento das competencias básicas.

As situacións comunicativas que inclúen o humor e o xogo captan a motivación do alumnado e facilitan a aprendizaxe; por iso é importante ter en conta a importancia das cancións e historias, as características dos personaxes, as ilustracións e mesmo os efectos sonoros das gravacións.

Os nenos aprenden de distintas formas e a ritmos diferentes; por iso o noso proxecto está deseñado para ser utilizado con flexibilidade de modo que todos os integrantes do grupo poidan participar e atopen actividades nas que poden aplicar coñecementos e aptitudes, facilitando o desenvolvemento da propia conciencia de logros, e do progreso que logran día a día. Existe sempre un apoio para aqueles nenos e nenas que o requiran, tendo sempre en conta aqueles casos nos que o progreso non responda aos obxectivos que se programaron, así como os casos nos que algúns destaquen na consecución de obxectivos e que, ante a falta de actividade programada, perdan a motivación e o interese pola lingua estranxeira. Para emendar estas posibles situacións inclúense actividades tanto de ampliación, para os máis avanzados, como de reforzo, para os que poidan estancarse nalgún momento. Estas actividades non aparecen no *Pupil's Book*. Están explicadas na *Teacher's Guide* e poden ser de grande utilidade para o quefacer diario do mestre.

A aprendizaxe dos nenos é maior e de máis calidade se basea na actividade; eles demandan exercer a súa capacidade de actuar. Cada unha das unidades proporciona unha ampla gama de actividades e recursos didácticos de diferente participación. O/a alumno/a é o centro do proceso de ensino-aprendizaxe pero a súa actividade constructivista depende da intervención do profesor/a. Esta intervención debe ser activa e reflexiva e axustada ao nivel que amosa o alumno/a, debendo: iniciar o input da lingua, axudar ao individuo na interacción cos demais, avaliar o que fan os nenos/as, proporcionar retroacción, contextualizar as actividades e dar significados comprensibles para o alumno/a, promover estratexias de comunicación, potenciar as estratexias de aprendizaxe xa adquiridas e admitir o erro.

Considerar o progreso pero tamén o erro como algo natural no proceso de aprendizaxe. O erro acontece como unha evidencia do dinamismo subxacente da comprensión e do dominio progresivo do novo sistema comunicativo. No noso proxecto enténdese que os erros prodúcense cando o neno/a anticipa como vai funcionar a lingua ou cando transfire regras da súa lingua materna nun proceso natural de adquisición. Pero é importante facer unha distinción entre erro e equivocación. Considérase erro o fallo sistemático debido a un mal ou escaso coñecemento da lingua. Estes erros corríxanse ao

finalizar as interaccións orais, de forma grupal e cunha linguaxe accesible e sempre tendo en conta que non desaparecen repentinamente, senón que requiren o seu tempo. A equivocación é un fallo ocasional debido a unha falta de atención nun momento determinado, que o mesmo lle pode acontecer a un falante nativo. Non paga a pena corrixir as equivocacións porque non son relevantes do proceso de ensino-aprendizaxe.

A avaliación do proceso individual e grupal dos alumnos na aprendizaxe é un factor importante para asegurar a calidade da aprendizaxe; existe un Caderno de Avaliación con follas de avaliación que se pode fotocopiar para cada unidade o que permite anotar as observacións referentes ao progreso de cada alumno. Tal e como está concibido, o profesor pode adaptalo doadamente ás súas necesidades específicas.

A aprendizaxe globalizada xera o desenvolvemento da realidade como un todo nos alumnos. O noso proxecto toma en conta esta situación ao ofrecer actividades interrelacionadas coas outras áreas curriculares, empezando polo coñecemento do mesmo neno e a continuación coa exploración do mundo que os rodea; a súa casa, o seu colexio, o seu medio e a súa sociedade en xeral. Este desenvolvemento reflíctese nos temas de cada unidade, que se relacionan coas demais áreas do Currículo: Ciencias da Natureza, Ciencias Sociais, Educación Artística, Matemáticas, Educación Física, etc.

Unha aprendizaxe permanente. Non hai saberes que se adquiran exclusivamente nunha determinada materia e só serven para ela (sobre todo nesta e para esta). Con todo o que o alumno aprende nas diferentes materias (e non só na institución escolar) constrúe unha bagaxe cultural e de información que debe servirle para o conxunto da súa vida, que debe ser capaz de utilizar en momentos precisos e en situacións distintas (a linguaxe é, a estes efectos, paradigmática). Por iso, as competencias básicas poden alcanzarse se non en todas, si na maioría das materias curriculares, e tamén por iso en todas estas materias poderá utilizar e aplicar as devanditas competencias, independentemente de en cales as puidese adquirir (transversalidade). Ser competente debe ser garantía de ter alcanzado determinadas aprendizaxes, pero tamén permitirá alcanzar outras, tanto na propia institución escolar como fóra dela, garantía da súa aprendizaxe permanente (ou, neste caso, capaz de comunicarse en situacións moi diversas, algunhas das cales o propio alumno nin sequera pode considerar aínda que terá que facelo).

3.5.2. Materiais e recursos didácticos .

Recursos materiais dispoñibles no centro:

- Vídeo
- DVD
- TV
- Radiocasete/ reprodutor CD
- Cámara de vídeo
- Ordenadores
- Encerado Dixital Interactivo
- Material Impreso (Libro do alumno, fichas, fotocopias, etc.,)

Recursos espaciais dispoñibles no centro:

- Aula de idiomas
- Aula de ordenadores
- Patio
- Biblioteca

Distribución do espazo dentro da aula:

- Distribución de pupitres en filas
- Distribución de pupitres en “U”
- Recantos específicos: biblioteca de aula, temas transversais, xogos, manualidades, etc.
- Outros

3.5.3. Actividades

▪ **Actividades de rutina**

Trátase de crear unha rutina para que os alumnos se sintan cómodos, especialmente no primeiro nivel desta etapa. Cada lección comeza e remata coa mesma rutina:

- Hello song, para iniciar a lección.
- Bye bye song, para finalizar a lección.
- Lesson routine, para iniciar o desenvolvemento da lección.

▪ **Actividades de inicio de lección**

Trátase de activar os coñecementos previos dos alumnos nos temas novos que se van traballar ou de repasar os xa traballados. Isto adóitase facer a través de actividades de *brainstorming* ou actividades de repaso, mediante xogos, intercambios comunicativos con soporte de flashcards, posters, cancións, etc.

▪ **De desenvolvemento da lección**

Cada unha das unidades inclúe diferentes tipos de actividades que apelan ás intelixencias múltiples e que están destinadas a facilitar a adquisición, fixación, evolución e mellora das diversas destrezas que conforman a maior parte de competencia da lingua inglesa.

▪ **De reforzo e ampliación**

O proxecto parte do recoñecemento de que en toda clase hai alumnos/as con diferentes estilos e ritmos de aprendizaxe e diferentes niveis de motivación, ao tempo que persegue o obxectivo de que todo alumno/a participe no proceso de aprendizaxe con plena satisfacción e alcance o éxito de acordo ao seu nivel de capacidade e interese.

A diversidade de exercicios e actividades utilizados nos materiais posibilita que todos os alumnos/as poidan encontrar algún que estea de acordo co seu estilo e ritmo de aprendizaxe.

Algunhas destas

actúan como unha extensión para aqueles alumnos sen dificultades, e outras ofrecen un reforzo para aqueles que necesitan máis apoio.

As actividades ás que nos referimos son as seguintes:

- Actividades adicionais no Teacher's Guide.
- Actividades opcionais no Teacher's Guide.
- As actividades propostas no Teacher's Resource pack:
 - Photocopy Master Book.
- As actividades deseñadas polo mestre co material dispoñible no Teacher's Resource CD-ROM
- As actividades propostas no Activity Book
- As actividades adicionais propostas no Activity Book :
 - Extra: para extender a práctica das actividades de expresión escrita.
 - *Finished?*: para aqueles alumnos que rematan pronto e baseadas no contido da lección.

▪ De desenvolvemento de competencias básicas

Algunhas actividades contribúen máis especificamente ao desenvolvemento dunha ou varias competencias básicas, entre as que se incluírían:

- Brainstorming
- Role-plays
- Actividades interactivas
- Actividades na lousa dixital
- Actividades baseadas en distintos soportes
- Actividades de investigación ou estudos de casos
- Actividades en grupo
- Interpretacións de datos, gráficas, etc.
- Textos culturais, cancións, rimas, etc.
- Actividades nas que se traballan as emocións

▪ De avaliación

A avaliación da aprendizaxe en Educación Primaria será continua e global e terá en conta o progreso do alumno no conxunto das áreas do currículo. O profesor avaliará tanto as aprendizaxes do alumnado e o seu nivel de logro das competencias coma os procesos de ensino e a súa propia práctica docente.

As actividades de avaliación poderían clasificarse en varios niveis:

Actividades de avaliación formativa, onde o profesor avaliará o traballo

continuado dos alumnos e medirá o seu progreso a través da observación e comprobación da realización de actividades como:

- Exercicios Actividade Libro
- Exercicios do Activity Book

Actividades de avaliación sumativa coa realización das diversas actividades de avaliación (Caderno de avaliación):

- Unit tests 1-6
- End-of-term 1-3
- End-of-year test

Actividades de autoavaliación e autoestudo, nas que o alumno se inicia en estratexias de auto-avaliación dos seus coñecementos e destrezas:

- Self-evaluation de cada unidade: *Let's check!*
- Actividades que ademais de consolidar o aprendido en clase, permiten ós alumnos comprobar os seus coñecementos e rexistrar os seus progresos para cada unidade.

▪ **Complementarias**

Este tipo de actividades entre as que se incluírán: saídas culturais, asistencia a obras de teatro en inglés, conmemoración de festividades características da sociedade anglosaxona etc., serán deseñadas polo equipo de profesores do departamento de inglés de cada centro.

3.5.4. Organización de tempos, agrupamentos e espazos

O tempo, entendido como o dedicado ao ensino no centro, é un recurso fundamental e limitado na aprendizaxe dunha materia. A programación que se formula neste documento deberá ser adaptada por cada profesor de acordo aos seus horarios e ritmos da clase.

Con respecto aos alumnos, o profesor pode seguir diferentes criterios para o agrupamento destes:

- Recursos humanos
- Criterios
- En función da orde alfabética
- Pequenos grupos de reforzo dentro/fóra da aula
- Alumnos con distinto tipo de necesidades de orixe sensorial en distintos grupos na aula

Á hora de realizar as tarefas, completar actividades, proxectos, etc. a organización dos alumnos realízase en función do tipo de interacción que se dá nese momento na aula:

- Profesor-alumno
- Traballo individual
- Traballo en parellas
- Traballo en grupo

Os recursos que os profesores poden contar e os posibles espazos en que poden se desenvolver os procesos de ensino-aprendizaxe son, neste momento, variados.

Como resultado, os contextos de aprendizaxe son tamén máis amplos. Os profesores poden aplicar actividades e proxectos que inclúen diferentes ambientes:

- O centro educativo
- A comunidade
- O contexto familiar

A sala de aula deixa de ser o único lugar onde o ensino da materia é exposta e o centro educativo conta cunha serie de recursos tanto espaciais , materiais como virtuais no que o ensino da materia é desenvolvido:

- Sala de informática
- Aula de audiovisuais
- Aula de idiomas
- Biblioteca
- Ximnasio
- Patio

Dentro da aula, o espazo pode ser distribuído seguindo criterios diferentes:

- Mesas distribuídas en filas
- Mesas distribuídas en “U”
- Cantos específicos: biblioteca de clase, temas transversais, xogos, artesanía, etc.
- Outros

Ten un papel moi importante a incorporación das TIC na educación, proporcionando diversos recursos materiais que ofrecen ao profesor a posibilidade de deseñar súas clases de forma personalizada e axustando-se as necesidades de cada momento:

- Vídeo-DVD
- TV
- Radiocasete/ reproductor CD
- Cámara de vídeo – Grabador audio
- Ordenadores (PC, portátiles, netbooks, tabletas, ...)
- Pantalla Digital Interactiva
- Conexión a Internet (WiFi, outros...)

Máis alá dos recursos materiais e espaciais, non podemos deixar de mencionar os **procesos cognitivos** que intervinen cos fases de aprendizaxe do alumnado. Estes procedementos que fan posible a incorporación dos coñecementos que queren ser transmitidos para os alumnos son moi complexos. Dende a atención necesaria para prepararse para recibir a información hasta a memorización que permita o acceso a esta información cando sexa necesario, coa participación, entre outros, os seguintes procesos:

- Acceso
- Identificación

- Entendemento
- Reprodución
- Reflexión
- Conexión
- Síntese
- Creación

3.5.5. As medidas de atención para a diversidade dos alumnos

Un dos elementos que máis promovía a LOE e segue promovendo con LOMCE é a *atención para a diversidade*. É claro que a mesma acción educativa exercida sobre o mesmo grupo de alumnos ten efectos diferentes en función do coñecemento e experiencia previa de cada un deles, as súas capacidades intelectuais e os seus intereses e motivacións no ensino.

É por esta razón que, en moitos casos, debemos modificar ou adaptar contidos ou a metodoloxía para que todos os alumnos poidan alcanzar os obxetivos establecidos. Do mesmo xeito, debemos ofrecer actividades de extensión para aqueles alumnos máis capaces ou receptivos. A atención para a diversidade debe ser sempre realizada en ambas as direccións. Así, constantemente se deberá abordar estas diferenzas, presentando as mesmas actividades de formas diferentes das actividades propostas no libro do alumno e no caderno. Os profesores deben escoller a quen dirixir e propoñer algunhas actividades ou outras e deberán ser consciente en todos os momentos destas diferenzas, non só na hora de avaliar, senón tamén na hora de ensinar e planificar o proceso de ensino-aprendizaxe.

Contamos con actividades de reforzo e extensión que permiten dar una atención individualizada aos alumnos segundo as súas necesidades e ritmo de aprendizaxe. En noso proxecto se inclúen ideas en todas as leccións para que o profesor responda as diversas situacións que surgen na aula.

No material destinado ao profesor, *Teacher's Guide* e *Teacher's Resource CD-ROM* temos actividades de extensión e ampliación para os alumnos así como notas para o profesor, consellos didácticos, para afrontar diferentes expectativas do alumnado.

Criterios e procedementos previstos para realizar las adaptaciones curriculares apropiadas para os alumnos con necesidades educativas especiais.

As adaptacións centraranse en:

1. Tempo e ritmo de aprendizaxe
2. máis personalizada
3. Reforzar as técnicas de aprendizaxe
4. Mellorar os procedementos, hábitos e actitudes
5. Aumentar a atención orientadora
6. Enriquecemento curricular

7. Avaliacións adoptadas para as necesidades destes alumnos

a) Para o alumnado con altas capacidades intelectuais: facilitaranse contidos e materiais de extensión adecuados as necesidades destes alumnos para permitir alcanzar o máximo do seu potencial

b) Para os alumnos con integración tardía no sistema educativo: adoptaranse medidas de reforzo necesarias para facilitar súa integración escolar e a recuperación da seu desfase para que os permitan continuar con aproveitamento en seus estudos.

c) Para o alumnado con dificultades específicas de aprendizaxe: adoptaranse tanto medidas de escolarización como de atención. Para os alumnos con discapacidade, tomaranse medidas de flexibilización e alternativas metodolóxicas. Para os alumnos con dificultades de aprendizaxe graves, priorizaremos os contidos de procedementos e actitudes, buscando a integración social, ante a imposibilidade de alcanzar un progreso suficiente nos contidos conceptuais. Hai que insistir nos contidos instrumentais ou en materiais considerados como tais.

Cando as adaptacións non son suficiente temos a diversificación curricular, por meio do cal un alumno ou alumna podería deixar de cursar parte do tronco común da etapa e empregar este tempo en outro tipo de actividades educativas, ben como as ofertas en espazos opcionais, ben como actividades deseñadas especialmente para el/ela, que poderían cursar dentro ou fóra do centro. Este/a alumno/a seguiría tendo en todo momento como referencia os obxectivos xerais da etapa, pero accedería a eles a través doutro tipo de contidos e actividades.

3.6. AVALIACIÓN

A aprendizaxe do alumno debe ser avaliada sistemática e periodicamente, tanto para medir individualmente os coñecementos e competencias adquiridas como para, e por el, introducir no proceso educativo cantas sexan precisas si a situación o require (cando a aprendizaxe dos alumnos non responden para que, *a priori*, non se espera deles).

Se asumimos que as competencias básicas supoñen unha aplicación real e práctica de coñecementos, habilidades e actitudes, a forma de comprobar ou avaliar se o alumno as adquiriu é reproducir situacións máis reais posibles de aplicación, e nesas situacións o común é que o alumno se sirva dese coñecemento acumulado (todo tipo de contidos) pero responda, sobre todo, a situacións prácticas.

A **avaliación por competencias** permite avaliar tanto o cumprimento dos obxectivos do curso, como o grao de adquisición das competencias básicas. Algúns criterios son ligados expresamente a conceptos, e outros, preferentemente á procedementos e actitudes.

En función do obxectivo que perseguimos á avaliar, contamos con varias modalidades, como é o caso da **avaliación sumativa**, realizada en diferentes

momentos do curso e que temos que identificar cos finais de avaliación e de curso (ordinaria e extraordinaria, cando sexa o caso). Haberá outras avaliacións, como a **inicial** (non clasificada) e a final e, sobre todo, **continua** ou formativa, aquela que ocorre durante todo o proceso de ensino-aprendizaxe, inmersa nel, e que insiste, polo tanto, na carácter orientador e de diagnóstico do ensino.

Haberá ademáis, unha **avaliación individualizada** a todos os alumnos ao finalizar 3º de primaria, onde o alumno deberá demostrar o grao de adquisición das competencias en comunicación lingüística e matemática. Ao final de 6º de primaria deberá tamén demostrar o grao de adquisición de competencias básicas, así como a realización dos obxectivos da etapa.

O resultado das avaliacións individualizadas quedará reflexado en niveis e constarán nun informe entregado aos pais ou tutores e cuxo carácter será informativo e orientador. O nivel obtido será indicativo da progresión e a aprendizaxe dos alumnos, polo que se no son adecuados deberán aplicarse as medidas ou programas máis apropiadas para eles.

Ademáis de avaliar a aprendizaxe dos alumnos, tamén se avalía o proceso de ensino dos profesores, polo que quedará incluído un procedemento de avaliación dos programas didácticos e seus indicadores na proposta pedagóxica de cada centro escolar.

3.6.1. Procedementos de avaliación

Atendendo a diferentes criterios, o currículo propón unha serie de ferramentas que nos permiten levar a cabo o proceso de avaliación na aula. No caso de avaliación **formativa**, serán a observación e o seguimento sistemático do alumno, é dicir, se tomarán en consideración todas as producións para o desenvolvemento, tanto de carácter individual como grupal: traballos escritos, presentacións orais e debates, actividades de clase, lecturas e resumos, investigacións, actitude de aprendizaxe, precisión en la expresión e auto-avaliación entre outros. En todo caso, os procesos de avaliación serán variados, de forma que poidan adaptarse á flexibilidade que esixe a propia avaliación.

O currículo tamén establece uns **criterios de avaliación** e uns **estándares de aprendizaxe avaliábeis** por materia e curso que nos permiten avaliar a consecución dos obxectivos do curso. En respecto á avaliación por **competencias**, dado que estes son moi xenéricos, debemos centralos moito máis, para facer con que nos servan como referencia para a acción educativa e para demostrar a competencia do alumno, e é o que chamamos **indicadores**.

A nota final da avaliación será o resultado da aplicación das porcentaxes de cualificación que seguen.

A nota final do curso (Ordinaria) será a nota media aritmética das tres avaliacións realizadas.

3.6.3. Porcentaxes de cualificación

<i>NIVEIS</i>	<i>Adquisición de Competencia</i>	<i>Traballo diario</i>	<i>Actitude</i>
1º	30%	40%	30%
2º	40%	30%	30%
3º	50%	25%	25%
4º	60%	20%	20%
5º	70%	15%	15%
6º	70%	15%	15%

4. MARCO COMÚN EUROPEO DE REFERENCIA – CEF

4.1. O Porfolio no noso proxecto

O *Common European Framework of Reference for Languages* (CEF) é unha descrición de competencias lingüísticas en seis niveis: A1, A2, B1, B2, C1 e C2. Os contidos de inglés para Primaria correspóndense aproximadamente cos dous primeiros. Os indicadores foron redactados para axudar tanto a estudantes como aos profesionais da educación a normalizar os procedementos de avaliación.

Os textos, as tarefas e as funcións do libro de texto foron seleccionados con tino para incluír as destrezas lingüísticas que se subliñan nos niveis máis baixos do CEF.

O Portfolio, proposto polo Consello de Europa, é unha carpeta que gardan os alumnos na que se detallan as súas experiencias en relación coas linguas e a aprendizaxe das mesmas.

Esto inclúe a lingua materna do alumno, así como calquera outra lingua coa que entrara en contacto. O Portfolio consta dos seguintes elementos:

Unha **biografía** lingüística

- Unha lista na que os alumnos avalían as súas destrezas lingüísticas no tocante ó que son capaces de facer: What I can do.
- Ferramentas para axudar ó alumno a identifica-lo seu estilo de aprendizaxe e os seus obxectivos.
- Unha lista de actividades de aprendizaxe para realizar fóra da aula.

Un **pasaporte** lingüístico

- Unha avaliación global das destrezas lingüísticas do alumno a partir dos indicadores do Marco Común de Referencia.
- Un breve informe sobre a aprendizaxe da lingua tanto dentro como fóra da aula.
- Unha lista de certificados e títulos.

Un **dossier** lingüístico:

- Unha recopilación de traballos do alumno, desde tarefas de escritura ata gravacións e proxectos.

En síntese, a biografía detalla experiencias diarias no uso e aprendizaxe da lingua, o pasaporte resume as devanditas experiencias e o dossier constitúe a evidencia das experiencias escollidas.

No Teacher's Resource CD-ROM do profesor podemos atopar material fotocopiable e fichas de avaliación para cada unidade, necesarias para que os alumnos completen unha biografía de aprendizaxe de idiomas, cunha referencia expresa ós contidos do libro do alumno.

4.2. Avaliación global

Nome: _____
 Nacionalidade: _____
 Lingua materna: _____
 Data: _____

Avaliación das distintas habilidades na lingua estranxeira. Marcar cun tick (✓) ou unha cruz (x) para cada nivel A1 ou A2 segundo a descrición de cada habilidade.

	A1	A2
Listening		
Reading		
Conversation		
Speaking		
Writing		

	A1	A2
Listening	É capaz de identificar palabras de uso habitual e frases moi básicas sobre si mesmo, súa familia e seu entorno inmediato cando se fala despacio e con claridade.	É capaz de comprender frases e o vocabulario de uso máis habitual sobre temas de interese persoal (como información persoal e familiar moi básica, compras, lugar de residencia, emprego). Pode captar a idea principal de mensaxes e anuncios simples, breves e claros.

Reading	É capaz de comprender nomes coñecidos, palabras e frases moi simples, como por exemplo, en anuncios e pósters ou en catálogos.	É capaz de ler textos moi breves e simples. Pode encontrar información específica e precendible en escritos cotidiás simples como anuncios, prospectos, menús e horarios e comprender cartas persoais breves e simples.
Conversation (Oral interaction)	É capaz de interaccionar de forma simples se a outra persoa está disposta para repetir ou reformular o que foi dito de forma máis despacio e axudar á formular o que está tentando dicir. Saber formular e responder preguntas simples sobre temas de necesidade inmediata ou sobre temas moi cotidiás.	É capaz de comunicarse en tarefas simples e habituais que requiren un intercambio de información simple e directo sobre temas cotidiás e actividades. Pode realizar intercambios sociais moi breves, a pesar de que normalmente non poida comprender o suficiente como para manter a conversa por si mesmo.
Speaking (Oral production)	É capaz de utilizar expresións e frases simples para describir o lugar onde vive e as persoas que coñece.	É capaz de empregar unha serie de expresións e frases para describir con termos simples a súa familia e outras persoas, as súas condicións de vida, a súa formación e o seu traballo actual ou máis recente.
Writing	É capaz de escribir postais breves e simples, por exemplo, para enviar felicitacións. Saber preencher formularios con datos persoais, como por exemplo seu nome, nacionalidade e enderezo no formulario dun hotel.	É capaz de escribir notas e mensaxes simples e breves relativos á necesidade inmediata. Pode escribir unha carta persoal moi simple, por exemplo agradecendo algo á alguén.

4.3. End of year Self-Assessment

Name: _____
Nationality: _____
First language: _____
Date: _____

Evaluate your language ability in each skill area. Read the descriptions of language skills for levels A1 or A2. Then put ticks (✓) or crosses (x) in the table.

	A1	A2
Listening		
Reading		
Conversation		
Speaking		
Writing		

A1

A2

Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Conversation (Oral interaction)	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
Speaking (Oral production)	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

5. PROGRAMACIÓN DAS UNIDADES E RÚBRICAS

This programming constitutes a model of timed learning for 1st year of Primary Education and taking into account the specific objectives of English as a subject.

This is an adaptable timetable which may be adjusted to the group-class profile as it may be used simultaneously with students who struggle to learn languages as well as with those who have slightly superior knowledge. It may also be adapted to the teacher's and students' own tastes and initiatives and the evolution of the course.

This is a guiding and extendable programme, with numerous optional possibilities. The teacher may introduce these activities at the appropriate moment, according to students' needs and attitudes, bearing in mind learning speed – individual and collective – and teaching hours available.

- Unit outline
 - Assessment criteria and learning objectives
 - Competences. Content and activities specifically designed for development. Values related to content and activities.
- Marks

UNIT PLANNING

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

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

1st of Primary

➤ **STARTER UNIT**

The starter unit consists of two missions.

Mission 1: Is designed for the group to get to know each other, to introduce the characters in the book and to learn common classroom expressions such as: What's your name. My name's ... How old are you? I'm six. How are you? I'm fine. Sit down. Stand up. Be quiet. Open your books. Studying the numbers from 1 to 10. To do a Diagnostic Test (TRB).

Mission 2: Revision and consolidation of the content learnt in Mission 1. They listen to and sing a song. they make an arts and crafts activity (colour, cut out and arrange) to improve the acquired knowledge (TRB Class Material Worksheet). Translation challenge. they work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice verse. (TRB).

CONTENTS

Vocabulary and expressions

- Hi, hello, goodbye.
- Numbers 1-10.

Structures

- What's your name?
- My name's ...
- How are you?
- I'm fine.
- How old are you?

- I'm six.
- Sit down. Stand up.
- Be quiet.
- Open your books.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening) To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text. 	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands basic words and structures in conversations, using visual support (Picture Dictionary). - Understands questions about his/her personal information (name, age...). - Knows how to greet people and how to provide basic information about him/her. - Knows the numbers from 1 to 10. - Understands the basic information in oral texts. - Understands the videos about vocabulary and grammar and the language assistant's explanations in the video. - Understand the structures the teacher uses in the drills. - Shows interest when participating in language games. - Understands songs. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures... (Speaking). To participate in short and simple dialogues.	- Produces short and simple presentations. - Answers correctly in communication situations (greetings). - Produces very simple oral monologues or dialogues. - Understands, copies and repeats fluently the structures used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows expressions. - Participates in face conversations with other students (Cooperative learning) (Game Time).
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the class material. - Uses the Picture Dictionary. - Is able to match words and images. - Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella) with their linguistic function. Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences

	- Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Writes letters or cards following a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds produced by the teacher in the <i>drills</i> .
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying vocabulary and expressions (Missions 1 and 2) - Listening to the <i>drills</i> .	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1 and 2) (AB Missions 1-2).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to a song. <i>Sing and clap</i> (Mission 2)	Perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (drills) (Missions 1-2).	Perseverance and responsibility.
Sing a song using linguistic and paralinguistic elements	- Singing a song (Mission 2).	Responsibility.
Participate in Game Time and Number fun (TG)	- Reproducing simple expressions in <i>Game Time</i> (Mission 1).	Respect and fellowship

	- Reproducing numbers (Mission 2 TG/TRB)	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the expressions of the unit previously studied orally (Missions 1 and 2) (AB Missions 1 and 2). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB).	Perseverance.
Writing		
Trace words.	- Tracing the characters' names and some words of the unit (AB Mission 1-2). - Tracing the page number (Missions 1 and 2).	Patience, tolerance, self-esteem, empathy, respect and Perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games with his/her classmates.	- Game Time (Mission 1). - Games proposed in the TG (Missions 1 and 2).	Respect, patience, solidarity, Tolerance, self-esteem, empathy, gratitude and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-2).	Responsibility, respect and perseverance.

• **Artistic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Play games.	- Playing the games proposed in the TG and in the Game Time in the PB (Missions 1 and 2).	Fellowship and respect.
Sing songs.	- Singing a song (Mission 2)	Patience, responsibility, self-esteem and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Learn the numbers from 1 to 10.	- Listening to and saying the numbers (Mission 1). - Reading the numbers (AB	Participation.

	Mission 1 and 2) - Tracing the numbers (Missions 1 and 2) (AB Missions 1 and 2). - Revising the numbers in <i>Back to basics and Number Fun</i> (TB).	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn different structures in a natural way.	- Participating in the <i>drills</i> proposed in the TG (Missions 1 and 2).	Respect and responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book	Participation and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify aspects about him/herself, such as his/her name and age.	- Playing a game they introduced themselves (Mission 1).	Patience, solidarity, tolerance, self-esteem, empathy and perseverance.

➤ **UNIT 1: WHAT'S THIS?**

This unit focuses on learning about the classroom items. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening activity and oral exercises

Identifying 6 objects in the classroom

Talking using the expressions: *What's this? It's a pencil.*

Listening to and singing a song. *Rap and clap.*

Listening to the classroom items and circling those that are mentioned (AB).

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline one of the vocabulary words as well as the page number.

Tracing the vocabulary related to the classroom items (AB)

Introducing the unit vocabulary using the Picture Dictionary.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, the colours.
Listening to and saying the expression: *What's this? It's a crayon.*
Orally reproducing the structures of the unit and internalise them using the TG drills
Listening to an audio and writing the word (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading vocabulary about the classroom items and the colours.
Writing the vocabulary about the classroom items and tracing colours (AB).
Tracing on the skyline one of the vocabulary words as well as the page number.
Two activities of arts and crafts, *colour and make a poster.* (TRB Class Material Worksheet).
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities.
Talking using the studied grammar structure: *This is a (book) Is this a (book)? Yes, it is. No it isn't. What is it?*
Playing in Teamwork using the vocabulary and the grammar of the unit.
Listening to and choosing the correct sentence (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the vocabulary of the unit.
Reading and matching sentences to pictures (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening activities.
Carrying out activities based on listening exercises.
Playing in Game Time using the structure: *Is it a (yellow) book? Yes, it is. Is it (blue)? No, it isn't.*
Orally reproducing the structures of the unit and internalise them using the TG drills
Video in which the vocabulary and the grammar of the unit are introduced and practised.
Listening to an audio and match questions and answers (AB).
Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing sentences written using the grammar structure studied in the unit.
Tracing on the skyline one of the vocabulary words as well as the page number.
Reading and colouring (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.
Introducing a colloquial expression (*Excuse me!*).
Acting out the story.
Orally reproducing the structures of the unit and internalise them using the TG drills
Listening to the story and order it (AB).

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Tracing the colours, Write and colour the classroom items (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the UK, its flag.

Listening to questions about the UK flag and choosing the correct answer (AB).

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the colloquial expression learnt in the Mission 5.

Reading a text about the UK flag and colour it .

Identifying and circling the colloquial expression (AB).

Extra activity (game or arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to and practising mathematical symbols (+ and =) in an experiment using colours: yellow + red = orange.

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

Listening to some questions and answering them (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing the colours (AB).

Writing the grammar structures: *Yes, it is, No, it isn't* (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and circling the classroom items.

Listening, identifying pictures and answering questions in affirmative and negative.

Listening to and competing a dialogue (AB).

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Identifying pictures, reading questions and choosing the correct answer.

Tracing on the skyline one of the vocabulary words as well as the page number (PB and AB).

Reading simple sentences and colour pictures (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: book, colour, crayon, green, orange, pencil, pencil case, purple, red, rubber, school bag, white, yellow.
- Extra Vocabulary: flag.

Structures

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

Culture

- The flag of the United Kingdom.

Content and Language Integrated Learning (CLIL)

Arts and Crafts

- Arts and crafts activity using colours.

Phonetic

- Learning to join words. This is a book.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>) To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures in simple and short conversations using visual support (Picture Dictionary). - Identifies classroom items: book, colour, crayons, pencil, pencil case, rubber, school bag. - Identifies basic colours: green, orange, purple, red, white, yellow. - Understands the basic information in oral texts. • What's this? It's a ... • Is this a/an...? Yes, it is./ No, it isn't. • The pen is blue.

	• Is the pen blue? • Yes, it is./ No it isn't • What colour is it? It's blue. -Shows interest when participating in language games. - Understands songs. - Understands the videos about vocabulary and grammar and the language assistant's explanations in the video. - Understand the structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces short and simple presentations. - Produces very simple oral monologues or dialogues. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows expressions. - Participates in face to face conversations with other students (Cooperative learning) (Game Time).
To identify the topic and the general sense of texts (<i>Reading</i>). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and images. - Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace). - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella) with their linguistic function. Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Writes letters or cards following a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the drills.

To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the UK flag. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 - 8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i> . (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 4 and 8), (AB 1, 2, 3 and 4). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.

elements		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (drills) (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Participating in short and simple dialogues (Missions 1, 2, 3 and 4). - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Participate in simple role plays.	- Acting out the story (Mission 5).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8) (AB Missions 1-8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

	- Writing exercises to improve this skill (Mission 7 TRB).	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and trace numbers. Listen to and write numbers.	- Tracing numbers (Mission 1-8). - Copying numbers in <i>Back to Basics</i> (TG). - Using the numbers section in the PB.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Learn how to make an experiment with colours.	- Learning how to create colours by mixing them (Mission 7). - Learning maths expressions (+, =) (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and

structures in a context and paying attention to the pronunciation and intonation.		perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Arts and Crafts (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Participating in Teamwork (Mission 3). - Making a poster (TRB) and acting out a short dialogue (Mission 2). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>Excuse me!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time (Mission 4).	Responsibility, respect and Perseverance.

	- Participating in dialogues and in games proposed in the TG (Missions 1-8). - Participating in Teamwork (Mission 3). - Acting out the story. <i>Act out</i> (Mission 5).	
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 2, TRB). - Colouring activities (Missions 2 and 6) (AB Mission 2, 4, 5, 7 and 8).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her familiar surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Carry out an experiment.	- Activity in which new colours are obtained by mixing other colours (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8).	Self-esteem, empathy, responsibility, respect and perseverance.

➤ **UNIT 2 : FAMILY TIME**

This unit focuses on learning about the family. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening activity and oral exercises.

Listening to and identifying some members of the family.

Talking using the expression: *This is My mum.*

Listening to and singing a song. *Sing and clap.*

Listening to some members of the family and write those that are mentioned (AB).

Listening to some members of the family and match them to a photograph (AB).
Orally reproducing the structures of the unit and internalise them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline one of the vocabulary words as well as the page number.
Tracing the vocabulary related to the members of the family (AB)
Introducing the unit vocabulary using the Picture Dictionary.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Repeating the vocabulary studied in the previous mission.
Listening to and saying the expression: *This is/isn't My dad*.
Listening to an audio and numberings sentences (AB).
Orally reproducing the structures of the unit and internalise them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading vocabulary of the members of the family and matching them to photographs
Tracing on the skyline one of the vocabulary words as well as the page number.
Arts and crafts activity. *Let's make a picture frame* (TRB Class Material Worksheet).
Looking at some pictures and completing sentences with *is/isn't* (AB).
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities.
Talking using the grammar structure. *Who's this? It's My (dad). Is this your (granny)? Yes, it is. No, it isn't.*
Playing in Teamwork using the vocabulary and the grammar of the unit.
Listening to and choosing the correct sentence (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the vocabulary of the unit.
Tracing the page number.
Tracing grammar structures (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Revision and consolidation of the grammar studied in the previous mission.
Listen and write.
Introducing the 2nd part of the grammar through listening activities. *Is this your sister?*
Listening to an audio and deciding whether some sentences are correct or incorrect.
Playing in Game Time using the structure and the vocabulary of the unit. *Who's this? It's my brother*
Orally reproducing the structures of the unit and internalise them using the TG drills
Video in which the vocabulary and the grammar of the unit are introduced and

practised.
Listening to and writing the members of the family (AB).
Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing sentences using the grammar structure of the unit.
Tracing on the skyline a member of the family as well as the page number
Reading and choosing the correct answer (AB).
Reading and matching questions to answers (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Say Cheese! Cheese!*).

Acting out the story.

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

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Reading the story and choosing the correct word to complete it (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Extra activity (a game or an arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression of the Reading in the Mission 5.

Listening to a text about a cultural topic in the UK, the British Royal Family.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing and writing the colloquial expression learnt in the Mission 5.

Tracing the page number.

Tracing words about the members of the family and matching them to photographs of the British Royal Family.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Arts and Crafts: The family.

Listening to and writing some members of the family.

Completing a family tree after listening to an audio (PB and AB).

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing members of the family.

Listening to an audio and completing a family tree. Listen, trace and draw.

Tracing the page number.

Colouring a picture according to a colour/numbers pattern (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and number the members of the family.

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

Listening to and writing the members of the family (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some images and matching them to sentences.

Tracing on the skyline one of the vocabulary words as well as the page number (PB and AB).

Reading questions and choosing the correct answer (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: aunt, brother, cousin, dad, family, granddad, granny, mum, sister, uncle.
- Extra Vocabulary: family tree, prince, queen.

Structures

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

Culture

- British Royal Family
- **Expression:** *Say cheese!*

Content and Language Integrated Learning (CLIL) Arts and Crafts

- Family tree.

Phonetic

- Phonetic contraction in interrogative sentences: *Who is...? Who's...?*

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies the vocabulary about the members of the family. - Understands the basic information in oral texts. • This is my mum/ this isn't my mum. • Who's this? It's my dad. • It isn't my mum. • Is this my mum? • Yes it is./ No, it isn't. • Is this your dad? • Yes, it is , no it isn't. • Possessive adjectives: My and your. - Shows interest when participating in language games. - Understands songs. - Understands the videos about vocabulary and grammar and the language assistant's explanations in the video - Understand the structures the teacher uses in the drills - Uses gestures to show the understanding of the song
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and easy dialogues.	- Produces very simple oral monologues or dialogues. - Produces short and simple presentations. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the video. - Knows expressions. - Participates in face to face conversations with other students (Cooperative learning) (Game Time).
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say) - Identifies the images of the main characters (Ask, Fusi, Yessi and Noella). Ask introduces questions, Fusi is in

	charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Writes letters or cards using a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the drills.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Say Cheese!</i>
To use English with interest and confidence when producing oral texts in daily situations.	- Learns about the British Royal Family. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (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
Listening		
Identify words and vocabulary about the members of the family.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 - 2). - Listening to the drills (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences.	- Listening to and identifying simple sentences (Missions 1 - 8). - Listening to the drills. (Missions 1 - 8).	
Get the general idea in spoken texts and	- Listening to a text and identifying pictures (Missions	Responsibility.

identify specific aspects with the help of linguistic and non-linguistic elements from the context.	1, 2, 4, 7 and 8). - Grammar and vocabulary video in which the characters have a conversation (Mission 4).	
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to pronunciation videos (Mission 2). - Listening to videos presented by a language assistant (Mission 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Singing a song. Sing and clap (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities. (Missions 1-8).	Perseverance and responsibility.
Participate in simple role plays.	- Acting out stories (Mission 5).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Saying simple expressions (Missions 1 - 8). - Participating in short and simple dialogues (Missions 1, 2, 3 and 4). - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	
Reading		
Read words and expressions previously introduced	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2).	Responsibility and perseverance.

in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1 and 8).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 5 TRB). - Reading activities to improve this skill (Mission 6 TRB).	Responsibility, respect and perseverance.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures. (Missions 1 – 8) (AB Missions 1-8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and trace numbers. Identify and say the numbers from 1 to 10.	- Reading numbers - Tracing numbers (Mission 1-8). - Revision of the numbers from 1 to 10 in Back to Basics (TG).	Patience, responsibility.
Read numbers.	-Using the numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills	- Participation in the drills	Respect and responsibility.

as an activity to learn and consolidate different structures in a natural way.	proposed in the TG (Missions 1-8).	
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the section numbers in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Arts and Crafts (Mission 7).	Responsibility and perseverance.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class	- Participating in Game Time (Mission 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Participating in Teamwork (Mission 3). - Making a frame (TRB) and a short presentation (Mission 2). - Act out stories. Act out (Mission 5).	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills (Missions 1-8).	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learning and repeating an English colloquial expression. Say Cheese! (Missions 5 and 6).	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song. (Mission 1).	Responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG. .	- Participating in Game Time (Mission 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Participating in Teamwork (Mission 3). - Act out stories. Act out (Mission 5).	Responsibility, respect and perseverance.
Make simple Arts and Crafts compositions	- Arts and crafts activity. Let's make a picture frame! (Mission 2, TRB). - Colouring activities (AB Mission 7). - Drawing activities (Mission 7).	Responsibility, respect and perseverance.
Learn a colloquial expression in each Reading.	- Learning a cultural expression (Missions 5 and 6).	Respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a frame. Let's make a picture frame! (Mission 2). - Drawing a family tree (Mission 7).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8).	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 3 : TOYS AND NATURE

This unit focuses on the topic of toys and activities in the nature. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through listening and speaking activities.

Listening to and identifying 6 toys.

Talking using the expressions: What's this? It's a blue bike.

Listening to and singing a song. Rap and clap.
Listening to and write toys (AB).
Orally reproducing the structures of the unit and internalise them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline some vocabulary words as well as the page number.
Writing the unit vocabulary (AB).
Joining points and drawing a toy. Writing the unit vocabulary (AB).
Introducing the vocabulary through the Picture Dictionary.
Extra activity (a game or an arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and saying if some sentences are correct or incorrect.
Listening to an audio and pointing to pictures. Repeating the unit vocabulary (AB).
Orally reproducing the structures of the unit and internalise them using the TG drills.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and saying if some sentences are correct or incorrect.
Reading and tracing vocabulary about toys and matching to pictures (AB).
Tracing on the skyline vocabulary words as well as the page number.
Arts and crafts activity. Let's make a toy box! (TRB Class Material Worksheet).
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through listening and speaking activities.
Listening and repeating the days of the week.
Talking using the new expressions and vocabulary. Is it Wednesday? Yes, it is. No, it isn't.
Listening to the days of the week and put them in order. (AB).
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.
Reading the days of the week and answering some questions (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new grammar through listening activities.
Listening to the grammar structure and pointing to pictures. Repeating the unit grammar. Listen and point. Then say.
Listening to an audio and matching activities and days. Listen and match.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.
Video in which the vocabulary and the grammar of the unit is introduced and

practised.
Listen and check (AB).
Listening activities to improve this skill (TRB Listening Worksheets)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.
Reading verbs and matching them to pictures (AB).
Writing sentences using the learnt verbs (AB).
Translation challenge. Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and English to Spanish. (TRB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Learning a cultural expression: *Come with me!*

Acting out the story.

Orally reproducing the structures of the unit and internalise them using the TGdrills.

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

Speaking activities using the vocabulary and the grammar of the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story

Tracing sentences of the story (AB).

Reading sentences and matching them to pictures (AB).

Tracing on the skyline vocabulary words as well as the page number.

Translation challenge. Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and English to Spanish. (TRB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5

Listening to a text about a cultural topic in the UK, Paddington Bear.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the colloquial expression learnt in the Mission 5.

Reading a text about a cultural topic in the UK, Paddington Bear.

Writing the colloquial expression (AB).

Looking at a picture and colour it (AB).

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets)

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Maths: geometrical shapes.

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

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

Listening to the name of different geometrical shapes and number them (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the name of some geometrical shapes and colour items.

Tracing and writing numbers and toys (AB).

Tracing the page number.

Writing activities to improve and consolidate this skill (TRB Writing Worksheets)

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and number toys and verbs.

Listening to and circling the correct option.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Writing the name of some toys and the days of the week.

Translation challenge. Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to

English and from English to Spanish

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: ball, bike, kite, teddy bear, toys videogame, fly a kite, jump, play, ride a bike, run, swim, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

- Extra Vocabulary: circle, rectangle, square, triangle.

Structures

- Is it Monday?

- Yes, it is/No, it isn't.

- I swim on Mondays.

Culture

- Paddington Bear

- Expression: Come with me!

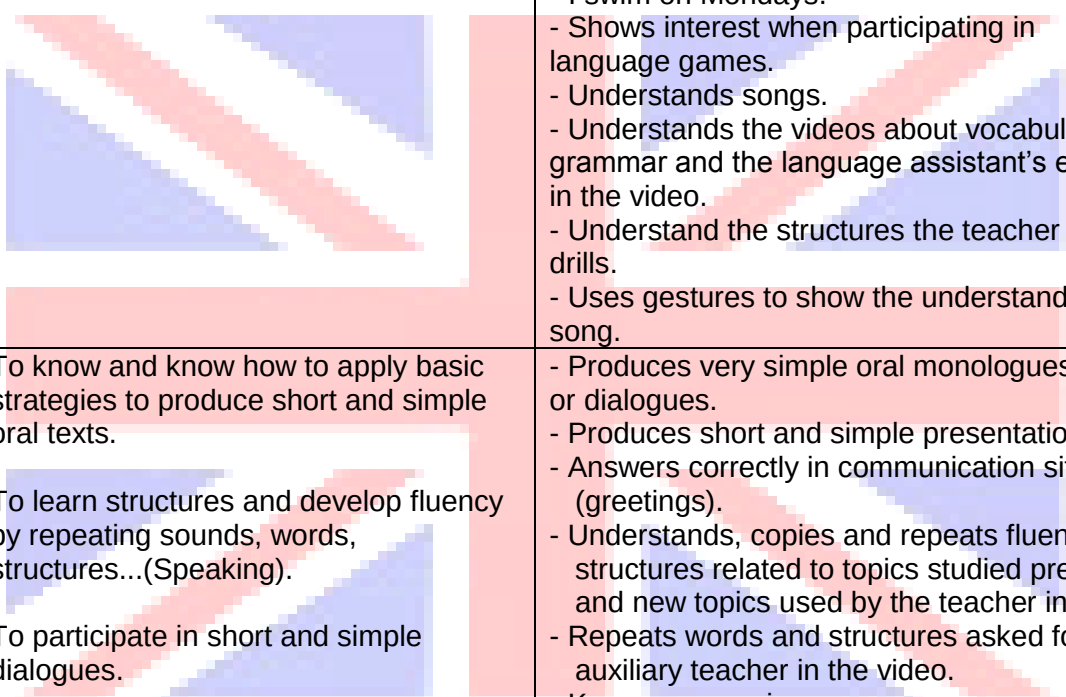
Content and Language Integrated Learning (CLIL)

Maths

- Shapes.

Phonetic

- /b/ and /v/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text. 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies the vocabulary about toys, action verbs and days of the week. - Understands the basic information in oral texts. • Is it Monday? • Yes, it is/No, it isn't. • I swim on Mondays. - Shows interest when participating in language games. - Understands songs. - Understands the videos about vocabulary and grammar and the language assistant's explanations in the video. - Understand the structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Produces short and simple presentations. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the video. - Knows expressions. - Participates in face to face conversations with other students (Cooperative learning) (Game Time).
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say) - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella). Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences

	and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Writes letters or cards following a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the drills.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Come with me!</i>
To use English with interest and confidence when producing oral texts in daily situations.	- Learning about a character in the UK, the Paddington Bear. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Maths).

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary about toys.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 - 2). - Listening to the drills (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences.	- Listening to and identifying simple sentences (Missions 1 - 8). - Listening to the drills. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help	- Listening to a text and identifying pictures (Missions 1, 2, 4 and 8). - Grammar and vocabulary	Responsibility.

of linguistic and non-linguistic elements from the context.	video in which the characters have a conversation (Mission 4). (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a pronunciation video (Mission 2). - Listening to a video presented by a language assistant (Mission 8).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Singing a song. Rap and clap (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities. (Missions 1-8).	Perseverance and responsibility.
Participate in simple role plays.	- Acting out the story (Mission 5).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and in the games proposed in the TG.	- Saying simple expressions (Missions 1 - 8). - Participating in short and simple dialogues (Missions 1, 2, 3 and 4). - Participating in the games proposed in the TG (Missions 1-8). - Speaking activities (Mission 5 TRB).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit vocabulary in the Picture Dictionary (Missions 1 and 2). - Reading the unit expressions (Missions 1 and 8).	Responsibility and perseverance.
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and	Responsibility, respect and perseverance.

	understanding sentences translated in English (Mission 5 TRB). - Reading activities to improve this skill (Mission 6 TRB).	
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures. (Missions 1 – 8) (AB Missions 1-8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and trace numbers Identify and say the numbers from 1 to 10.	- Listening to and reading numbers - Tracing numbers (Mission 1-8). - Revision of the numbers from 1 to 10 in Back to Basics (TG). - Using the number section in the PB.	Patience, responsibility.
Identify and say different geometrical shapes.	- Identifying, reading and tracing geometrical shapes (PB, AB Mission 7).	Responsibility and autonomy.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn	- Using the Picture Dictionary (Mission 1).	Responsibility and perseverance.

English using a visual dictionary.		
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Maths (Mission 7).	Responsibility and perseverance.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in the dialogues and games proposed in the TG (Missions 1-8). - Making a toy box. Let's make a toy box! (Mission 2, TRB). - Acting out stories. Act out (Mission 5).	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills (Missions 1-8).	Responsibility, respect and perseverance.
Show interest in using English to communicate with people from other cultures and countries.	- Learning and repeating an English colloquial expression. Come with me! (Missions 5 and 6).	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song. (Mission 1).	Responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones	- Participating in the dialogues and games proposed in the TG (Missions 1-8). - Acting out stories. Act out	Responsibility, respect and perseverance.

proposed in the TG.	(Mission 5).	
Make simple Arts and Crafts compositions	- Arts and crafts activity. Let's make a toy box! (Mission 2, TRB). - Colouring activities (Mission 6), (AB Mission 7). - Drawing activities (AB Missions 1 and 2).	Responsibility, respect and perseverance.
Learn a colloquial expression in each Reading.	- Learning a cultural expression (Missions 5 and 6).	Respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a toy box. <i>Let's make a toy box!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? - Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ **UNIT 4: ANIMALS**

This unit focuses on the topic of animals. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 9 animals, through listening activities.
 Listening to and identifying the unit vocabulary (AB).
 Talking using the vocabulary of the animals and other expressions which have been studied in previous units. Is this a zebra? No, it isn't. It's a tiger.
 Listening to and singing a song. Sing and clap.
 Listening to animals and matching them to pictures (AB).
 Orally reproducing the structures of the unit and internalise them using the TG drills.
 Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.
 Tracing the vocabulary related to the animals (AB).
 Reading sentences and matching them to pictures (AB).
 Introducing the vocabulary through the Picture Dictionary.

Looking at some pictures and choosing the correct answer (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Revising the vocabulary of the previous mission and introducing the new vocabulary, los numbers from 11 to 20.

Introducing the vocabulary through a listening exercise. Listening to and pointing to numbers and animals.

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

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

Saying the numbers from 1 to 20 and doing an activity (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and tracing vocabulary and matching it to pictures.

Tracing on the skyline vocabulary words as well as the page number.

Arts and crafts activity. Let's make an animal mask! (TRB Class Material Worksheet).

Reading and finding the names of animals and circling them (AB) (AB).

Drawing an animal and writing its name (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. There's a lion. There isn't a lion. Is there a crocodile? Yes, it is. No, there isn't.

Listening to an audio saying names of animals and matching them to pictures (AB).

Asking and answering using the grammar structure.

Participating in Game Time using the vocabulary and the grammar of the unit.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Reading sentences and choosing the correct answer (AB).

Reading questions, answering them and colour a picture (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new grammar through listening activities. *Is there a lion or a giraffe?*

Listening to and understand sentences related to the grammar structure and the vocabulary.

Participating in Game Time using the vocabulary and the grammar of the unit.

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

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

Video in which the vocabulary and the grammar of the unit are introduced and practised.

Listening to and write sentences (AB).

Listening activities to improve this skill (TRB Listening Worksheets).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading written sentences and answer questions.

Reading a short text, understand it and draw.

Tracing on the skyline vocabulary words as well as the page number.

Reading questions and matching them to its answers (AB).

Reading sentences and colour animals (AB).

Listening to an audio and copy sentences (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Learning a colloquial expression in each reading, Be careful!

Acting out the story.

Listening to the story and number the cartoon panels (AB).

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

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

Speaking activities using the vocabulary and the grammar of the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Read and understand the story.

Reading sentences of the story and matching the sentences and the characters (AB).

Tracing on the skyline vocabulary words as well as the page number.

Translation challenge. Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5. *Be careful!*

Listening to sentences about the London zoo and tracing sentences.

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

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

Listening to and understanding a text. Then, drawing what it is said (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the colloquial expression learnt in the Mission 5.

Writing the colloquial expression (AB).
Tracing the page number.
Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to, pointing and repeating the name of the animals.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the colours and colouring a drawing. Writing the name of the animal.

Reading sentences about animals and matching them to photographs.

Looking at a picture and circling the animals (AB).

Writing activities to improve and consolidate this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and pointing to the animals.

Listen and check. Listen and check.

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

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

Listening to and choosing the correct answer (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Writing numbers.

Writing animals (AB).

Translation challenge. Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENTS

Vocabulary

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

Structures

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

Culture

- London Zoo
- Expression: Be careful!

Content and Language Integrated Learning (CLIL)

Natural Science

- Birds.

Phonetic

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

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies the vocabulary about the animals. - Understands the basic information in oral texts. • There's a lion/There isn't a lion. • Is there a crocodile? • Yes, there is/No, there isn't. • Is there a monkey or an elephant? - Shows interest when participating in language games. - Understands songs. - Understands the videos about vocabulary and grammar and the language assistant's explanations in the video. - Understand the structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Produces short and simple presentations. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the video. - Knows expressions. - Participates in face to face conversations with other students (Cooperative learning) (Game Time).
To identify the topic and the general	- Finds known words in the classroom material.

sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say) - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella). Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Writes letters or cards following a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the drills.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Be careful!</i>
To use English with interest and confidence when producing oral texts in daily situations.	- Learns about the London zoo. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Natural Science).

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words, the animals and the numbers from 11 to 20.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 - 2). - Listening to the drills (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences.	- Listening to and identifying simple sentences (Missions 1 - 8).	

	- Listening to the drills. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 3, 7 and 8). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to the pronunciation video (Mission 2). - Listening to a video presented by the language assistant (Mission 8).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Singing a song. Sing and clap (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities. (Missions 1-8).	Perseverance and responsibility.
Participate in simple role plays.	- Acting out the story (Mission 5).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Saying simple expressions (Missions 1 - 8). - Participating in short and simple dialogues (Missions 1, 2, 3 and 4). - Participating in Game Time (Missions 3 and 4). - Speaking activities (Mission 5 TRB).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit vocabulary in the Picture Dictionary (Missions 1 and 2).	Responsibility and perseverance.

	- Reading the unit expressions (Missions 1 and 8).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 5 TRB). - Reading activities to improve this skill (Mission 6 TRB).	Responsibility, respect and perseverance.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures. (Missions 2, 4 and 6) (AB Missions 1, 2, 3, 4, 6 and 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1–8) - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and trace numbers	- Reading numbers. - Tracing numbers (Mission 1-8). - Revision of the numbers from 1 to 10 in <i>Back to Basics</i> (TG). - Using the numbers section in the PB.	Patience, responsibility and independence.
Learn the numbers from 11 to 20.	- Listening to and saying the numbers (Mission 1-8). - Reading numbers (Mission 2, 7 and 8).	Patience, responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Uses the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Natural Science (Mission 7).	Responsibility and perseverance.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates and enjoys playing games and acting out in class	- Participating in Game Time (Missions 3 and 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Acting out stories. Act out (Mission 5).	Respect and fellowship.
Pays attention to correctly understand and answer the drills.	- Saying and learning the drills (Missions 1-8).	Responsibility, respect and perseverance.
Shows interests in using English to communicate with people from other cultures and countries.	- Learning and repeating an English colloquial expression. Be careful! (Missions 5 and 6).	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sings songs.	- Singing a song. (Mission 1).	Responsibility, respect and perseverance.
Participates with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in Game Time (Missions 3 and 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Acting out stories. Act out (Mission 5).	Responsibility, respect and perseverance.
Makes simple Arts and Crafts compositions	- Arts and crafts activity. Let's make an animal mask! (Mission 2, TRB). - Colouring activities (Mission 7), (AB Missions 3 and 4). - Drawing activities (Mission 4), (AB Missions 2 and 6).	Responsibility, respect and perseverance.
Learns a colloquial expression in each Reading.	- Learning a cultural expression (Missions 5 and 6).	Respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identifies elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Makes an arts and crafts activity.	- Making a mask. <i>Let's make an animal mask!</i> (Mission 2, TRB). - Drawing animals (Mission 4), (AB Missions 2 and 6).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ **UNIT 5: MY BODY**

This unit focuses on learning the parts of the body. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, the parts of the body, through listening and speaking activities.

Listening to and identifying the parts of the body.

Talking using the vocabulary of the parts of the body and the expression: *What's this?. Is this your leg? No, it isn't. It's my arm.*

Listening to and singing a song. *Rap and clap.*

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

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

Listen and check. Listen and check (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Writing the parts of the body (AB).

Looking at some pictures and identifying the part of the body (AB). Completing sentences (AB).

Introducing the vocabulary through the Picture Dictionary.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Revising the vocabulary of the previous mission and introducing the new vocabulary. The plurals.

Listening to and understanding sentences about the parts of the body.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the parts of the body and matching them to photographs.

Tracing on the skyline vocabulary words as well as the page number.

Arts and crafts activity. *Let's make a robot!* (TRB Class Material Worksheet).

Reading sentences and matching them to the parts of the body (AB).

Reading sentences and drawing (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new grammar through listening activities. *I have... / I don't have...*

Listening to an audio describing pictures and numbering them.

Playing using the grammar and the vocabulary of the unit.

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

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

Checking an activity using an audio.

Listening sentences and saying whether some pictures are correct or incorrect.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Reading sentences related to some pictures and writing the grammar structure (AB).

Extra activity (a game or an arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Do you have a head? Yes, I do / No, I don't.*

Listening to and understanding sentences related to the grammar structure and the vocabulary.

Playing using the grammar and the vocabulary of the unit.

Talking using the vocabulary of the parts of the body and the grammar of the unit: *Do you have one eye? No, I don't. I have two eyes.*

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

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

Video in which the vocabulary and the grammar of the unit are introduced and practised.

Checking an activity using an audio. Listen and check (AB).

Listening activities to improve this skill (TRB Listening Worksheets).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading questions and tracing answers.

Tracing on the skyline vocabulary words as well as the page number.

Reading and tracing questions. Then, writing answers (AB).

Reading sentences and choosing the correct answer (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Learning a colloquial expression in each reading. *Ouch!*

Acting out the story.

Checking an activity using an audio. Listen and check (AB).

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

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

Speaking activities using the vocabulary and the grammar of the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Reading the story (AB)

Reading and completing dialogues (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about baseball.

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

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

Listening to an audio and completing sentences (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the colloquial expression learnt in the Mission 5.

Writing sentences after listening to an audio (AB).

Tracing on the skyline vocabulary words as well as the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to sentences and matching them to photographs. Repeat them.

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

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

Listening to an audio and numbering pictures (AB).

Listening to an audio and completing sentences (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading vocabulary related to hospitals and circling words according to some pictures.

Completing a text after listening to an audio (AB).

Tracing the page number.

Writing activities to improve and consolidate this skill (TRB Writing Worksheets)

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and writing the parts of the body.

Checking an activity using an audio. Listen and check.

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

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

Listening to and writing correct word (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Looking at some pictures and answering some questions.

Writing the parts of the body.

Answering questions about him/her (AB).

Drawing him/her (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: arm, ear, eye, foot, hand, head, leg, mouth, nose.
- Extra Vocabulary: bat, baseball, doctor, hospital, nurse, patient, players, team.

Structures

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

Culture

- Baseball in the USA
- Expression: Ouch!

Content and Language Integrated Learning (CLIL)

Social Science

- At the hospital.

Phonetic

- Practicing the intonation in interrogative sentences.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies the vocabulary about the parts of the body. - Understands the basic information in oral texts. • I have.../ I don't have.... • Do I have a head? • Yes, you do./ No, you don't. • Do you have an eye? • Yes, I do/ No, I don't. - Shows interest when participating in language games. - Understands songs. - Understands the videos about vocabulary and grammar and the language assistant's explanations in the video. - Understand the structures the teacher uses in the

	drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Produces short and simple presentations. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the video. - Knows expressions. - Participates in face to face conversations with other students (Cooperative learning) (Game Time).
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Find known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say) - Identifies the images of the main characters (Asky, Fusy, Yessy and Noella). Asky introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Writes letters or cards following a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the drills.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Ouch!</i>
To use English with interest and confidence when producing oral texts in daily situations.	- Learns about baseball in the United States. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Social Science).

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary about the parts of the body.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 - 2). - Listening to the drills (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences.	- Listening to and identifying simple sentences (Missions 1 - 8). - Listening to the drills. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 3, 6, 7 and 8). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to the pronunciation video (Mission 2). - Listening to the video presented by the language assistant (Mission 8).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Singing a song. Rap and clap (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities. (Missions 1-8).	Perseverance and responsibility.
Participate in simple role plays.	- Acting out the story (Mission 5).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and

		perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Saying simple expressions (Missions 1 - 8). - Participating in short and simple dialogues (Missions 1, 2, 4 and 7). - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit vocabulary in the Picture dictionary (Missions 1). - Reading the unit expressions (Missions 1 and 8).	Responsibility and perseverance.
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 5 TRB). - Reading activities to improve this skill (Mission 6 TRB).	Responsibility, respect and perseverance.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures. (Missions 1 – 8) (AB Missions 1-8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and trace numbers.	- Reading numbers - Tracing numbers (Mission 1-8). - Revision of numbers in Back to Basics (TG). - Using the numbers section in the PB.	Patience, responsibility.
Read numbers.	- Reading numbers (Mission 1, 2, 3, 4, 5 and 6 and 8) (AB	

	Mission 2, 3, 4 and 5). - Counting parts of the body (Mission 1, 2, 3, 4, 5, 6 and 8) (AB Mission 2, 3, 4 and 5).	
Understand numbers in songs and texts.	- Listening to numbers (Missions 1, 3, 5, 6 and 8), (AB Missions 1, 2, 5 and 8).	

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way. Using the Picture Dictionary (Mission 1).	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the numbers section in the PB.	responsibility and Perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Social Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in Game Time (Mission 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Participating in Game Time (Mission 3). - Acting out stories. Act out (Mission 5).	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills (Missions 1-8).	Responsibility, respect and perseverance.
Show interest in using English to communicate with people from other cultures and countries.	- Learning and repeating an English colloquial expression. <i>Ouch!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song. (Mission 1).	Responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in Game Time (Mission 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Participating in Teamwork (Mission 3). - Acting out stories. Act out (Mission 5).	Responsibility, respect and perseverance.
Make simple Arts and Crafts compositions	- Arts and crafts activity. Let's make a robot! (Mission 2, TRB). - Drawing activities (AB Missions 2 and 8).	Responsibility, respect and perseverance.
Learn a colloquial expression in each Reading.	- Learning a cultural expression (Missions 5 and 6).	Respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.

Make an arts and crafts activity.	- Making a poster. <i>Let's make a robot!</i> (Mission 2, TRB). - Drawing him/her (Mission 8).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? - Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 6: MMM FOOD!

This unit focuses on learning the food. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, the food, through listening and speaking activities.

Listening to and pointing to some food.

Talking using the new vocabulary. Do you have an apple, Noella? No, I don't. I have chocolate.

Listening to and singing a song. Rap and clap.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline some vocabulary words as well as the page number.

Introducing the vocabulary through the Picture Dictionary.

Writing the food (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing some new vocabulary, like and don't like, through listening and speaking activities. Listen and repeat.

Checking an activity using an audio. Listen and check.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and pointing to words. Tracing some food.

Tracing on the skyline vocabulary words as well as the page number.

Make an arts and crafts activity. Let's make a poster! (TRB Class Material Worksheet).

Looking at a picture and circle the food (AB).

Writing sentences about him/herself using the verb like and the food. Drawing some food (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new grammar through listening and speaking activities.

Talking using the new grammar and vocabulary. Do you like soup? Yes, I do / No, I don't.

Playing using the grammar and the vocabulary of the unit. Asking the classmates to find out the food that they like and dislike. Completing a chart.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Writing some food in the chart.

Reading questions and answering them using the new grammar structure (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new grammar through listening activities. *What do you like? When do you eat salad?*

Playing a game. Game Time!

Talking using the vocabulary related to the food and the grammar structure (When do you eat?) and revising the days of the week (I eat meat on Monday).

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

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

Video in which the vocabulary and the grammar of the unit is introduced and practised.

Listening to and completing dialogues (AB).

Listening activities to improve this skill (TRB Listening Worksheets)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading sentences and choosing the correct answer.

Reading some questions and answering them by writing the day of the week (AB).

Tracing on the skyline vocabulary words as well as the page number.

Completing a text after listening to an audio (AB).

Extra activity (a game or an arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Learning a colloquial expression (Thank you!)

Acting out the story.

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

Listening to the story, number the cartoon panels and complete the dialogues (AB).

Speaking activities using the vocabulary and the grammar of the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story

Tracing on the skyline vocabulary words as well as the page number.

Completing the dialogues of the story (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to an audio about the maple syrup (AB).

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing and writing the colloquial expression learnt in the Mission 5.

Tracing the page number.

Reading sentences about the maple syrup.

Tracing words and matching to pictures. Colouring images (AB).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning.
Natural Science: the fruit.

Listening to sentences and matching them to photographs.

Checking an activity using an audio. Listen and check.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the food.

Reading sentences and pointing to the food.

Reading descriptions and colour (AB).

Reading sentences and completing with is/isn't (AB).

Tracing the page number.

Writing activities to improve and consolidate this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and circling the food.

Checking an activity using an audio. Listen and check.

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

Answering questions using the days of the week, the food and short answers

Yes, I do / No, I don't.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing on the skyline vocabulary words as well as the page number.

Writing the name of some food and the studied grammar structures.

Writing the name of some food and matching sentences and pictures (AB).

Answering questions about him/her (AB).

Translation challenge. Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: apple, banana, bread, cereal, chocolate, fish, meat, milk, salad, soup, kiwi.
- Extra Vocabulary: maple syrup, orange, pancake, strawberry, toast, watermelon.

Structures

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

Culture

- Maple Syrup
- Expression: Thank you!

Content and Language Integrated Learning (CLIL)

Natural Science

- Fruit.

Phonetic

- The sound /ae/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening).	The student: - Understands the teacher's instructions related to common classroom activities.

To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies the vocabulary about the food - Understands the basic information in oral texts. • I like/ I don't like. • Do you like....? • Yes I do./ No I don't. • What do you like? • When do you eat salad? - Shows interest when participating in language games. - Understands songs. - Understands the videos about vocabulary and grammar and the language assistant's explanations in the video.. - Understand the structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Produces short and simple presentations. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the video. - Knows expressions. - Participates in face to face conversations with other students (Cooperative learning) (Game Time).
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say) - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella). Aský introduces questions, Fusy is incharge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Writes letters or cards following a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the drills.

To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Thank you!</i>
To use English with interest and confidence when producing oral texts in daily situations.	- Learning about the maple syrup in Canada. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Natural Science).

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary about food.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 - 2). - Listening to the drills (Missions 1 - 8).	Responsibility and perseverance.
Identify simple sentences.	- Listening to and identifying simple sentences (Missions 1 - 8). - Listening to the drills. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 6 and 8) (AB Mission 5). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to the pronunciation video (Mission 2). - Listening to the video presented by the language assistant (Mission 8).	Responsibility and perseverance.

Speaking		
Sing a song using linguistic and paralinguistic elements.	- Singing a song. Rap and clap (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities. (Missions 1-8).	Perseverance and responsibility.
Participate in simple role plays.	- Acting out stories. (Mission 5).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and in the games proposed in the TG.	- Saying simple expressions (Missions 1 - 8). - Participating in short and simple dialogues (Missions 1, 2, 4 and 6). - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1 and 8).	Responsibility and perseverance.
Read texts and stories.	- Reading the story (Missions 5). - Recognising, reading and understanding sentences translated in English (Mission 5 TRB). - Reading activities to improve this skill (Mission 6 TRB).	Responsibility, respect and perseverance.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures. (Missions 1 – 8) (AB Missions 1-8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance

	consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and trace numbers.	- Tracing numbers (Mission 1-8). - Revision of the numbers in <i>Back to Basics</i> (TG). - Using the numbers section in the PB.	Patience, responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Value the English language as a learning tool for other	- Learning about other subjects using English, Natural Science (Mission 7).	Responsibility and perseverance.

subjects.		

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in Game Time (Mission 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Participating in Teamwork (Mission 3). - Acting out stories. Act out (Mission 5).	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills (Missions 1-8).	Responsibility, respect and perseverance.
Show interest in using English to communicate with people from other cultures and countries.	- Learning and repeating an English colloquial expression. Thank you! (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song. (Mission 1).	Responsibility, respect and perseverance.
Participate with interest in language games, in the Game Time and in the games proposed in the TG.	- Participating in Game Time (Mission 4). - Participating in the dialogues and games proposed in the TG (Missions 1-8). - Participating in Teamwork (Mission 3). - Acting out stories. Act out (Mission 5).	Responsibility, respect and perseverance.
Make simple Arts and Crafts compositions	- Arts and crafts activity. Let's make a robot! (Mission 2, TRB). - Drawing activities (AB Missions 2). - Colouring activities (AB Missions 6 and 7).	Responsibility, respect and perseverance.
Learn a colloquial expression in each Reading.	- Learning a cultural expression (Missions 5 and 6).	Respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements.	- Through oral activities recognises objects from his/her surroundings(Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. Let's make a poster! (Mission 2, TRB). - Drawing him/herself with the food they like and dislike (AB Mission 2).	Responsibility, respect and perseverance.
Self-assessment.	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). - Self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ REVIEW 1

Each two units, there is a review which is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying the vocabulary studied in previous units.

Identifying and pointing to pictures.

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

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

Listening to an audio and identifying items (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number

Arts and crafts activity (TRB Class Material Worksheet).

Reading questions and matching them to the answers (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio and identifying items (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number

Looking at a picture, identifying the characters and writing the names.

Reading and completing sentences. Look and answer.

Reading questions and matching them to the answers (AB).

Translation challenge. Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Take a TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Shows interest when participating in language games. - Understand the structures the teacher uses in the drills.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Uses the vocabulary. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say). - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the drills. - Tries to pronounce correctly.
To use English with interest and confidence when producing oral texts in	- Shows interest in using English to communicate with people from other cultures and countries.

daily situations.	- Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary of the units.	Perseverance.
Writing		
Write words.	- Writing the vocabulary.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	Responsibility.

• Mathematical competence and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write	- Tracing the page number.	Responsibility.

numbers.	- Reading numbers (AB). - Revision of the numbers in <i>Back to basics</i> (TB)	

• Digital competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Arts and crafts activity.	- Arts and crafts activity (TRB Class Material Worksheet).	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ REVIEW 2

This review is focused on revising all the contents studied in the two previous units. It has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying the vocabulary studied in previous units.

Identifying the vocabulary studied in previous units.

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

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

Listening to an audio and identifying items (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number

Arts and crafts activity (TRB Class Material Worksheet).

Reading words and circling the extra word (AB)

Reading, drawing and colouring (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and number the animals.

Matching pictures and words. Match and say.

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

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

Listening to and writing numbers (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number

Looking at a picture, identifying the animals and matching to their names.

Looking at two pictures, pointing differences and writing them (AB).

Take a TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Shows interest when participating in language games. - Understand the structures the teacher uses in the drills.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Uses the vocabulary. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say). - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the drills. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Shows interest in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

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

• **Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary of the units.	Perseverance.
Writing		
Write words.	- Writing the vocabulary.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing the page number. - Reading numbers (AB). - Revision of the numbers in <i>Back to basics</i> (TB)	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Arts and crafts activity.	- Arts and crafts activity (TRB Class Material Worksheet).	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ **REVIEW 3**

This review is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying the vocabulary studied in previous units.

Identifying and saying the vocabulary and the structures studied in previous units.

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

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

Listening to an audio and draw (AB).

Speaking activity. Ask your partner and complete the table! (TRB Class Material Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number

Reading words and circle the extra word (AB)

Reading, drawing and colouring (AB).

Take a TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and numbering pictures.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number

Reading some short texts and answer some questions.

Drawing and writing the vocabulary (AB).

END-OF-YEAR TEST (TRB).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary).
To know and know how to apply basic strategies to understand the general sense, the main information or the main	- Identifies the studied vocabulary. - Understands the basic information in oral texts.

points of the text.	- Shows interest when participating in language games. - Understand the structures the teacher uses in the drills.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Uses the vocabulary. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say). - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the drills. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Shows interest in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary of the units. - Reading some short texts (Mission 2).	Perseverance.
Writing		
Write words.	- Writing the vocabulary.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing the page number. - Reading numbers (AB). - Revision of the numbers in <i>Back to basics</i> (TB)	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate	- Participation in the drills proposed in the TG.	Respect and responsibility.

different structures in a natural way.		
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and role plays.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Speaking activity.	- Speaking activity (Class Material Worksheet TRB).	Autonomy
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

END-OF-YEAR TEST

At the end of the year, we've got an END-OF-YEAR TEST (classroom material in the TRB) where all the vocabulary and the structures which the student has studied in the book can be evaluated. This EYT is divided in 6 parts or skills. First, listening exercises. Second, the vocabulary which has been studied in all the units. The third one is focused on the grammar studied along the academic year. Fourth and fifth, the

reading and writing skills are evaluated. And, the last one, it is prepared to evaluate the speaking skill.

➤ FESTIVAL 1. HALLOWEEN.

This festivity has just a mission with two activities. The student uses the Picture Dictionary to increase the autonomy and responsibility in the learning.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to Halloween.

Listening to a text and pointing to pictures.

Listening to and singing a song.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the vocabulary through the Picture Dictionary.

Writing and tracing the vocabulary related to Halloween

Reading a text and writing vocabulary.

Reading sentences and drawing.

Introducing the vocabulary through the Picture Dictionary.

CONTENTS

Vocabulary

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

Structures

- Revision of the verb To be and the structure There's/are.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies and learns vocabulary related to Halloween. - Understands the basic information in oral texts. - Shows interest when participating in language games. - Understands songs. - Understand the structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts.	- Produces very simple oral monologues or dialogues. - Uses the vocabulary.

To learn structures and develop fluency by repeating sounds, words, structures...(Speaking).	- Answers correctly in communication situations (greetings).
To participate in short and simple dialogues.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading).	- Repeats words and structures asked for the auxiliary teacher in the video.
To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known words in the classroom material.
To produce simple written texts by copying words or structures.	- Uses the Picture Dictionary.
To create short texts using simple sentences.	- Is able to match words and pictures.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Reads and understands simple written texts containing the language studied in class.
To use English with interest and confidence when producing oral texts in daily situations.	- Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say).
To show interest in using English as a learning tool for other subjects.	- Writes simple texts using vocabulary and structures previously studied.
	- Copies and writes words and structures which have been orally studied.
	- Memorises songs.
	- Tries to pronounce correctly.
	- Copies the sounds produced by the teacher in the drills.
	- Shows interests in using English to communicate with people from other cultures and countries.
	- Learns about Halloween.
	- Shows interests in using English to communicate with people from other cultures and countries.
	- Feels confident about his/her ability to speak in English.
	- Values the English language as a learning tool for other subjects (Halloween).

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to Halloween.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.

Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	Responsibility..

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers	- Tracing the page number. - Reading numbers (AB).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in	- Participation in the drills proposed in the TG.	Respect and responsibility.

a natural way.		
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about Halloween.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learning about a cultural topic (Halloween).	Solidarity, tolerance and empathy.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Learn about the culture in English speaking countries.	- Learning about Halloween in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to Halloween.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	-Arts and crafts activity. Drawing.	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ FESTIVAL 2. VALENTINE'S DAY

This festivity has just a mission with two activities. The student uses the Picture Dictionary to increase the autonomy and responsibility in the learning.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to the Valentine's Day.

Listening to short and simple dialogues.

Listening to an audio and matching words and pictures.

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

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

Listening to a poem and writing words (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the vocabulary of the unit through the Picture Dictionary.

Making a Valentine's Day card.

Reading a poem and write words (AB).

Tracing vocabulary and matching words and pictures (AB).

CONTENTS

Vocabulary

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

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary).
To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Identifies and learns vocabulary related to the Valentine's Day. - Understands the basic information in oral texts. - Shows interest when participating in language games.

	- Understands poems. - Understand the structures the teacher uses in the drills.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Uses vocabulary related to the Valentine's Day. - Answers correctly in communication situations (greetings). - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Finds known vocabulary in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say).
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the drills. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Learns about the Valentine's Day. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Valentine's Day).

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Valentine's Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.

Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility, respect and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	Responsibility..

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing the page number.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in	- Participation in the drills proposed in the TG.	Respect and responsibility.

a natural way.		
Uses basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about Valentine's Day.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learning about a cultural topic (Valentine's Day).	Solidarity, tolerance and empathy.
Show interest in learning about other cultures celebrations.	- Knowing about the Valentine's Day. - Making an arts and crafts activity. Let's make a Valentine's Card. - Listening to and reading a poem.	Interest and respect.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reproduce dialogues.	- Talking using previously studied expressions.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make simple Arts and Crafts compositions.	-- Making a card. <i>Let's make a Valentine's Card.</i>	Interest and responsibility.

Learn the rhythm and sound of poems.	- Saying a poem.	Respect.
Learn about the culture in English speaking countries.	- Learning about the Valentine's Day celebration.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Valentine's Day.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	- - Making a Valentine's Day card. <i>Let's make a Valentine's Card.</i>	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ FESTIVAL 3. EASTER

This festivity has just a mission with two activities. The student uses the Picture Dictionary to increase the autonomy and responsibility in the learning.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifies vocabulary and expressions related to Easter.

Listening to and singing a song.

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

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

Listening to the vocabulary of the unit and match to pictures.

Listening to some questions and answer (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing vocabulary related to Easter.

Introducing the vocabulary through the Picture Dictionary.

Looking at some pictures and doing an activity (AB).

CONTENTS

Vocabulary

- Main vocabulary: daffodil, Easter bunny, Easter chick, Easter egg, hot cross bun.

Structures

- Revision of the verb like.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic information in short and simple conversations using visual support (Picture Dictionary). - Identifies and learns vocabulary related to Easter. - Understands the basic information in oral texts. - Shows interest when participating in language games. - Understand the structures the teacher uses in the drills.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- Produces very simple oral monologues or dialogues. - Uses vocabulary related to the Valentine's Day. - Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- Find known vocabulary in the classroom material. - Uses the Picture Dictionary. - Is able to match words and pictures. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace, Write, Point, Look, Answer, Say).
To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the drills. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Learns about Easter. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Easter).

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to Easter.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility, respect and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	Responsibility..

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing the page number.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about Easter.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learning about a cultural topic (Easter).	Solidarity, tolerance and empathy.
Show interest in learning about other cultures celebrations.	- Learning about Easter in English speaking countries.	Interest and respect.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make simple Arts and Crafts compositions.	- Making activities proposed in the TRB.	Interest and responsibility.
Learn the rhythm and sound of songs.	- Singing a song.	Respect.
Learn about the	- Learning about Easter.	Tolerance, empathy, self-esteem and

culture in English speaking countries.		respect.

• **Sense of initiative and entrepreneurship**

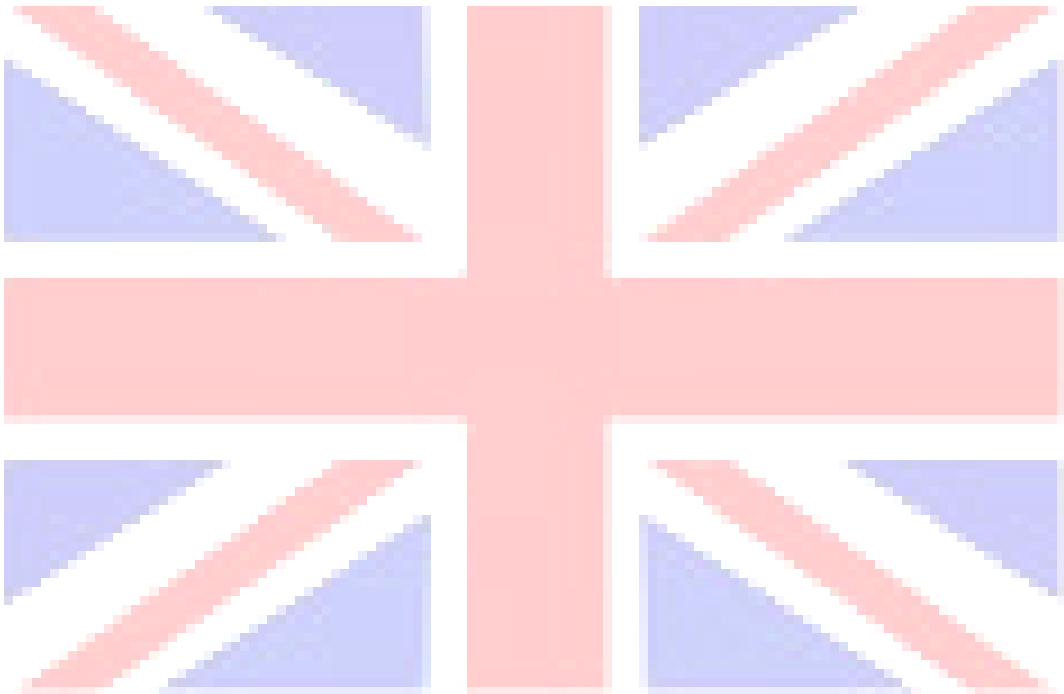
DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to Easter.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	- Making activities proposed in the TRB.	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

SCORING RUBRICS

Name: _____

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
LINGUISTIC COMMUNICATION					
Listening					
Identifies words					
Identifies simple sentences					
Gets the general idea in spoken texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context.					
Recognises the sound, rhythm and intonation of common expressions.					
Listens and checks.					
Speaking					
Sings a song using linguistic and paralinguistic elements.					
Reproduces grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.					
Participates with interest in language games, in the Game Time and in the games proposed in the TG.					
Works with the interrogative sentence.					
Reading					
Reads words previously introduced in an oral way.					
Reads expressions previously introduced in an oral way.					
Reads texts and stories.					

Writing					
Writes words.					
Writes simple texts following a template.					
Makes and distinguishes affirmative, negative and interrogative sentences.					
Summarises the information in a text.					



	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY.					
Reads and listens to the numbers.					
Reads the page numbers.					
Listens to the numbers in different activities.					
Reads and writes prices.					
Reads and writes numbers in recipes.					
Digital competence					
Uses digital media in class to learn.					
Learning to learn					
Participates in the drills as an activity to learn and consolidate different structures in a natural way.					
Uses basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.					
Uses the pronunciation videos to internalise the correct pronunciation and intonation of the words.					
Uses the teacher assistant to consolidate the vocabulary and the grammar of the unit and learns the correct pronunciation of the words.					
Finds and corrects mistakes in sentences and words.					
Values the English language as a learning tool.					
Uses IT to find and prepare a presentation.					
Uses his/her knowledge about the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story.					
Plays a linguistic game to consolidate the new vocabulary.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
Social and civic competence					
Participates and enjoys games with his/her classmates following the basic rules of behaviour.					
Pays attention to correctly understand and answer the drills.					
Shows interests in using English to communicate with people from other cultures and countries.					
Values English as a tool to communicate with other people.					
Shows interest to compare Spanish culture with an English speaking country culture.					
Cultural competence					
Sings songs.					
Participates in games and role plays.					
Learns a colloquial expression in each Reading.					
Learns about the culture in English speaking countries.					
Sense of initiative and entrepreneurship					
Identifies elements.					
Shows independence and self-confidence to talk about real situations.					
Shows independence and develops his/her imagination by writing about him/herself or about any other topic related to the unit.					
Shows self-confidence in finding mistakes and in writing and choosing correct sentences or words.					
Shows self-confidence in talking about him/her.					

2nd of Primary

➤ STARTED UNIT

The starter unit consists of two missions.

Mission 1: Is designed for the group to get to know each other, to learn actions they will use in class, *Take out your book*, to revise the vocabulary related to the animals in the zoo and the structures *I/you have* and *This is a...*

Mission 2: Revision and consolidation of the content learnt in *Mission 1*. They revise the numbers from 1 to 20 and the question *How old are you?* They also revise the structure *There's a...* They listen to and sing a song to revise the numbers from 1 to 20. They also do a Diagnostic Test (TRB).

CONTENTS

Vocabulary and expressions:

- Zoo animals, numbers 1-20, classroom language (to take out your book)

Structures:

- I/You have an orange pencil.
- There's a snake / This is a lion.
- How old are you?

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short and simple oral texts (Listening)	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Knows how to greet people and how to provide basic information about him/her. - Knows the numbers from 1 to 20. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Shows interest when participating in language games. - Understands songs. - Uses gestures to show the understanding of the song.
To know and know how to apply basic	- Produces very simple oral monologues

strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures... (Speaking).	or dialogues. - Understands, copies and repeats fluently the structures used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce simple written texts by copying words or structures.	- Copies and writes words and structures which have been orally studied.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds produced by the teacher in the <i>drills</i> .
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying vocabulary and expressions (Missions 1 and 2) - Listening to the <i>drills</i> .	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1 and 2) (AB Missions 1-2).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to a song. <i>Sing and clap</i> (Mission 2)	Perseverance.
Speaking		
Reproduce grammar structures through oral activities	- Reproducing expressions and vocabulary through repetition and correction activities	Perseverance and responsibility.

proposed in the Teacher's Guide, the drills, based on repetition and correction	(Missions 1-2).	
Sing a song using linguistic and paralinguistic elements	- Singing a song (Mission 2).	Responsibility.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the expressions of the unit previously studied orally (Missions 1 and 2) (AB Missions 1 and 2).	Perseverance.
Writing		
Write words.	- Writing the vocabulary and the expressions of the unit (Missions 1 and 2). - Tracing the page number (Missions 1 and 2).	Patience, tolerance, self-esteem, empathy, respect and Perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games with his/her classmates.	- Games proposed in the TG (Missions 1 and 2).	Respect, patience, solidarity, Tolerance, self-esteem, empathy and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-2).	Responsibility, respect and perseverance.

• **Artistic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Play games.	- Playing the games proposed in the TG and in the PB (Missions 1 and 2).	Fellowship and respect.
Sing songs.	- Singing a song (Mission 2)	Patience, responsibility, self-esteem and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Learn the numbers from 1 to 20.	- Listening to and saying the numbers (Mission 1). - Reading the numbers (AB Mission 1 and 2) - Tracing the numbers (Missions 1 and 2) (AB Missions 1 and 2).	Participation.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn different structures in a natural way.	- Participating in the <i>drills</i> proposed in the TG (Missions 1 and 2).	Respect and responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book	Participation and perseverance.

➤ **UNIT 1: I FEEL GOOD!**

This unit focuses on learning the feelings. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, some adjectives, through listening exercises.

Repeating the vocabulary of the unit.

Identifying and using the vocabulary of the unit, the feelings.

Listening to and singing a song. *Rap and clap*.

Becoming familiar with the rhythm and the sound of the English language by listening to a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary.

Listening to an audio and numbering pictures.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and circling the best adjective which describes each picture.

Looking at some pictures and crossing out the incorrect adjective.

Tracing on the skyline one of the vocabulary words as well as the page number.

Arts and crafts activity. *Let's make a poster.* (TRB Class Material Worksheet).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Am I + adjective? You're + adjective, now/today.*

Talking using the grammar structure studied in the unit. *Ask and answer.*

Listening to and choosing the correct option.

Checking answers by listening to an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the vocabulary of the unit.

Completing sentences with an adjective.

Choosing the best option to complete sentences after listening to an audio.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening and speaking activities.

Carrying out activities based on listening exercises.

Playing in Game Time using the structure: *I'm tired/I'm very tired.*

Checking answers by listening to an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading sentences written using the new grammar structure.

Looking at some pictures and choosing the correct answer.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*I'm sorry!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the UK.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about Charles Chaplin and matching words and pictures.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to and pointing to pictures related to the cinema.

Checking answers by listening to an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading some sentences and choosing the best option to complete them.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and circling the superhero.

Looking at a picture, listening to an audio and writing adjectives to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Completing sentences with the missing adjective.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: angry, bored, cold, happy, hot, hungry, sad, scared, sick, surprised, thirsty, tired.
- Extra vocabulary: actor, actress, hat, light, moustache, seat, shoes, stage, theatre, funny.

Structures

- I'm sick today.
- I'm happy now.
- Am I hungry or thirsty?
- You're thirsty.

Culture

- Charles Chaplin
- **Expression:** I'm sorry!

Content and Language Integrated Learning (CLIL)

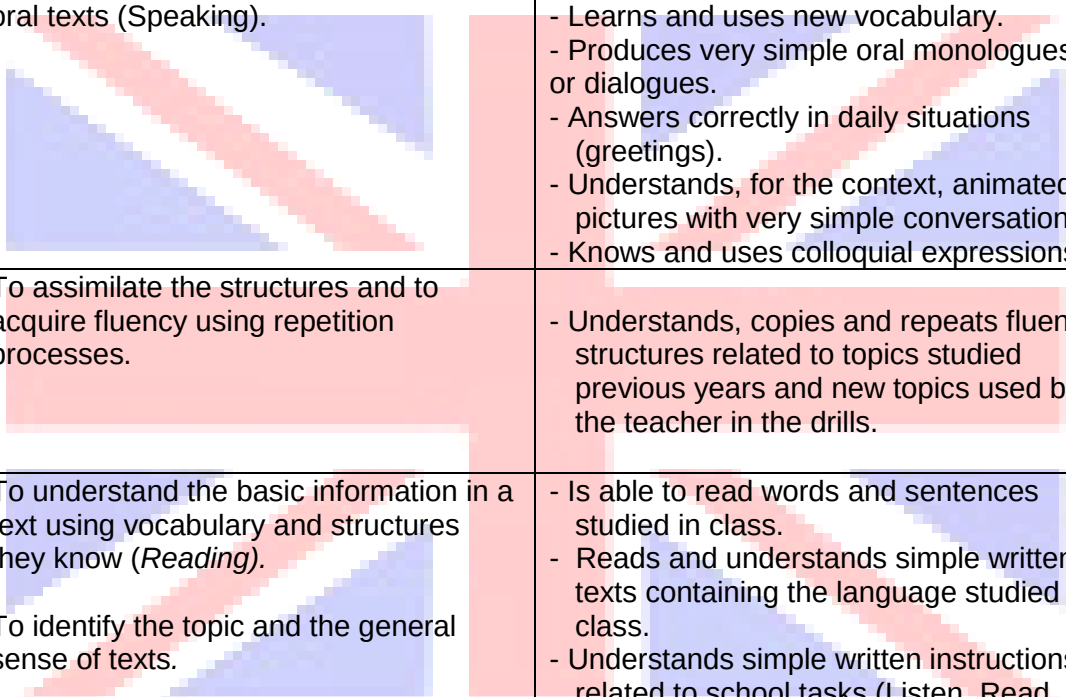
Arts and Crafts

- Theatre.

Phonetic

- Sound /□/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short simple oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary related to feelings. - Understands the basic information in oral texts. • I'm happy / I'm sick today / I'm happy now.

	• Am I hungry? You're + adjective. • He/she is/isn't + adjective • Is he/she + adjective? Yes, he/she is / No, he/she isn't. • I'm tired / I'm very tired. • I'm sorry. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in Language games. - Understands colloquial expressions used in the games. - Understands songs. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Understands, for the context, animated pictures with very simple conversations. - Knows and uses colloquial expressions.
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace). - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures studied in the unit and in previous units. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the UK. - Shows interests in using English to communicate with people from other cultures and countries.

	- Learns about Charles Chaplin. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 6 y 7). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to the video (Mission 8).	Responsibility and perseverance.
Check answers using an audio.	-Checking activities using an audio. <i>Listen and check</i> (Missions 3, 4 and 7).	Responsibility and perseverance.
Speaking		
Sing a song using	- Singing a song. <i>Rap and clap</i>	Responsibility.

linguistic and paralinguistic elements	(Mission 1).	
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Saying simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Write numbers.	- Tracing numbers (Mission 1-8).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Arts and Crafts (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 2 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>I'm sorry!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Mission 4). - Participating in dialogues. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 2, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	-Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Completing the self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 2: TOY WORLD!

This unit focuses on learning the toys. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 10 toys, through a listening exercise.

Repeating the unit vocabulary.

Identifying and using the vocabulary of the unit, the toys.

Becoming familiar with the rhythm and the sound of the English language using a song.

Listening to and singing a song. *Rap and clap.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, the numbers from 21 to 31 and the adjectives big/small.

Listening to, matching and colouring numbers.

Listening to an audio and writing some toys.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Matching numbers.

Writing some toys while listening to an audio.

Tracing on the skyline one of the vocabulary words as well as the page number.

Arts and crafts activity. *Let's make a poster.* (TRB Class Material Worksheet).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *What's that? It's a...*

Talking using the studied grammar structure studied in the unit. *Ask and answer.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the vocabulary of the unit and the page number.
Completing sentences with a word.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through looking at some pictures and reading sentences. *These/Those are... Are these/those...? What are these/those?*

Playing in Game Time using the structure: *Are those + toy? Yes, they're / No, they aren't.*

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and saying sentences written using the new grammar structure.

Reading some sentences and writing questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Ready? Steady? Go!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the USA.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing the colloquial expression learnt in the Mission 5.

Reading a text about Central Park and matching words and pictures.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to an audio using vocabulary related to recycling.

Listening to and completing some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Matching pictures.

Completing some sentences.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and repeating the grammar structures and vocabulary studied in the unit.

Listening to and completing some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures, counting objects and choosing the best option to complete sentences.

Completing sentences after listening to an audio.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: game, building, blocks, doll, modelling clay, plane, remote control car, robot, skates, skipping rope, yo-yo, big, small, numbers 21-31.
- Extra vocabulary: glass, horse, lake, marathon, merry-go-round, metal, paper, plastic, recycling, zoo.

Structures

- That's a yo-yo.
- What's that? It's a big doll.
- Is that a big doll? Yes, it is. / No, it isn't.
- These are skipping ropes. / Those are dolls.
- These aren't big dolls. / Those aren't big dolls.
- Are these/those big dolls? Yes, they are. / No, they aren't.
- What are these/those? They're big dolls.

Culture

- **The USA.** Central Park.
- Expression: *Ready? Steady? Go*

Content and Language Integrated Learning (CLIL)

Natural Science

- Material and recycling.

Phonetic

- The /ŋ/ sound

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary related to the toys. - Understands the basic information in oral texts. • That's a yo-yo. • What's that? It's a big doll. • Is that a big doll? Yes, it is. / No, it isn't. • These are skipping ropes. / Those are dolls. • These aren't big dolls. / Those aren't big dolls. • Are these/those big dolls? Yes, they are. / No, they aren't. • What are these/those? They're big dolls. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used

	in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (Ready? Steady? Go!). - Participates in face to face dialogues (Game time).
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace).
To produce simple written texts by copying words or structures studied in the unit or in previous years. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about Central Park. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (Natural Science)

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 4, 6 y 7). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8):	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Checking answers using an audio.	-Checking answers using an audio. <i>Listen and check</i> (Missions 3, 4, 7 and 8)	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities(Missions 1-8).	Perseverance and responsibility.

Participate with interest in language games, Game Time and the ones proposed in the TG.	- Saying simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Write the numbers.	-Tracing numbers (Missions 1-8).	Responsibility
Recognise numbers.	-Matching numbers and letters (Mission 2).	
Read numbers.	- Using the Numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Natural Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 2 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.

Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>Ready? Steady? Go!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Mission 4). - Acting out dialogues. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 2, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). - Completing self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ **UNIT 3: ANIMALS EVERYWHERE!**

This unit focuses on learning animals. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 12 animals, through listening and speaking exercises.

Repeating the vocabulary of the unit.

Identifying and using the vocabulary of the unit, the animals.

Talking using the expressions: *What's this? It's (not) a...*

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and the sound of the English language using a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, *here and there*.

Listening to, saying and writing some sentences.

Checking an exercise using an audio. *Listen and check.*

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Arts and crafts activity. *Let's make a poster.* (TRB Class Material Worksheet).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *I can/can't...*

Listening to some questions and circling the correct option to complete them.

Asking questions using the grammar structure studied in the unit. *Ask and write.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the vocabulary of the unit and the page number.

Completing sentences after listening to a text.

Asking questions to a friend and writing the answers.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening and speaking activities (*Can she + verb? Can he + verb? Can it + verb?*).

Writing questions and asking them.

Looking at some pictures, listening to some questions about the pictures and answering them.

Playing in Game Time using the structure: *It can + verb / Is it a + animal?*

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and saying sentences written using the new grammar structure.

Reading some sentences and writing questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*It's so cute!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of English by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and writing the colloquial expression learnt in the Mission 5.

Reading a text about Winnie the Pooh and completing some sentences about it.

Colouring a drawing following instructions.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to an audio about places.

Listening to an audio and writing some sentences. Saying them.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Writing sentences about places in the city.

Looking at some drawings and colouring them. Then, circling the best option to complete sentences.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and repeating the grammar structure and vocabulary studied in the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and writing sentences describing them.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: cat, cow, dog, goat, goldfish, guinea pig, hamster, horse, mouse, pig, rabbit, sheep, here, there.
- Extra vocabulary: building, city, country, friend, garden, honey, lake, mountain, river, the woods, to live.

Structures

- Can I jump? Yes, you can. / No, you can't.
- I can run. I can't ride a bike.
- Can you jump? Yes, I can. / No, I can't.
- Can he/she/it swim? Yes, he/she/it can. No, he/she/it can't.
- He/she/it can swim.

Culture

- Winnie the Pooh
- Expression: It's so cute!

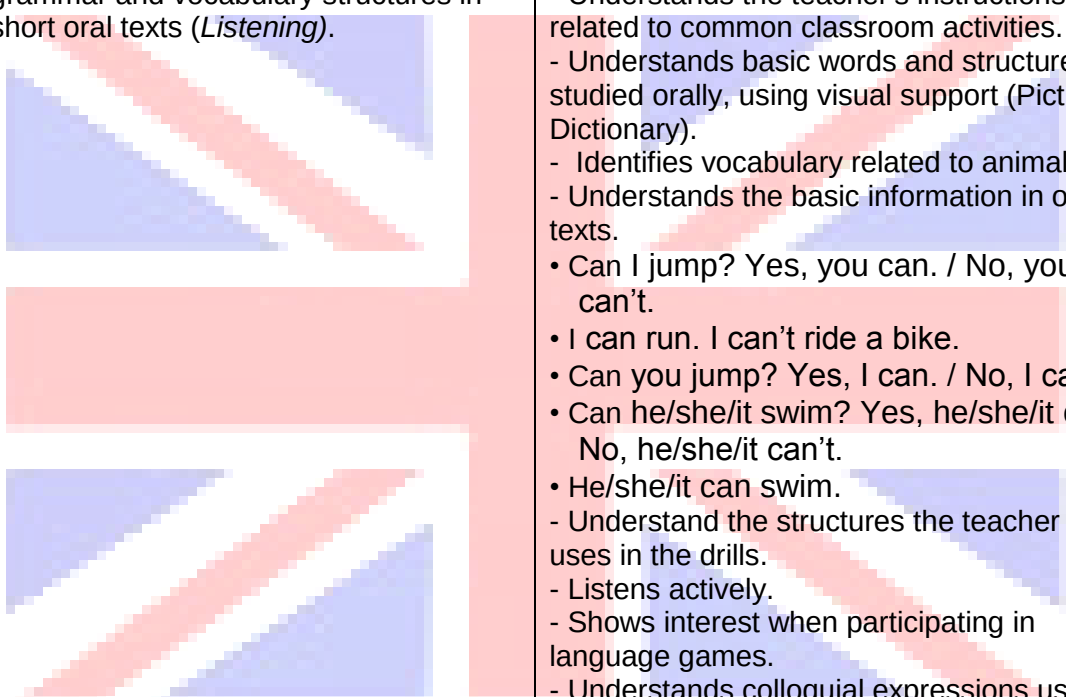
Content and Language Integrated Learning (CLIL)

Social Science

- Places.

Phonics

- The /g / sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary related to animals. - Understands the basic information in oral texts. • Can I jump? Yes, you can. / No, you can't. • I can run. I can't ride a bike. • Can you jump? Yes, I can. / No, I can't. • Can he/she/it swim? Yes, he/she/it can. No, he/she/it can't. • He/she/it can swim. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands videos.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows and uses colloquial expressions. - Participates in face to face dialogues (Game time).
To assimilate the structures and to	- Understands, copies and repeats fluently

acquire fluency using repetition processes.	structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace).
To produce simple written texts by copying words or structures studied in the unit or in previous years. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Learns about the UK. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about Winnie the Pooh. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.

Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 4, 5, 7 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Checking answers using an audio.	-Checking answers using an audio. <i>Listen and check</i> (Missions 4, 6 and 8).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and	- Reading stories and texts	Responsibility,

stories.	(Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Write numbers.	- Tracing numbers (Missions 1-8).	Responsibility.
Order pictures.	-Listening to an audio and ordering some pictures (Mission 8).	
Read numbers.	-Using the Numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn	- Using the Picture Dictionary (Mission 1).	Responsibility and perseverance.

English using a visual dictionary.	-Using the Numbers section in the PB.	
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Social Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Teamwork, in Game Time, in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 2 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>It's so cute!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and Teamwork (Missions 3 and 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 2, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each	- Learning a cultural expression (Missions 5 and 6).	Respect.

Reading		
Learn about the culture in English-speaking countries.	-Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2). - Colouring a drawing (Missions 6 and 7).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Completing self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ **UNIT 4: LOOKS!**

This unit focuses on learning useful vocabulary to make descriptions. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through listening and speaking exercises.

Repeating the new vocabulary.

Identifying and using the vocabulary of the unit.

Talking using the vocabulary of the unit: *Is my hair blonde? Yes, it is. Now you're blonde!*

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and the sound of the English language using a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: *boy, girl, man and woman.*

Listening to an audio and completing sentences.

Listening to an audio and choosing the correct option.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and writing sentences which describe each picture.
Reading sentences and choosing the correct option.
Reading sentences and drawing.
Tracing on the skyline one of the vocabulary words as well as the page number.
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *I've got..., Have I got...?, You've got..., Have you got...? Yes, you/I have; No, you/I haven't.*
Talking using the studied grammar structure studied in the unit. *Teamwork.*
Checking answers by listening to an audio. *Listen and check.*
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions using the new grammar structure.
Writing questions after reading the answers.
Tracing the vocabulary of the unit and the page number.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening and speaking activities.
Listening to, pointing and saying the new grammar structure.
Playing in Game Time using the structure: *Has she got short hair?*
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading sentences written using the new grammar structure.
Looking at a picture and answering some questions.
Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.
Introducing a colloquial expression (*What fun!*).
Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the UK.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the colloquial expression learnt in the Mission 5.

Reading a text about Ernie and Bert and completing some sentences.

Arts and crafts activity. Making a poster. *Let's make a poster!*

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to and describing a picture.

Listening to an audio and answering some questions about it.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Completing sentences describing a picture while listening to an audio.

Answering some questions after listening to an audio.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio using the grammar structures and the vocabulary studied in the unit and completing some descriptions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: beard, boy, blond, blonde, freckles, girl, glasses, hair, man, moustache, woman, redhead, dark, long, short.
- Extra vocabulary: apartment, face, muppets, painter, painting, Sesame Street, together, we.

Structures

- I've got long hair.
- Have I got long hair? Yes, you have. / No, you haven't.
- You've got long hair.
- Have you got long hair? Yes, I have. No, I haven't.
- He/she's got long hair.
- Has he/she got long hair? Yes, he/she has. / No, he/she hasn't.

Culture

- The **USA**. *Ernie and Bert*.
- Expression: *What fun!*

Content and Language Integrated Learning (CLIL)

Arts and crafts

- The Mona Lisa.

Phonics

- The /ə/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies useful vocabulary to make descriptions. - Understands the basic information in oral

	texts. • I've got long hair. • Have I got long hair? Yes, you have. / No, you haven't. • You've got long hair. • Have you got long hair? Yes, I have. No, I haven't. • He/she's got long hair. • Has he/she got long hair? Yes, he/she has. / No, he/she hasn't. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (What fun!).
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (Reading). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Point, Look, Colour, Circle, Cross out, Write, Find, Read, Say, Choose, Match, Complete, Count, Answer, and Describe).
To produce simple written texts by copying words or structures. To produce simple written texts by copying words or structures.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.

To create short texts using simple sentences.	
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about Ernie y Bert (Sesame Street). - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 4, 5, 7 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.

Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Participating in short and simple dialogues (Missions 1, 3 and 4). - Participating in Teamwork and in Game Time (Missions 3 and 4). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

	consolidate the unit vocabulary (Mission 2 TRB).	
Write short and simple texts.	-Writes sentences and answers questions (Missions 2, 3, 4, 6, 7 y 8). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility.
To be able to write text following a template.	-Completing a description (Mission 8).	Responsibility.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Read and trace numbers. Listen to and write numbers.	- Tracing numbers (Mission 1-8). - Copying the numbers in <i>Back to Basics</i> (TG). - Using the Numbers Section in the PB.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Arts and Crafts (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 6 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>What fun!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Teamwork (Mission 3). - Playing in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 6, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

- **Sense of initiative and entrepreneurship**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 6). - Drawing and colouring (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Completing the self-assessment activities in the Portfolio (Mission 8).	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 5: YUMMY FOOD!

This unit focuses on learning vocabulary related to food. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 11 items of food, through listening and speaking exercises.

Identifying and using the vocabulary of the unit.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and the sound of the English language using a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: the days of the week, *every day, always* and the verbs *To drink y To eat.*

Looking at a picture, listening to an audio and asking and answering questions.

Checking answers using an audio. *Then check.*

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions.
Arts and crafts activity. Making a poster.
Tracing on the skyline one of the vocabulary words as well as the page number.
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *I/you like having + food, I/you don't like having + food, Do I/you like having + food? Yes, I/you do - No, I/you don't.*

Looking at some pictures and listening to an audio.

Talking using the studied grammar structure studied in the unit. *Teamwork.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions using the new grammar structure.

Writing questions after reading the answers.

Tracing the vocabulary of the unit and the page number.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening and speaking activities. *He/she likes..., He/She doesn't like..., Does he/she like...? Yes, he/she does - No, he/she doesn't.*

Listening to an audio about likes and dislikes and matching pictures.

Playing in Game Time using the structure: *Does she/he like... Yes, she/he does - No, she/he doesn't.*

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Yummy!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the USA and completing some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the colloquial expression learnt in the Mission 5.

Reading a text about a cultural topic in the USA and completing some sentences.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Checking answers using an audio. *Listen and check.*

Looking at some pictures, listening to an audio and ordering them.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Writing the vocabulary related to each picture.

Reading some sentences and ordering pictures.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at some pictures, listening to an audio and writing some sentences using the grammar structures and the vocabulary studied in the unit.

Practising the vocabulary and the grammar of the unit by asking questions.
Orally reproducing the structures of the unit and internalise them using the TG drills
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing sentences using the grammar and the vocabulary of the unit.
Reading and answering questions.
Tracing on the skyline one of the vocabulary words as well as the page number.
Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).
Completing the pupil's portfolio

CONTENTS

Vocabulary

- Main vocabulary: carrot, cheese, chicken, egg, grapes, ice cream, lettuce, melon, potato, tomato, water, always, every day, to drink, to eat.
- Extra vocabulary: bag, breakfast, ice, peanut butter, rock salt, slice, strawberry jelly, sugar, vanilla powder, popular, first, a cup of, half of, a quarter of, a teaspoon of, to put, to shake.

Structures

- I like having potatoes. I don't like having potatoes.
- Do I like having potatoes? Yes, you do. / No, you don't.
- You like having potatoes. You don't like having potatoes.
- Do you like having potatoes? Yes, I do. / No, I don't.
- He/she likes having potatoes. He/ she don't like having potatoes.
- Does he/she like having potatoes? Yes, he/she does. / No, he/she doesn't.

Culture

- Peanut butter
- Expression: Yummy!

Content and Language Integrated Learning (CLIL)

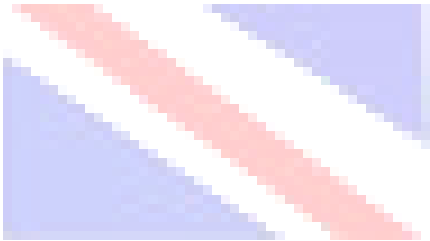
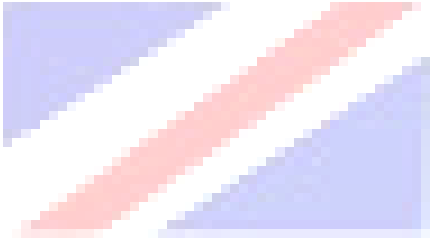
Social Science.

- Let's make ice cream.

Phonics

- The /tʃ/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary).

	- Identifies vocabulary about food. - Understands the basic information in oral texts. • I like having potatoes. I don't like having potatoes. • Do I like having potatoes? Yes, you do. / No, you don't. • You like having potatoes. You don't like having potatoes. • Do you like having potatoes? Yes, I do. / No, I don't. • He/she likes having potatoes. He/she doesn't like having potatoes. • Does he/she like having potatoes? Yes, he/she does. / No, he/she doesn't. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the teacher and for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (Yummy!).
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Point, Look, Circle, Cross out, Write, Read, Say, Choose, Match, Ask, Answer, Complete, Number).
To produce simple written texts by	- Writes simple texts using vocabulary and

copying words or structures. To produce simple written texts by copying words or structures. To create short texts using simple sentences.	structures previously studied. - Copies and writes words and structures which have been orally studied . - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about the peanut butter sandwich. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2, 3, 4, 5 and 8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 3, 4, 7 y 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check answers using an audio.	-Checking answers using an audio (Missions 2, 4, 6 and 7).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Reproduce expressions used by the teacher or in the videos.	-Repeating simple expressions used by the teacher (Missions 1-8).	Responsibility and perseverance.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Cooperative learning.	- Participating in short and simple dialogues (Missions 1, 3 and 4). - Participating in Teamwork and in Game Time (Missions 3 and 4).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions	

	(Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Write short and simple texts.	-Writes sentences and answers questions (Missions 2, 3, 4, 6 and 8). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility.
To be able to write text following a template.	-Completing a description (Mission 8).	Responsibility.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Write numbers.	- Tracing numbers (Mission 1-8).	Responsibility.
Write measurements.	-Completing sentences with measurements (Mission 7).	
Order images.	-Ordering images (Mission 7).	
Read numbers.	- Using the Numbers Section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES

Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Social Science (Mission 7).	Responsibility and perseverance.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Teamwork and in Game Time (Missions 3 and 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 6 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>Yummy!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Teamwork, Game Time and in the games proposed in the TG (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. (Mission 2).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	-Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Completing the self-assessment activities in the Portfolio (Mission 8).	Self-esteem, empathy, responsibility, respect and perseverance.

➤ **UNIT 6: WHAT I'M DOING!**

This unit focuses on learning vocabulary about the daily routine. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening exercise, the daily routines.

Identifying and using the vocabulary of the unit.
Listening to and singing a song. *Sing and clap*.
Becoming familiar with the rhythm and the sound of the English language using a song.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary
Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: *backwards, forwards, to clean and to help*
Looking at a picture, listening to an audio and repeating sentences.
Listening to some orders and acting out them.
Listening to an audio and pointing pictures.
Orally reproducing the structures of the unit and internalise them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and reading shot dialogues.
Completing some sentences.
Arts and crafts activity. Making a poster.
Tracing on the skyline one of the vocabulary words as well as the page number.
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *What are you doing? What am I doing? I'm + gerund / I'm not + gerund, You're + gerund*.
Listening to an audio and choosing the correct option.
Listening to an audio, looking at some pictures and completing sentences.
Talking using the studied grammar structure. *Teamwork*.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures, listening to an audio and choosing the correct option.
Looking at some pictures, listening to an audio and writing sentences in present continuous.
Tracing the vocabulary of the unit and the page number.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening exercises. *Are you + gerund? Yes, I am – No, I'm not*.

Listening to and matching pictures.
Listening to an audio and answering questions.
Playing in Game Time using the structure: *Are you + gerund? Yes, I am – No, I'm not.*
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Answering some questions after listening to an audio.
Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.
Introducing a colloquial expression (*Hurry up!*).
Acting out the story.
Becoming familiar with the rhythm and the sound of the English language by listening to a story.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.
Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and completing the colloquial expression learnt in the Mission 5.
Reading a text about a cultural topic in the USA and answering some questions.
Tracing the page number.
Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Checking answers using an audio. *Listen and check.*

Looking at a picture and answering orally some questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects. Furniture at home (*bed, table, bath, chair, sink, sofa, wardrobe*).

Looking at some pictures and completing sentences using the vocabulary related to the furniture at home.

Reading short dialogues and writing where the characters are (*here and there*).

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio using the grammar structures and the vocabulary studied in the unit and completing some descriptions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and completing sentences using the grammar and the vocabulary of the unit.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: backwards, forwards, slowly, quickly, to brush my hair, to brush my teeth, to clean my room, to do my homework, to get up, to get dressed, to go home, to go to bed, to go to school, to have a shower, to have breakfast, to help, to play.
- Extra vocabulary: American school bus, bath, bed, car, chair, plane, sink, sofa, table, train, wardrobe, here, there, to use.

Structures

- What are you doing?
- I'm brushing my teeth. / I'm not brushing my teeth.

- Are you brushing your teeth? Yes, I am. / No, I'm not.
- What am I doing?

Culture

- The **USA**. *American School Bus*.
- Expression: *Hurry up!*

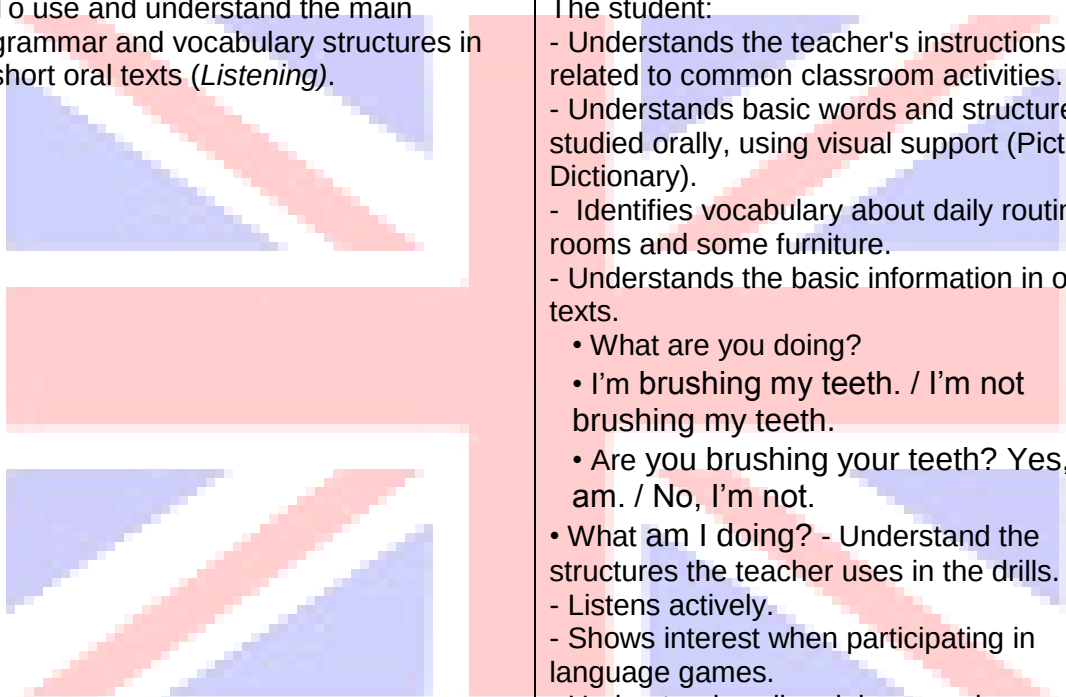
Content and Language Integrated Learning (CLIL)

Social Science.

- Rooms and furniture.

Phonetic

- The /ɔ:/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary about daily routines, rooms and some furniture. - Understands the basic information in oral texts. • What are you doing? • I'm brushing my teeth. / I'm not brushing my teeth. • Are you brushing your teeth? Yes, I am. / No, I'm not. • What am I doing? - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the teacher and for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (<i>Hurry up!</i>).

To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Point, Look, Colour, Circle, Cross out, Write, Find, Read, Say, Choose, Match, Complete, Count, Answer, Describe, Do).
To produce simple written texts by copying words or structures. To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i> .
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about the peanut butter sandwich. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 2, 3, 4 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check answers using an audio.	-Checking answers using an audio (Missions 2, 4, 6 and 7).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.

Reproduce expressions used by the teacher or in the videos.	-Repeating simple expressions used by the teacher (Missions 1-8).	Responsibility and perseverance.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Cooperative learning.	- Participating in short and simple dialogues (Missions 1, 3 and 4). - Participating in Teamwork and in Game Time (Missions 3 and 4).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Write short and simple texts.	-Writes sentences and answers questions (Missions 2, 3, 4, 6, 7 and 8). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility.

To be able to write text following a template.	-Writing complete sentences describing actions (Mission 8).	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	- Tracing numbers (Mission 1-8).	Responsibility.
Read numbers.	- Using the Numbers Section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Social Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Teamwork and in Game Time (Missions 3 and 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 6 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>Hurry up!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Teamwork, Game Time and in the games proposed in the TG (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. (Mission 2).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Completing the self-assessment activities in the Portfolio (Mission 8).	Self-esteem, empathy, responsibility, respect and perseverance.



➤ REVIEW 1

Each two units, there is a review which is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.

Arts and crafts activity (TRB Class Material Worksheet).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.

Reading some sentences and matching sentences and pictures.

Looking at some pictures and answering some questions.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

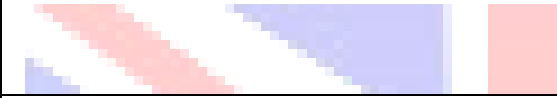
Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands common expressions used in games. - Understands and repeats the structures used in the videos (Pupil's book video. Pronunciation y language assistant video).

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Answers in simple communication situations (greetings). - Knows and uses colloquial expressions. - Repeats the structures they listen to in the videos (Pupil's book video. Pronunciation y language assistant video).
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied in previous years and new topics used by the teacher in the drills and in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). To identify the topic and the main information in short and simple texts. 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions related to common classroom tasks. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied. To write short and simple texts using simple sentences.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Tries to pronounce correctly. - Copies the sounds they listen to in the videos (Pupils' book, pronunciation and language assistant videos).
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in knowing information about other countries' customs.	- Shows interest in using English as a tool to communicate with people from other countries. - Feels confident when talking in English. - Copies the sounds used by the teacher in the drills.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to and understanding the drills.	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures. - Listening to different videos: Pupil's book video, Language assistant video y pronunciation video.	Responsibility.
Check answers using an audio.	-Checking answers using an audio.	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Responsibility and perseverance.
Reproduce expressions used by the teacher or listened to in the videos.	-Reproducing expressions used by the teacher.	Responsibility and perseverance.
Interact with other classmates (Cooperative Learning). Show interest while playing in Game Time and in the games proposed in the TG.	-Participating in the games proposed in the TG. - Reproducing simple expressions.	
Reading		

Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Responsibility, perseverance.
Read texts written using words and expressions studied in class.	-Reading texts. - Recognising, reading and understanding translated sentences (TRB).	Responsibility, perseverance and respect.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units. -Tracing numbers.	Perseverance and responsibility.
Write short and simple texts.	-Writing sentences and answering questions about a text.	Responsibility.
Be able to write simple texts following a template.	-Writing full sentences.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing numbers.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Responsibility and perseverance.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Numbers Section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Responsibility, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	- Through speaking activities recognises more items from his/her surroundings.	Responsibility, respect and perseverance.

➤ **REVIEW 2**

This review is focused on revising all the contents studied in the two previous units. It has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and tracing the page number.

Arts and crafts activity (TRB Class Material Worksheet)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio and completing a chart with Fussy's answers.

Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.

Answering some questions about himself/herself.

Looking at some pictures and describing the characters.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands common expressions

	used in games. - Understands and repeats the structures used in the videos (Pupil's book video. Pronunciation y language assistant video).
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Answers in simple communication situations (greetings). - Knows and uses colloquial expressions. - Repeats the structures they listen to in the videos (Pupil's book video. Pronunciation y language assistant video).
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied in previous years and new topics used by the teacher in the drills and in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To identify the topic and the main information in short and simple texts.	- Understands simple written instructions related to common classroom tasks. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied. To write short and simple texts using simple sentences.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Tries to pronounce correctly. - Copies the sounds they listen to in the videos (Pupils' book, pronunciation and language assistant videos).
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in knowing information about other countries' customs.	- Shows interest in using English as a tool to communicate with people from other countries.

	- Feels confident when talking in English. - Copies the sounds used by the teacher in the drills.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to and understanding the drills.	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures. - Listening to different videos: Pupil's book video, Language assistant video y pronunciation video.	Responsibility.
Check answers using an audio.	-Checking answers using an audio.	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Responsibility and perseverance.
Reproduce expressions used by the teacher or listened to in the videos.	-Reproducing expressions used by the teacher.	Responsibility and perseverance.
Interact with other classmates (Cooperative Learning). Show interest while playing in Game Time and in the games proposed in the TG.	-Participating in the games proposed in the TG. - Reproducing simple expressions.	
Reading		

Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Responsibility, perseverance.
Read texts written using words and expressions studied in class.	-Reading texts. - Recognising, reading and understanding translated sentences (TRB).	Responsibility, perseverance and respect.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units. -Tracing numbers.	Perseverance and responsibility.
Write short and simple texts.	-Writing sentences and answering questions about a text.	Responsibility.
Be able to write simple texts following a template.	-Writing full sentences.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing numbers.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Responsibility and perseverance.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Numbers Section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-	- Identifying the meaning of words using flashcards, etc.	Responsibility and perseverance.

linguistic elements.		

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Responsibility, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	-Through speaking activities recognises more items from his/her surroundings.	Responsibility, respect and perseverance.

➤ **REVIEW 3**

This review is focused on revising all the contents studied in the previous units. It has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and tracing the page number.
 TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.

Reading and matching sentences and pictures.

Looking at some pictures and answering some questions.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

END-OF-YEAR TEST (TRB TEST).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands common expressions used in games. - Understands and repeats the structures used in the videos (Pupil's book video. Pronunciation y language assistant video).

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Answers in simple communication situations (greetings). - Repeats and understands the structures they listen to in the videos (Pupil's book video. Pronunciation y language assistant video).
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied in previous years and new topics used by the teacher in the drills and in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). To identify the topic and the main information in short and simple texts.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions related to common classroom tasks. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied. To write short and simple texts using simple sentences.	- Writes the vocabulary and the grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Tries to pronounce correctly. - Copies the sounds they listen to in the videos (Pupils' book, pronunciation and language assistant videos). - Copies the sounds used by the teacher in the drills.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in knowing information about other countries' customs.	- Shows interest in using English as a tool to communicate with people from other countries. - Feels confident when talking in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to and understanding the drills.	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures. - Listening to different videos: Pupil's book video, Language assistant video y pronunciation video.	Responsibility.
Check answers using an audio.	-Checking answers using an audio.	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Responsibility and perseverance.
Reproduce expressions used by the teacher or listened to in the videos.	-Reproducing expressions used by the teacher.	Responsibility and perseverance.
Interact with other classmates (Cooperative Learning). Show interest while playing in Game Time and in the games proposed in the TG.	-Participating in the games proposed in the TG. - Reproducing simple expressions.	
Reading		

Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Responsibility, perseverance.
Read texts written using words and expressions studied in class.	-Reading texts. - Recognising, reading and understanding translated sentences (TRB).	Responsibility, perseverance and respect.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units. -Tracing numbers.	Perseverance and responsibility.
Write short and simple texts.	-Writing sentences and answering questions about a text.	Responsibility.
Be able to write simple texts following a template.	-Writing full sentences.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing numbers.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Responsibility and perseverance.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Numbers Section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in Game Time and in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Responsibility, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	- Through speaking activities recognises more items from his/her surroundings.	Responsibility, respect and perseverance.

END-OF-YEAR TEST

At the end of the year, we've got an END-OF-YEAR TEST (Classroom Material in the TRB) where all the vocabulary and the structures which the student has studied in the book can be evaluated. This EYT is divided in 6 parts or skills. In the first part, listening exercises. Second, the vocabulary which has been studied in all the units. The third one is focused on the grammar studied along the academic year. Fourth and fifth, the reading and writing skills are evaluated. And, the last one, it is prepared for the teacher to evaluate the speaking skill.

➤ **FESTIVAL 1. NEW YEAR'S EVE**

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to New Year's Eve.

Listening to an audio and writing the vocabulary related to New Year's Eve.

Listening to and singing a song.

Listening to a text.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

CONTENT

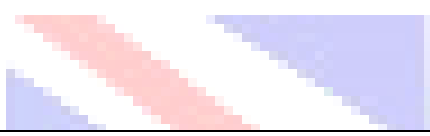
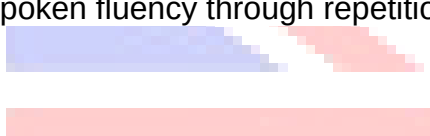
Vocabulary

- Main Vocabulary: Christmas tree, letter, present, Santa Claus, snowman

Structures

- The verb *To be*.
- There's

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies the vocabulary related to New Year's Eve. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the songs. - Understands the main information in short dialogues. - Understands short texts and is able to

	answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Shows interest in writing clearly. - Looks and writes words with capital letters.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to Bonfire Night.
To show interest in learning about the customs in other countries.	-Learns about the New Year's Eve.

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

• **Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to New Year's Eve.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Write numbers.	-Tracing the page number.	
Read numbers.	-Using the Numbers section in the PB.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary. - Using the Numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about New Year's Eve.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

Value English as a tool to communicate with people from other countries and to speak about customs in other countries.	- Learning about a cultural topic (New Year's Eve).	Solidarity, tolerance and empathy.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Learn about the culture in English speaking countries.	- Learning about New Year's Eve in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Bonfire Night.	Solidarity, tolerance and empathy.

➤ FESTIVAL 2. MARDI GRAS

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to New Year's Eve.

Listening to and singing a song.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Looking at some pictures, reading a text and writing the vocabulary about the festivity.

CONTENT

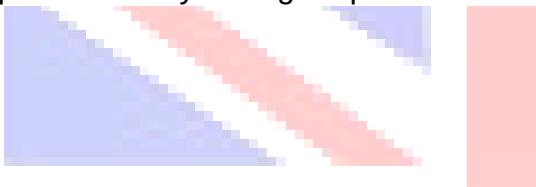
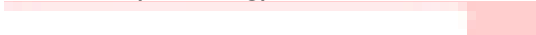
Vocabulary

- Main Vocabulary: bead, costume, float, mask, parade, gold, to dance
- The months of the year (February, March)
- Colours

Structures

- Present simple
- There's

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and the grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies the vocabulary related to Mardi Grass. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the songs. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Knows the alphabet. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Shows interest in writing clearly. - Looks and writes words with capital letters (months, festivities, the countries).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to the Mardi Grass.
To show interest in learning about the customs in other countries.	-Learns about the Mardi Grass.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to Mardi Grass.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Read texts and stories in a comprehensive way.	- Reading texts.	Perseverance and respect.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	

• Mathematical competence and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	- Tracing the page number.	
Read numbers.	- Using the Numbers section in the	Responsibility.

	PB.	

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary. - Using the Numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the Mardi Grass.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries and to speak about customs in other countries.	- Learning about a cultural topic (Mardi Grass).	Solidarity, tolerance and empathy.

Show interest in communicating with people from English speaking countries.	-Reading texts about some customs and the culture in English speaking countries.	Perseverance, responsibility and patient.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Learn about the culture in English speaking countries.	- Learning about Mardi Grass in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Mardi Grass.	Solidarity, tolerance and empathy.

➤ FESTIVAL 3 : INTERNATIONAL EDINBURGH FESTIVAL

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to New Year's Eve.

Listening to and singing a song.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Looking at some pictures, reading a text and writing the vocabulary about

the festivity.

CONTENT

Vocabulary

- Main Vocabulary: clown, dancer, Scotland, show, singer, tourist, beautiful, cool, lots of, to enjoy.
- The months of the year (August).

Structures

- The verb To be
- There's

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and the grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies the vocabulary related to International Edinburgh Festival. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the songs. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Knows the alphabet. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye please and thank you. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Shows interest in writing clearly. - Looks and writes words with capital letters (months, festivities, the countries).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to the International Edinburgh Festival.
To show interest in learning about the customs in other countries.	-Learns about the International Edinburgh Festival.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP

THEM**VALUES RELATED TO THE CONTENTS AND ACTIVITIES****• Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to International Edinburgh Festival.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Read texts and stories in a comprehensive way.	- Reading texts.	Perseverance and respect.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	

• Mathematical competence and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	-Tracing the page number.	
Read numbers.	-Using the Numbers section in the PB.	Responsibility.

• Digital competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary. - Using the Numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the International Edinburgh Festival.	Responsibility.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

Value English as a tool to communicate with people from other countries and to speak about customs in other countries.	- Learning about a cultural topic (International Edinburgh Festival).	Solidarity, tolerance and empathy.
Show interest in communicating with people from English speaking countries.	-Reading texts about some customs and the culture in English speaking countries.	Perseverance, responsibility and patient.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Learn about the culture in English speaking countries.	- Learning about International Edinburgh Festival in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the International Edinburgh Festival.	Solidarity, tolerance and empathy.

SCORING RUBRICS

Name: _____

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
LINGUISTIC COMMUNICATION					
Listening					
Identifies words.					
Identifies simple sentences.					
Gets the general idea in spoken texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context.					
Recognises the sound, rhythm and intonation of common expressions.					
Listens and checks.					
Speaking					
Sings a song using linguistic and paralinguistic elements.					
Reproduces grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.					
Participates with interest in language games, in the Game Time and in the games proposed in the TG.					
Works with the interrogative sentence.					
Reading					
Reads words and expressions previously introduced in an oral way.					
Reads words and expressions previously introduced in an oral way.					
Reads texts and stories.					
Writing					
Writes words.					
Writes simple texts following a template.					
Writes and distinguishes sentences in affirmative, negative and interrogative.					
Summarises the main information of a text.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY.					
Listens to the numbers while introducing the vocabulary.					
Reads the page numbers.					
Listens to the numbers when enumerating sentences in different activities.					
Reads and writes prices.					
Reads and writes numbers when reading and writing recipes.					
Digital competence					
Uses digital media in class to learn.					
Learning to learn					
Participates in the drills as an activity to learn and consolidate different structures in a natural way.					
Uses basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the teacher assistant to consolidate the vocabulary and the grammar of the unit and learns the correct pronunciation of the words.					
Finds and corrects mistakes in sentences and words.					
Values the English language as a learning tool.					
Uses IT to find and prepare a presentation.					
Uses his/her knowledge about the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story.					
Plays a linguistic game to consolidate the new vocabulary.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
Social and civic competence					
Participates and enjoys games with his/her classmates following the basic rules of behaviour.					
Pays attention to correctly understand and answer the drills.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interest to compare Spanish culture with an English speaking country culture.					
Cultural competence					
Sings songs.					
Participates in games and role plays.					
Learns a colloquial expression in each Reading.					
Learns about the culture in English speaking countries and knows where they are located in a map.					
Sense of initiative and entrepreneurship					
Identifies elements.					
Shows independence and self-confidence to talk about real situations.					
Shows independence and develops his/her imagination by writing about him/herself or about any other topic related to the unit.					
Shows self-confidence in finding mistakes and in writing and choosing correct sentences or words.					

2nd of Primary

➤ STARTER UNIT

The starter unit consists of two missions.

Mission 1: Is designed for the group to get to know each other, to learn actions they will use in class, *Take out your book*, to revise the vocabulary related to the animals in the zoo and the structures *I/you have* and *This is a...*

Mission 2: Revision and consolidation of the content learnt in *Mission 1*. They revise the numbers from 1 to 20 and the question *How old are you?* They also revise the structure *There's a...* They listen to and sing a song to revise the numbers from 1 to 20. They also do a Diagnostic Test (TRB).

CONTENTS

Vocabulary and expressions:

- Zoo animals, numbers 1-20, classroom language (to take out your book)

Structures:

- I/You have an orange pencil.
- There's a snake / This is a lion.
- How old are you?

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short and simple oral texts (Listening)	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Knows how to greet people and how to provide basic information about him/her. - Knows the numbers from 1 to 20. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Shows interest when participating in language games. - Understands songs. - Uses gestures to show the understanding of the song.
To know and know how to apply basic	- Produces very simple oral monologues

strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures... (Speaking).	or dialogues. - Understands, copies and repeats fluently the structures used by the teacher in the drills.
To identify the topic and the general sense of texts (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce simple written texts by copying words or structures.	- Copies and writes words and structures which have been orally studied.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds produced by the teacher in the <i>drills</i> .
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying vocabulary and expressions (Missions 1 and 2) - Listening to the <i>drills</i> .	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1 and 2) (AB Missions 1-2).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to a song. <i>Sing and clap</i> (Mission 2)	Perseverance.
Speaking		
Reproduce grammar structures through oral activities	- Reproducing expressions and vocabulary through repetition and correction activities	Perseverance and responsibility.

proposed in the Teacher's Guide, the drills, based on repetition and correction	(Missions 1-2).	
Sing a song using linguistic and paralinguistic elements	- Singing a song (Mission 2).	Responsibility.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the expressions of the unit previously studied orally (Missions 1 and 2) (AB Missions 1 and 2).	Perseverance.
Writing		
Write words.	- Writing the vocabulary and the expressions of the unit (Missions 1 and 2). - Tracing the page number (Missions 1 and 2).	Patience, tolerance, self-esteem, empathy, respect and Perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games with his/her classmates.	- Games proposed in the TG (Missions 1 and 2).	Respect, patience, solidarity, Tolerance, self-esteem, empathy and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-2).	Responsibility, respect and perseverance.

• **Artistic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Play games.	- Playing the games proposed in the TG and in the PB (Missions 1 and 2).	Fellowship and respect.
Sing songs.	- Singing a song (Mission 2)	Patience, responsibility, self-esteem and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Learn the numbers from 1 to 20.	- Listening to and saying the numbers (Mission 1). - Reading the numbers (AB Mission 1 and 2) - Tracing the numbers (Missions 1 and 2) (AB Missions 1 and 2).	Participation.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn different structures in a natural way.	- Participating in the <i>drills</i> proposed in the TG (Missions 1 and 2).	Respect and responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book	Participation and perseverance.

➤ **UNIT 1: I FEEL GOOD!**

This unit focuses on learning the feelings. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, some adjectives, through listening exercises.

Repeating the vocabulary of the unit.

Identifying and using the vocabulary of the unit, the feelings.

Listening to and singing a song. *Rap and clap*.

Becoming familiar with the rhythm and the sound of the English language by listening to a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Introducing the second part of the unit vocabulary.
- Listening to an audio and numbering pictures.
- Orally reproducing the structures of the unit and internalise them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Looking at some pictures and circling the best adjective which describes each picture.
- Looking at some pictures and crossing out the incorrect adjective.
- Tracing on the skyline one of the vocabulary words as well as the page number.
- Arts and crafts activity. *Let's make a poster.* (TRB Class Material Worksheet).
- Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Introducing the grammar through listening and speaking activities. *Am I + adjective? You're + adjective, now/today.*
- Talking using the grammar structure studied in the unit. *Ask and answer.*
- Listening to and choosing the correct option.
- Checking answers by listening to an audio. *Listen and check.*
- Orally reproducing the structures of the unit and internalise them using the TG drills.
- Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Tracing the vocabulary of the unit.
- Completing sentences with an adjective.
- Choosing the best option to complete sentences after listening to an audio.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Introducing the second part of the grammar through listening and speaking activities.
- Carrying out activities based on listening exercises.
- Playing in Game Time using the structure: *I'm tired/I'm very tired.*
- Checking answers by listening to an audio. *Listen and check.*
- Orally reproducing the structures of the unit and internalise them using the TG drills.
- Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
- Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Reading sentences written using the new grammar structure.
- Looking at some pictures and choosing the correct answer.
- Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*I'm sorry!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the UK.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about Charles Chaplin and matching words and pictures.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to and pointing to pictures related to the cinema.

Checking answers by listening to an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading some sentences and choosing the best option to complete them.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and circling the superhero.

Looking at a picture, listening to an audio and writing adjectives to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Completing sentences with the missing adjective.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: angry, bored, cold, happy, hot, hungry, sad, scared, sick, surprised, thirsty, tired.
- Extra vocabulary: actor, actress, hat, light, moustache, seat, shoes, stage, theatre, funny.

Structures

- I'm sick today.
- I'm happy now.
- Am I hungry or thirsty?
- You're thirsty.

Culture

- Charles Chaplin
- **Expression:** I'm sorry!

Content and Language Integrated Learning (CLIL)

Arts and Crafts

- Theatre.

Phonetic

- Sound /□/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short simple oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary related to feelings. - Understands the basic information in oral

	texts. • I'm happy / I'm sick today / I'm happy now. • Am I hungry? You're + adjective. • He/she is/isn't + adjective • Is he/she + adjective? Yes, he/she is / No, he/she isn't. • I'm tired / I'm very tired. • I'm sorry. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in Language games. - Understands colloquial expressions used in the games. - Understands songs. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Understands, for the context, animated pictures with very simple conversations. - Knows and uses colloquial expressions.
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace). - Understands translated sentences and works with them.
To produce simple written texts by copying words or structures studied in the unit and in previous units. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the UK. - Shows interests in using English to

	communicate with people from other cultures and countries. - Learns about Charles Chaplin. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 6 y 7). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to the video (Mission 8).	Responsibility and perseverance.
Check answers using an audio.	-Checking activities using an audio. <i>Listen and check</i> (Missions 3, 4 and 7).	Responsibility and perseverance.

Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Saying simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	- Tracing numbers (Mission 1-8).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Arts and Crafts (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Game Time in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 2 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>I'm sorry!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Mission 4). - Participating in dialogues. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 2, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the	Self-esteem, empathy, responsibility, respect and perseverance.

	concepts learnt in the mission (Missions 1-8). -Completing the self-assessment activities in the Portfolio.	

➤ UNIT 2: TOY WORLD!

This unit focuses on learning the toys. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 10 toys, through a listening exercise.

Repeating the unit vocabulary.

Identifying and using the vocabulary of the unit, the toys.

Becoming familiar with the rhythm and the sound of the English language using a song.

Listening to and singing a song. *Rap and clap.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, the numbers from 21 to 31 and the adjectives big/small.

Listening to, matching and colouring numbers.

Listening to an audio and writing some toys.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Matching numbers.

Writing some toys while listening to an audio.

Tracing on the skyline one of the vocabulary words as well as the page number.

Arts and crafts activity. *Let's make a poster.* (TRB Class Material Worksheet).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *What's that? It's a...*

Talking using the studied grammar structure studied in the unit. *Ask and answer.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the vocabulary of the unit and the page number.

Completing sentences with a word.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through looking at some pictures and reading sentences. *These/Those are... Are these/those...? What are these/those?*

Playing in Game Time using the structure: *Are those + toy? Yes, they're / No, they aren't.*

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and saying sentences written using the new grammar structure.

Reading some sentences and writing questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Ready? Steady? Go!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the USA.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing the colloquial expression learnt in the Mission 5.

Reading a text about Central Park and matching words and pictures.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to an audio using vocabulary related to recycling.

Listening to and completing some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Matching pictures.

Completing some sentences.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and repeating the grammar structures and vocabulary studied in the unit.

Listening to and completing some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures, counting objects and choosing the best option to complete sentences.

Completing sentences after listening to an audio.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: game, building, blocks, doll, modelling clay, plane, remote control car, robot, skates, skipping rope, yo-yo, big, small, numbers 21-31.
- Extra vocabulary: glass, horse, lake, marathon, merry-go-round, metal, paper, plastic, recycling, zoo.

Structures

- That's a yo-yo.
- What's that? It's a big doll.
- Is that a big doll? Yes, it is. / No, it isn't.
- These are skipping ropes. / Those are dolls.
- These aren't big dolls. / Those aren't big dolls.
- Are these/those big dolls? Yes, they are. / No, they aren't.
- What are these/those? They're big dolls.

Culture

- **The USA.** Central Park.
- Expression: *Ready? Steady? Go*

Content and Language Integrated Learning (CLIL)

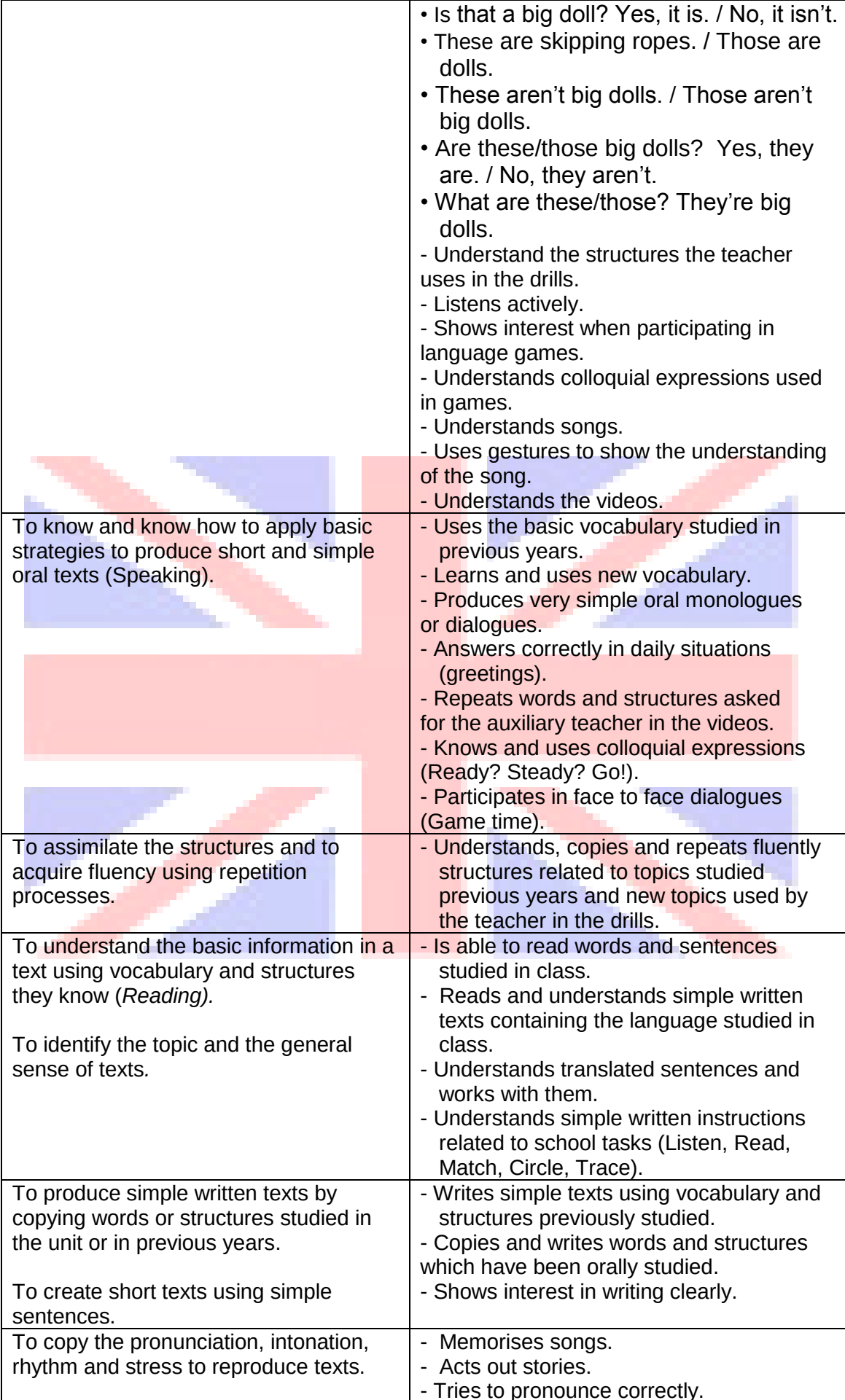
Natural Science

- Material and recycling.

Phonetic

- The /h/ sound

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary related to the toys. - Understands the basic information in oral texts. • That's a yo-yo. • What's that? It's a big doll.

	• Is that a big doll? Yes, it is. / No, it isn't. • These are skipping ropes. / Those are dolls. • These aren't big dolls. / Those aren't big dolls. • Are these/those big dolls? Yes, they are. / No, they aren't. • What are these/those? They're big dolls. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (Ready? Steady? Go!). - Participates in face to face dialogues (Game time).
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (Reading). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, Trace).
To produce simple written texts by copying words or structures studied in the unit or in previous years. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly.

	- Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Learns about Central Park. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (Natural Science)

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 4, 6 y 7). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8):	Responsibility.
Recognise the	- Listening to and singing a	Responsibility and

sound, rhythm and intonation of common expressions.	song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	perseverance.
Checking answers using an audio.	-Checking answers using an audio. <i>Listen and check</i> (Missions 3, 4, 7 and 8)	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities(Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Saying simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

	consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Write the numbers.	-Tracing numbers (Missions 1-8).	Responsibility
Recognise numbers.	-Matching numbers and letters (Mission 2).	
Read numbers.	- Using the Numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Natural Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 2 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>Ready? Steady? Go!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Mission 4). - Acting out dialogues. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 2, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.

Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Completing self-assessment activities in the Portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 3: ANIMALS EVERYWHERE!

This unit focuses on learning animals. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 12 animals, through listening and speaking exercises.

Repeating the vocabulary of the unit.

Identifying and using the vocabulary of the unit, the animals.

Talking using the expressions: *What's this? It's (not) a...*

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and the sound of the English language using a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, *here and there*.

Listening to, saying and writing some sentences.

Checking an exercise using an audio. *Listen and check.*

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Arts and crafts activity. *Let's make a poster.* (TRB Class Material Worksheet).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets)

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *I can/can't...*
Listening to some questions and circling the correct option to complete them.
Asking questions using the grammar structure studied in the unit. *Ask and write.*
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Tracing the vocabulary of the unit and the page number.
Completing sentences after listening to a text.
Asking questions to a friend and writing the answers.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening and speaking activities (*Can she + verb? Can he + verb? Can it + verb?*).
Writing questions and asking them.
Looking at some pictures, listening to some questions about the pictures and answering them.
Playing in Game Time using the structure: *It can + verb / Is it a + animal?*
Checking answers using an audio. *Listen and check.*
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and saying sentences written using the new grammar structure.
Reading some sentences and writing questions.
Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.
Introducing a colloquial expression (*It's so cute!*).
Acting out the story.
Becoming familiar with the rhythm and the sound of English by listening to a story.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and writing the colloquial expression learnt in the Mission 5.

Reading a text about Winnie the Pooh and completing some sentences about it.

Colouring a drawing following instructions.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to an audio about places.

Listening to an audio and writing some sentences. Saying them.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Writing sentences about places in the city.

Looking at some drawings and colouring them. Then, circling the best option to complete sentences.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and repeating the grammar structure and vocabulary studied in the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and writing sentences describing them.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: cat, cow, dog, goat, goldfish, guinea pig, hamster, horse, mouse, pig, rabbit, sheep, here, there.
- Extra vocabulary: building, city, country, friend, garden, honey, lake, mountain, river, the woods, to live.

Structures

- Can I jump? Yes, you can. / No, you can't.
- I can run. I can't ride a bike.
- Can you jump? Yes, I can. / No, I can't.
- Can he/she/it swim? Yes, he/she/it can. No, he/she/it can't.
- He/she/it can swim.

Culture

- Winnie the Pooh
- Expression: It's so cute!

Content and Language Integrated Learning (CLIL)

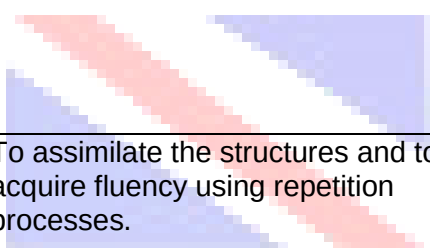
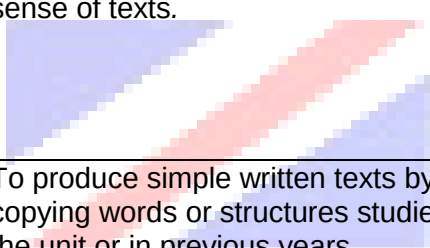
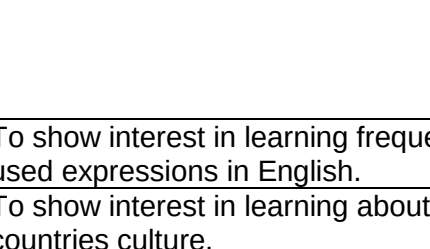
Social Science

- Places.

Phonics

- The /g / sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary related to animals. - Understands the basic information in oral texts. • Can I jump? Yes, you can. / No, you can't. • I can run. I can't ride a bike. • Can you jump? Yes, I can. / No, I can't. • Can he/she/it swim? Yes, he/she/it can. No, he/she/it can't. • He/she/it can swim. - Understand the structures the teacher

	uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows and uses colloquial expressions. - Participates in face to face dialogues (Game time).
To assimilate the structures and to acquire fluency using repetition processes. 	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (Reading). To identify the topic and the general sense of texts. 	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace).
To produce simple written texts by copying words or structures studied in the unit or in previous years. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Learns about the UK. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about Winnie the Pooh. - Feels confident about his/her ability to speak in English.

To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 4, 5, 7 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Checking answers using an audio.	-Checking answers using an audio. <i>Listen and check</i> (Missions 4, 6 and 8).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Write numbers.	- Tracing numbers (Missions 1-8).	Responsibility.
Order pictures.	-Listening to an audio and ordering some pictures (Mission 8).	
Read numbers.	-Using the Numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). -Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Social Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Teamwork, in Game Time, in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 2 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>It's so cute!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and Teamwork (Missions 3 and 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 2, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2). - Colouring a drawing (Missions 6 and 7).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the	Self-esteem, empathy, responsibility, respect and perseverance.

	concepts learnt in the mission (Missions 1-8). -Completing self-assessment activities in the Portfolio.	

➤ UNIT 4: LOOKS!

This unit focuses on learning useful vocabulary to make descriptions. It has 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through listening and speaking exercises.

Repeating the new vocabulary.

Identifying and using the vocabulary of the unit.

Talking using the vocabulary of the unit: *Is my hair blonde? Yes, it is. Now you're blonde!*

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and the sound of the English language using a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: *boy, girl, man and woman.*

Listening to an audio and completing sentences.

Listening to an audio and choosing the correct option.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and writing sentences which describe each picture.

Reading sentences and choosing the correct option.

Reading sentences and drawing.

Tracing on the skyline one of the vocabulary words as well as the page number.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *I've got..., Have I got...?, You've got..., Have you got...? Yes, you/I have; No, you/I haven't.*

Talking using the studied grammar structure studied in the unit. *Teamwork.*

Checking answers by listening to an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions using the new grammar structure.

Writing questions after reading the answers.

Tracing the vocabulary of the unit and the page number.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening and speaking activities.

Listening to, pointing and saying the new grammar structure.

Playing in Game Time using the structure: *Has she got short hair?*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading sentences written using the new grammar structure.

Looking at a picture and answering some questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*What fun!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the UK.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the colloquial expression learnt in the Mission 5.

Reading a text about Ernie and Bert and completing some sentences.

Arts and crafts activity. Making a poster. *Let's make a poster!*

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to and describing a picture.

Listening to an audio and answering some questions about it.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Completing sentences describing a picture while listening to an audio.

Answering some questions after listening to an audio.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio using the grammar structures and the vocabulary studied in the unit and completing some descriptions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: beard, boy, blond, blonde, freckles, girl, glasses, hair, man, moustache, woman, redhead, dark, long, short.
- Extra vocabulary: apartment, face, muppets, painter, painting, Sesame Street, together, we.

Structures

- I've got long hair.
- Have I got long hair? Yes, you have. / No, you haven't.
- You've got long hair.
- Have you got long hair? Yes, I have. No, I haven't.
- He/she's got long hair.
- Has he/she got long hair? Yes, he/she has. / No, he/she hasn't.

Culture

- The **USA**. *Ernie and Bert*.
- Expression: *What fun!*

Content and Language Integrated Learning (CLIL)

Arts and crafts

- The Mona Lisa.

Phonics

- The /ə/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies useful vocabulary to make descriptions. - Understands the basic information in oral texts. • I've got long hair. • Have I got long hair? Yes, you have. / No, you haven't. • You've got long hair. • Have you got long hair? Yes, I have. No, I haven't. • He/she's got long hair. • Has he/she got long hair? Yes, he/she has. / No, he/she hasn't. - Understand the structures the teacher uses in the drills.

	- Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (What fun!).
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Point, Look, Colour, Circle, Cross out, Write, Find, Read, Say, Choose, Match, Complete, Count, Answer, and Describe).
To produce simple written texts by copying words or structures. To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.

To show interest in learning about other countries culture.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about Ernie y Bert (Sesame Street). - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 4, 5, 7 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Participating in short and simple dialogues (Missions 1, 3 and 4). - Participating in Teamwork and in Game Time (Missions 3 and 4). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Write short and simple texts.	-Writes sentences and answers questions (Missions 2, 3, 4, 6, 7 y 8). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility.
To be able to write text following a template.	-Completing a description (Mission 8).	Responsibility.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Read and trace numbers. Listen to and write numbers.	- Tracing numbers (Mission 1-8). - Copying the numbers in <i>Back to Basics</i> (TG). - Using the Numbers Section in the PB.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Arts and Crafts (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 6 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>What fun!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Teamwork (Mission 3). - Playing in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. <i>Let's make a poster!</i> (Mission 6, TRB).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• Sense of initiative and entrepreneurship

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 6). - Drawing and colouring (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). -Completing the self-assessment activities in the Portfolio (Mission 8).	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 5: YUMMY FOOD!

This unit focuses on learning vocabulary related to food. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 11 items of food, through listening and speaking exercises.

Identifying and using the vocabulary of the unit.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and the sound of the English language using a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: the days of the week, *every day, always* and the verbs *To drink y To eat.*

Looking at a picture, listening to an audio and asking and answering questions.

Checking answers using an audio. *Then check.*

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions.

Arts and crafts activity. Making a poster.

Tracing on the skyline one of the vocabulary words as well as the page number.
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *I/you like having + food, I/you don't like having + food, Do I/you like having + food? Yes, I/you do - No, I/you don't.*

Looking at some pictures and listening to an audio.

Talking using the studied grammar structure studied in the unit. *Teamwork.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering questions using the new grammar structure.

Writing questions after reading the answers.

Tracing the vocabulary of the unit and the page number.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar through listening and speaking activities. *He/she likes..., He/She doesn't like..., Does he/she like...? Yes, he/she does - No, he/she doesn't.*

Listening to an audio about likes and dislikes and matching pictures.

Playing in Game Time using the structure: *Does she/he like... Yes, she/he does - No, she/he doesn't.*

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Yummy!*).

Acting out the story.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the USA and completing some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the colloquial expression learnt in the Mission 5.

Reading a text about a cultural topic in the USA and completing some sentences.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Checking answers using an audio. *Listen and check.*

Looking at some pictures, listening to an audio and ordering them.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Writing the vocabulary related to each picture.

Reading some sentences and ordering pictures.

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at some pictures, listening to an audio and writing some sentences using the grammar structures and the vocabulary studied in the unit.

Practising the vocabulary and the grammar of the unit by asking questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing sentences using the grammar and the vocabulary of the unit.

Reading and answering questions.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: carrot, cheese, chicken, egg, grapes, ice cream, lettuce, melon, potato, tomato, water, always, every day, to drink, to eat.
- Extra vocabulary: bag, breakfast, ice, peanut butter, rock salt, slice, strawberry jelly, sugar, vanilla powder, popular, first, a cup of, half of, a quarter of, a teaspoon of, to put, to shake.

Structures

- I like having potatoes. I don't like having potatoes.
- Do I like having potatoes? Yes, you do. / No, you don't.
- You like having potatoes. You don't like having potatoes.
- Do you like having potatoes? Yes, I do. / No, I don't.
- He/she likes having potatoes. He/ she don't like having potatoes.
- Does he/she like having potatoes? Yes, he/she does. / No, he/she doesn't.

Culture

- Peanut butter
- Expression: Yummy!

Content and Language Integrated Learning (CLIL)

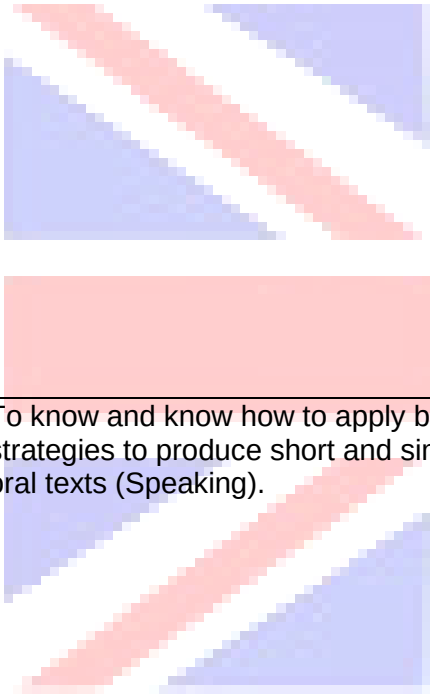
Social Science.

- Let's make ice cream.

Phonics

- The /tʃ/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures

	studied orally, using visual support (Picture Dictionary). - Identifies vocabulary about food. - Understands the basic information in oral texts. • I like having potatoes. I don't like having potatoes. • Do I like having potatoes? Yes, you do. / No, you don't. • You like having potatoes. You don't like having potatoes. • Do you like having potatoes? Yes, I do. / No, I don't. • He/she likes having potatoes. He/she doesn't like having potatoes. • Does he/she like having potatoes? Yes, he/she does. / No, he/she doesn't. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the teacher and for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (Yummy!).
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (<i>Reading</i>). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Point, Look, Circle, Cross out, Write, Read, Say, Choose, Match, Ask, Answer, Complete,

	Number).
To produce simple written texts by copying words or structures. To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied . - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about the peanut butter sandwich. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	Values the English language as a learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2, 3, 4, 5 and 8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8).	

	- Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 2, 3, 4, 7 y 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check answers using an audio.	-Checking answers using an audio (Missions 2, 4, 6 and 7).	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Reproduce expressions used by the teacher or in the videos.	-Repeating simple expressions used by the teacher (Missions 1-8).	Responsibility and perseverance.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Cooperative learning.	- Participating in short and simple dialogues (Missions 1, 3 and 4). - Participating in Teamwork and in Game Time (Missions 3 and 4).	
Reading		

Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2) (AB 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Write short and simple texts.	-Writes sentences and answers questions (Missions 2, 3, 4, 6 and 8). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility.
To be able to write text following a template.	-Completing a description (Mission 8).	Responsibility.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Write numbers.	- Tracing numbers (Mission 1-8).	Responsibility.
Write measurements.	-Completing sentences with measurements (Mission 7).	
Order images.	-Ordering images (Mission 7).	
Read numbers.	- Using the Numbers Section in	Responsibility and self-

	the PB.	esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Social Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Teamwork and in Game Time (Missions 3 and 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 6 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>Yummy!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Teamwork, Game Time and in the games proposed in the TG (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. (Mission 2).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). - Completing the self-assessment activities in the Portfolio (Mission 8).	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 6: WHAT I'M DOING!

This unit focuses on learning vocabulary about the daily routine. It has 8 missions. Each mission lasts fifty minutes

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening exercise, the daily routines.

Identifying and using the vocabulary of the unit.

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and the sound of the English language using a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary: *backwards, forwards, to clean and to help*

Looking at a picture, listening to an audio and repeating sentences.

Listening to some orders and acting out them.

Listening to an audio and pointing pictures.

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and reading shot dialogues.

Completing some sentences.

Arts and crafts activity. Making a poster.

Tracing on the skyline one of the vocabulary words as well as the page number.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *What are you doing? What am I doing? I'm + gerund / I'm not + gerund, You're + gerund.*

Listening to an audio and choosing the correct option.

Listening to an audio, looking at some pictures and completing sentences.

Talking using the studied grammar structure. *Teamwork.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Looking at some pictures, listening to an audio and choosing the correct option.
- Looking at some pictures, listening to an audio and writing sentences in present continuous.
- Tracing the vocabulary of the unit and the page number.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Introducing the second part of the grammar through listening exercises. *Are you + gerund? Yes, I am – No, I'm not.*
- Listening to and matching pictures.
- Listening to an audio and answering questions.
- Playing in Game Time using the structure: *Are you + gerund? Yes, I am – No, I'm not.*
- Orally reproducing the structures of the unit and internalise them using the TG drills.
- Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
- Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Answering some questions after listening to an audio.
- Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.
- Introducing a colloquial expression (*Hurry up!*).
- Acting out the story.
- Becoming familiar with the rhythm and the sound of the English language by listening to a story.
- Orally reproducing the structures of the unit and internalise them using the TG drills.
- Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
- Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Reading the story.
- Tracing on the skyline one of the vocabulary words as well as the page number.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and completing the colloquial expression learnt in the Mission 5.

Reading a text about a cultural topic in the USA and answering some questions.

Tracing the page number.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Checking answers using an audio. *Listen and check.*

Looking at a picture and answering orally some questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects. Furniture at home (*bed, table, bath, chair, sink, sofa, wardrobe*).

Looking at some pictures and completing sentences using the vocabulary related to the furniture at home.

Reading short dialogues and writing where the characters are (*here and there*).

Tracing the page number.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio using the grammar structures and the vocabulary studied in the unit and completing some descriptions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and completing sentences using the grammar and the vocabulary of the unit.

Tracing on the skyline one of the vocabulary words as well as the page number.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENTS

Vocabulary

- Main vocabulary: backwards, forwards, slowly, quickly, to brush my hair, to brush my teeth, to clean my room, to do my homework, to get up, to get dressed, to go home, to go to bed, to go to school, to have a shower, to have breakfast, to help, to play.
- Extra vocabulary: American school bus, bath, bed, car, chair, plane, sink, sofa, table, train, wardrobe, here, there, to use.

Structures

- What are you doing?
- I'm brushing my teeth. / I'm not brushing my teeth.
- Are you brushing your teeth? Yes, I am. / No, I'm not.
- What am I doing?

Culture

- The **USA**. *American School Bus*.
- Expression: *Hurry up!*

Content and Language Integrated Learning (CLIL)

Social Science.

- Rooms and furniture.

Phonetic

- The /ɔ:/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Identifies vocabulary about daily routines, rooms and some furniture. - Understands the basic information in oral texts. • What are you doing? • I'm brushing my teeth. / I'm not brushing my teeth. • Are you brushing your teeth? Yes, I am. / No, I'm not. • What am I doing? - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands colloquial expressions used in games. - Understands songs. - Uses gestures to show the understanding

	of the song. - Understands the videos.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Answers correctly in daily situations (greetings). - Repeats words and structures asked for the teacher and for the auxiliary teacher in the videos. - Knows and uses colloquial expressions (Hurry up!).
To assimilate the structures and to acquire fluency using repetition processes.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the basic information in a text using vocabulary and structures they know (Reading). To identify the topic and the general sense of texts.	- Is able to read words and sentences studied in class. - Reads and understands simple written texts containing the language studied in class. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Point, Look, Colour, Circle, Cross out, Write, Find, Read, Say, Choose, Match, Complete, Count, Answer, Describe, Do).
To produce simple written texts by copying words or structures. To produce simple written texts by copying words or structures. To create short texts using simple sentences.	- Writes simple texts using vocabulary and structures previously studied. - Copies and writes words and structures which have been orally studied. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly. - Copies the sounds produced in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Learns about the peanut butter sandwich. - Feels confident about his/her ability to speak in English.
To show interest in using English as a	Values the English language as a

learning tool for other subjects.	learning tool for other subjects (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
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify simple sentences related to the topic of the unit.	- Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i>. (Missions 1 - 8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 2, 3, 4 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check answers using an audio.	-Checking answers using an audio (Missions 2, 4, 6 and 7).	Responsibility and perseverance.

Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Reproduce expressions used by the teacher or in the videos.	- Repeating simple expressions used by the teacher (Missions 1-8).	Responsibility and perseverance.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect and fellowship.
Cooperative learning.	- Participating in short and simple dialogues (Missions 1, 3 and 4). - Participating in Teamwork and in Game Time (Missions 3 and 4).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1 and 2). - Reading the unit expressions (Missions 1– 8). - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read texts and stories.	- Reading stories and texts (Missions 5 and 6). - Recognising, reading and understanding sentences translated in English (Mission 2 TRB). - Reading texts and activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		

Write and trace words.	- Writing the unit vocabulary and grammar structures (Missions 1 – 8). - Tracing the unit vocabulary and the revision vocabulary, the numbers (Missions 1 – 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Write short and simple texts.	-Writes sentences and answers questions (Missions 2, 3, 4, 6, 7 and 8). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility.
To be able to write text following a template.	-Writing complete sentences describing actions (Mission 8).	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	- Tracing numbers (Mission 1-8).	Responsibility.
Read numbers.	- Using the Numbers Section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary (Mission 1). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.

non-linguistic elements.		
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English, Social Science (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Teamwork and in Game Time (Missions 3 and 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Making a poster (Mission 6 TRB). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning a colloquial expression, <i>Hurry up!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.

Play games and act out.	- Playing in Teamwork, Game Time and in the games proposed in the TG (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a poster. (Mission 2).	Responsibility, respect and Perseverance.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English-speaking countries.	- Learning about some customs in English-speaking countries (Mission 6).	

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her environment (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a poster. <i>Let's make a poster!</i> (Mission 2).	Responsibility, respect and perseverance.
Self-assessment	- Mission Accomplished? Using a sticker the student can self-assess him/herself about the concepts learnt in the mission (Missions 1-8). - Completing the self-assessment activities in the Portfolio (Mission 8).	Self-esteem, empathy, responsibility, respect and perseverance.

➤ **REVIEW 1**

Each two units, there is a review which is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.

Arts and crafts activity (TRB Class Material Worksheet).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.

Reading some sentences and matching sentences and pictures.

Looking at some pictures and answering some questions.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

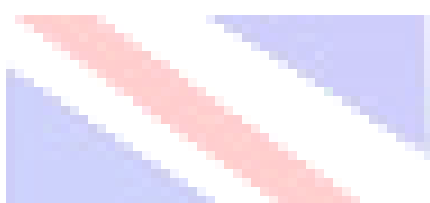
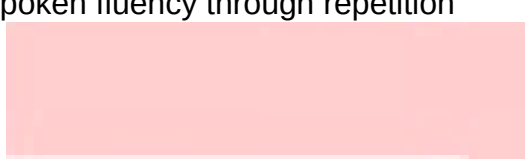
Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills.

	- Listens actively. - Shows interest when participating in language games. - Understands common expressions used in games. - Understands and repeats the structures used in the videos (Pupil's book video. Pronunciation y language assistant video).
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Answers in simple communication situations (greetings). - Knows and uses colloquial expressions. - Repeats the structures they listen to in the videos (Pupil's book video. Pronunciation y language assistant video).
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied in previous years and new topics used by the teacher in the drills and in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). To identify the topic and the main information in short and simple texts.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions related to common classroom tasks. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied. To write short and simple texts using simple sentences.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Tries to pronounce correctly. - Copies the sounds they listen to in the videos (Pupils' book, pronunciation and language assistant videos).
To show interest in learning frequently	- Shows interest in writing and

used expressions in English.	repeating familiar expressions in English.
To show interest in knowing information about other countries' customs.	- Shows interest in using English as a tool to communicate with people from other countries. - Feels confident when talking in English. - Copies the sounds used by the teacher in the drills.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to and understanding the drills.	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures. - Listening to different videos: Pupil's book video, Language assistant video y pronunciation video.	Responsibility.
Check answers using an audio.	-Checking answers using an audio.	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Responsibility and perseverance.
Reproduce expressions used by the teacher or listened to in the videos.	-Reproducing expressions used by the teacher.	Responsibility and perseverance.

Interact with other classmates (Cooperative Learning). Show interest while playing in Game Time and in the games proposed in the TG.	- Participating in the games proposed in the TG. - Reproducing simple expressions.	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Responsibility, perseverance.
Read texts written using words and expressions studied in class.	- Reading texts. - Recognising, reading and understanding translated sentences (TRB).	Responsibility, perseverance and respect.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units. - Tracing numbers.	Perseverance and responsibility.
Write short and simple texts.	- Writing sentences and answering questions about a text.	Responsibility.
Be able to write simple texts following a template.	- Writing full sentences.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing numbers.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Responsibility and perseverance.

Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Numbers Section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Responsibility and perseverance.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Responsibility, respect and perseverance.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	-Through speaking activities recognises more items from his/her surroundings.	Responsibility, respect and perseverance.

➤ REVIEW 2

This review is focused on revising all the contents studied in the two previous units. It has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.
 Orally reproducing the structures of the unit and internalise them using the TG drills.
 Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and tracing the page number.
 Arts and crafts activity (TRB Class Material Worksheet)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Orally reproducing the structures of the unit and internalise them using the TG drills.
 Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.
 Listening to an audio and completing a chart with Fussy's answers.
 Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.
 Answering some questions about himself/herself.
 Looking at some pictures and describing the characters.
 Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).
 TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

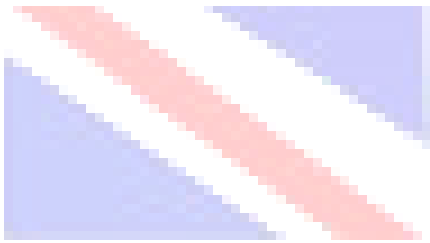
Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts.

	- Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands common expressions used in games. - Understands and repeats the structures used in the videos (Pupil's book video. Pronunciation y language assistant video).
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Answers in simple communication situations (greetings). - Knows and uses colloquial expressions. - Repeats the structures they listen to in the videos (Pupil's book video. Pronunciation y language assistant video).
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied in previous years and new topics used by the teacher in the drills and in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). To identify the topic and the main information in short and simple texts.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions related to common classroom tasks. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied. To write short and simple texts using simple sentences.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Tries to pronounce correctly. - Copies the sounds they listen to in the videos (Pupils' book, pronunciation and language assistant videos).

To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in knowing information about other countries' customs.	- Shows interest in using English as a tool to communicate with people from other countries. - Feels confident when talking in English. - Copies the sounds used by the teacher in the drills.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to and understanding the drills.	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures. - Listening to different videos: Pupil's book video, Language assistant video y pronunciation video.	Responsibility.
Check answers using an audio.	- Checking answers using an audio.	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Responsibility and perseverance.
Reproduce expressions used by the teacher or listened to in the videos.	- Reproducing expressions used by the teacher.	Responsibility and perseverance.

Interact with other classmates (Cooperative Learning). Show interest while playing in Game Time and in the games proposed in the TG.	-Participating in the games proposed in the TG. - Reproducing simple expressions.	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Responsibility, perseverance.
Read texts written using words and expressions studied in class.	-Reading texts. - Recognising, reading and understanding translated sentences (TRB).	Responsibility, perseverance and respect.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units. -Tracing numbers.	Perseverance and responsibility.
Write short and simple texts.	-Writing sentences and answering questions about a text.	Responsibility.
Be able to write simple texts following a template.	-Writing full sentences.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing numbers.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate	- Participating in the drills proposed in the TG.	Responsibility and perseverance.

different structures in a natural way.		
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Numbers Section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Responsibility and perseverance.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Responsibility, respect and perseverance.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	- Through speaking activities recognises more items from his/her surroundings.	Responsibility, respect and perseverance.

➤ REVIEW 3

This review is focused on revising all the contents studied in the previous units. It has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and tracing the page number.

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing and tracing the page number.

Reading and matching sentences and pictures.

Looking at some pictures and answering some questions.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

END-OF-YEAR TEST (TRB TEST).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - Listens actively. - Shows interest when participating in language games. - Understands common expressions used in games. - Understands and repeats the structures used in the videos (Pupil's

	book video. Pronunciation y language assistant video).
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Answers in simple communication situations (greetings). - Repeats and understands the structures they listen to in the videos (Pupil's book video. Pronunciation y language assistant video).
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied in previous years and new topics used by the teacher in the drills and in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). To identify the topic and the main information in short and simple texts. 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions related to common classroom tasks. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied. To write short and simple texts using simple sentences.	- Writes the vocabulary and the grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Tries to pronounce correctly. - Copies the sounds they listen to in the videos (Pupils' book, pronunciation and language assistant videos). - Copies the sounds used by the teacher in the drills.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in knowing information about other countries' customs.	- Shows interest in using English as a tool to communicate with people from other countries.

	- Feels confident when talking in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to and understanding the drills.	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures. - Listening to different videos: Pupil's book video, Language assistant video y pronunciation video.	Responsibility.
Check answers using an audio.	- Checking answers using an audio.	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Responsibility and perseverance.
Reproduce expressions used by the teacher or listened to in the videos.	- Reproducing expressions used by the teacher.	Responsibility and perseverance.
Interact with other classmates (Cooperative Learning). Show interest while playing in Game Time and in the games proposed in the TG.	- Participating in the games proposed in the TG. - Reproducing simple expressions.	
Reading		

Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Responsibility, perseverance.
Read texts written using words and expressions studied in class.	-Reading texts. - Recognising, reading and understanding translated sentences (TRB).	Responsibility, perseverance and respect.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units. -Tracing numbers.	Perseverance and responsibility.
Write short and simple texts.	-Writing sentences and answering questions about a text.	Responsibility.
Be able to write simple texts following a template.	-Writing full sentences.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Tracing numbers.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Responsibility and perseverance.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Numbers Section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-	- Identifying the meaning of words using flashcards, etc.	Responsibility and perseverance.

linguistic elements.		

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in Game Time and in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Responsibility, respect and perseverance.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	- Through speaking activities recognises more items from his/her surroundings.	Responsibility, respect and perseverance.

END-OF-YEAR TEST

At the end of the year, we've got an END-OF-YEAR TEST (Classroom Material in the TRB) where all the vocabulary and the structures which the student has studied in the book can be evaluated. This EYT is divided in 6 parts or skills. In the first part, listening exercises. Second, the vocabulary which has been studied in all the units. The third one is focused on the grammar studied along the academic year. Fourth and fifth, the reading and writing skills are evaluated. And, the last one, it is prepared for the teacher to evaluate the speaking skill.

➤ FESTIVAL 1. NEW YEAR'S EVE

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to New Year's Eve.

Listening to an audio and writing the vocabulary related to New Year's Eve.

Listening to and singing a song.

Listening to a text.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

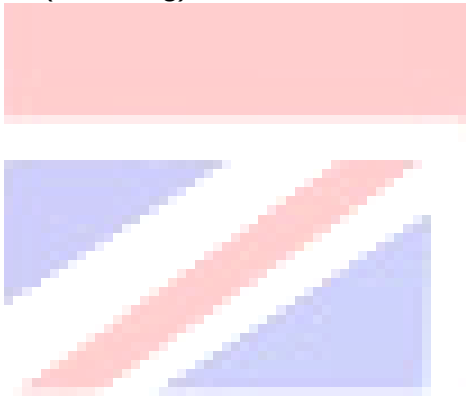
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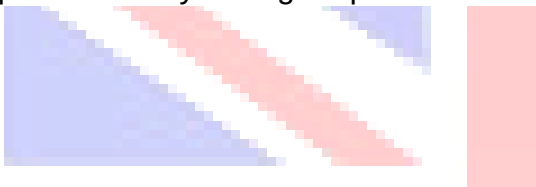
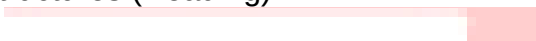
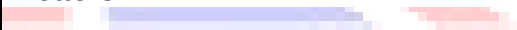
Vocabulary

- Main Vocabulary: Christmas tree, letter, present, Santa Claus, snowman

Structures

- The verb *To be*.
- There's

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies the vocabulary related to New Year's Eve. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the songs. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Shows interest in writing clearly. - Looks and writes words with capital letters. 
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to Bonfire Night.
To show interest in learning about the customs in other countries.	-Learns about the New Year's Eve.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to New Year's Eve.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	-Tracing the page number.	

• Mathematical competence and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	-Tracing the page number.	
Read numbers.	-Using the Numbers section in the PB.	Responsibility.

- **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary. - Using the Numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about New Year's Eve.	Responsibility.

- **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries and to speak about customs in other countries.	- Learning about a cultural topic (New Year's Eve).	Solidarity, tolerance and empathy.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Learn about the culture in English speaking countries.	- Learning about New Year's Eve in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Bonfire Night.	Solidarity, tolerance and empathy.

➤ **FESTIVAL 2. MARDI GRAS**

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to New Year's Eve.

Listening to and singing a song.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the *Picture Dictionary*.

Looking at some pictures, reading a text and writing the vocabulary about the festivity.

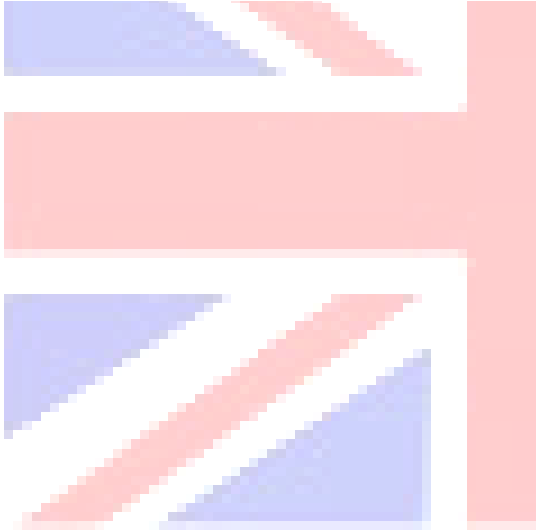
CONTENT

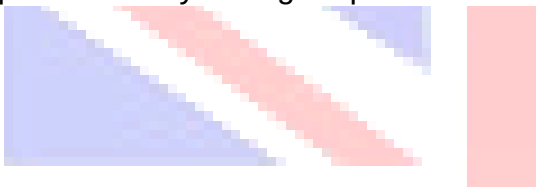
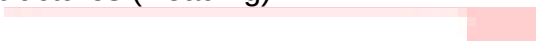
Vocabulary

- Main Vocabulary: bead, costume, float, mask, parade, gold, to dance
- The months of the year (February, March)
- Colours

Structures

- Present simple
- There's

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and the grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies the vocabulary related to Mardi Grass. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the songs. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Knows the alphabet. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Shows interest in writing clearly. - Looks and writes words with capital letters (months, festivities, the countries).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to the Mardi Grass.
To show interest in learning about the customs in other countries.	-Learns about the Mardi Grass.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to Mardi Grass.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Read texts and stories in a comprehensive way.	- Reading texts.	Perseverance and respect.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	

• Mathematical competence and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	- Tracing the page number.	
Read numbers.	- Using the Numbers section in the	Responsibility.

	PB.	

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary. - Using the Numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the Mardi Grass.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries and to speak about customs in other countries.	- Learning about a cultural topic (Mardi Grass).	Solidarity, tolerance and empathy.

Show interest in communicating with people from English speaking countries.	-Reading texts about some customs and the culture in English speaking countries.	Perseverance, responsibility and patient.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Learn about the culture in English speaking countries.	- Learning about Mardi Grass in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Mardi Grass.	Solidarity, tolerance and empathy.

➤ FESTIVAL 3 : INTERNATIONAL EDINBURGH FESTIVAL

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to New Year's Eve.

Listening to and singing a song.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Looking at some pictures, reading a text and writing the vocabulary about the festivity.

CONTENT

Vocabulary

- Main Vocabulary: clown, dancer, Scotland, show, singer, tourist, beautiful, cool, lots of, to enjoy.
- The months of the year (August).

Structures

- The verb To be
- There's

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and the grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies the vocabulary related to International Edinburgh Festival. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the songs. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Knows the alphabet. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye please and thank you. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Shows interest in writing clearly. - Looks and writes words with capital letters (months, festivities, the countries).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to the International Edinburgh Festival.
To show interest in learning about the customs in other countries.	-Learns about the International Edinburgh Festival.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP

THEM**VALUES RELATED TO THE CONTENTS AND ACTIVITIES****• Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to International Edinburgh Festival.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary.	Perseverance.
Read texts and stories in a comprehensive way.	- Reading texts.	Perseverance and respect.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Write numbers.	- Tracing the page number.	

• Mathematical competence and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Write numbers.	-Tracing the page number.	
Read numbers.	-Using the Numbers section in the PB.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary. - Using the Numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the International Edinburgh Festival.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

Value English as a tool to communicate with people from other countries and to speak about customs in other countries.	- Learning about a cultural topic (International Edinburgh Festival).	Solidarity, tolerance and empathy.
Show interest in communicating with people from English speaking countries.	-Reading texts about some customs and the culture in English speaking countries.	Perseverance, responsibility and patient.

• Cultural competence

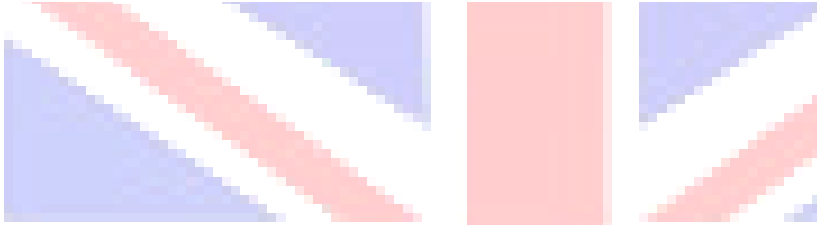
DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Learn about the culture in English speaking countries.	- Learning about International Edinburgh Festival in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

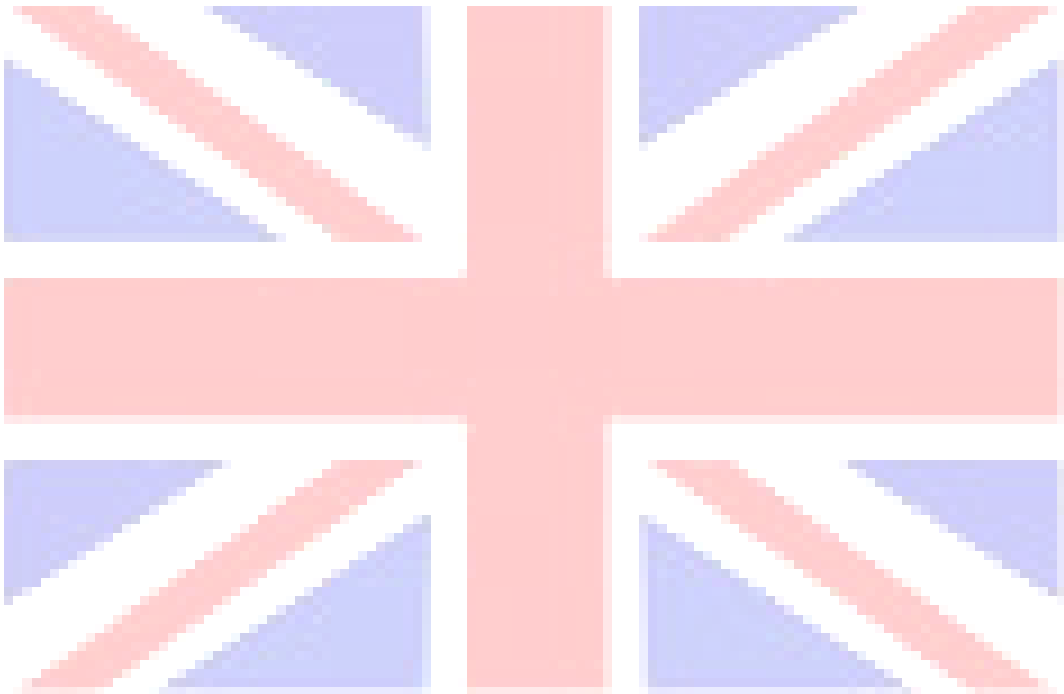
DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the International Edinburgh Festival.	Solidarity, tolerance and empathy.

SCORING RUBRICS

Name: _____

		EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
LINGUISTIC COMMUNICATION						
Listening						
Identifies words.						
Identifies simple sentences.						
Gets the general idea in spoken texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context.						
Recognises the sound, rhythm and intonation of common expressions.						
Listens and checks.						
Speaking						
Sings a song using linguistic and paralinguistic elements.						
Reproduces grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.						
Participates with interest in language games, in the Game Time and in the games proposed in the TG.						
Works with the interrogative sentence.						
Reading						
Reads words and expressions previously introduced in an oral way.						
Reads words and expressions previously introduced in an oral way.						
Reads texts and stories.						
Writing						

Writes words.					
Writes simple texts following a template.					
Writes and distinguishes sentences in affirmative, negative and interrogative.					
Summarises the main information of a text.					



	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY.					
Listens to the numbers while introducing the vocabulary.					
Reads the page numbers.					
Listens to the numbers when enumerating sentences in different activities.					
Reads and writes prices.					
Reads and writes numbers when reading and writing recipes.					
Digital competence					
Uses digital media in class to learn.					
Learning to learn					
Participates in the drills as an activity to learn and consolidate different structures in a natural way.					
Uses basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the teacher assistant to consolidate the vocabulary and the grammar of the unit and learns the correct pronunciation of the words.					
Finds and corrects mistakes in sentences and words.					
Values the English language as a learning tool.					
Uses IT to find and prepare a presentation.					
Uses his/her knowledge about the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story.					
Plays a linguistic game to consolidate the new vocabulary.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
Social and civic competence					
Participates and enjoys games with his/her classmates following the basic rules of behaviour.					
Pays attention to correctly understand and answer the drills.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interest to compare Spanish culture with an English speaking country culture.					
Cultural competence					
Sings songs.					
Participates in games and role plays.					
Learns a colloquial expression in each Reading.					
Learns about the culture in English speaking countries and knows where they are located in a map.					
Sense of initiative and entrepreneurship					
Identifies elements.					
Shows independence and self-confidence to talk about real situations.					
Shows independence and develops his/her imagination by writing about him/herself or about any other topic related to the unit.					
Shows self-confidence in finding mistakes and in writing and choosing correct sentences or words.					

➤ STARTER UNIT

The introductory unit consists of two *Missions*.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the alphabet through a listening exercise.

Talking using the expressions: What's this? It's a doll.

Listening to and singing a song. *Rap and clap*.

Distinguishing the name of the letters of the alphabet in English.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture, reading the question 'what have you got?' and answering according to the pictures (AB).

Writing about likes and dislikes (AB).

Diagnostic test (TRB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Talking using the expressions learnt in the Mission in a game. *Game Time!*

Talking using the expressions: *How are you? You are happy!*

Listening to some adjectives (AB).

Extra activity (an arts and crafts or activity or a game) to consolidate the acquired knowledge (TRB Class Material Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the expressions: Sit down, Stand up, Take out..., Be quiet, Give me your pencil, please, Close your book, please, Open your book, please, Look at my bag.

Reading the adjectives presented in pictures: surprised, scared, angry, happy, hot, cold, sick and sad.

Reading the expressions learnt in the unit, matching them to a picture and writing sentences (AB).

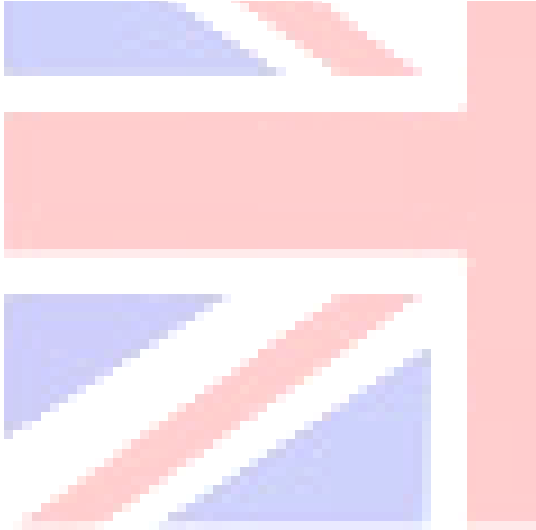
Writing a brief text answering the question 'how are you?'

CONTENTS

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

Structures

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

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening) 	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Understands questions about his/her personal information (name, age...). - Knows how to greet people and how to provide basic information about him/her. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - Shows interest when participating in language games. - Understands songs. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures... (Speaking).	- Produces simple oral monologues or dialogues. - Understands, copies, and repeats fluently the structures used by the teacher in the drills. - Knows the English alphabet and is able to spell out simple words.

To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading)	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella) with their linguistic function. Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences.
To produce very simple written texts copying the words and structures that have been studied	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds produced by the characters in the vocabulary and grammar 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 about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM.

VALUES RELATED TO THE CONTENTS AND ACTIVITIES.

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences	- Listening to and identifying vocabulary and expressions (Missions 1 and 2). - Listening to the drills (Missions 1 - 8)	Responsibility, perseverance

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1).	
Speaking		
Sing a song using appropriate linguistic and paralinguistic elements	- Singing a song (Mission 1).	Responsibility
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-2).	Perseverance and responsibility
Participate in Game Time and in the games proposed in the TG.	- Reproducing simple expressions. - Participating in the games proposed in the TG.	Respect, fellowship
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the character's introduction and the common expressions learnt orally.	
Writing		
Writes words	- Writing words and expressions studied in the unit.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games with his/her classmates	- Participation in the Game Time (Mission 2) and in the games proposed in the TG.	Respect, patience, solidarity, Tolerance, self-esteem, empathy, and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the	- Saying and consolidating the <i>drills</i> (Missions 1-2).	Responsibility, respect and perseverance.

correct answers		

• Artistic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	
Play games	- Participating in Game Time in the PB and in the games proposed in the TG.	

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn different structures in a natural way.	- Participating in the <i>drills</i> proposed in the TG (Missions 1 - 8).	Respect and responsibility.

• Mathematical competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn different structures in a natural way.	- Participating in the <i>drills</i> proposed in <i>Back to basics</i> in the TG (Missions 1 - 8).	Participation.

• Digital competences

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

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify aspects about him/herself, such as his/her mood.	- Writing a short text about his/her mood. - Writing questions about the characters of the book (Mission 2).	Patience, solidarity, tolerance, self-esteem, empathy and perseverance.

➤ UNIT 1: MY ROOM

This unit focuses on learning the objects in the room. It contains 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening activity and oral exercises

Talking in Game Time using the expressions: *Is it a notebook? No, it isn't. Is it a chair? Yes, it is.*

Listening to and singing a song. *Rap and clap.*

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

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to and matching objects and characters (AB).

Extra activity (an arts and crafts or activity or a game) to consolidate the acquired knowledge (TRB Class Material Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Writing the new words studied in class

Matching objects and characters.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to the main vocabulary of the unit using a video and repeating them.

Becoming familiar with the rhythm and sounds of English through the vocabulary and pronunciation videos.

Listening to and pointing to the numbers from 31 to 100.

Talking using the structure: *Is there a (ruler)? Yes, there is...*

Listening to the numbers in Game Time!

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing the numbers (AB).

Writing the numbers after listening to them.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities.

Talking using the studied grammar structure: *There are some pens. Are there any cards? Yes, there are. No, there aren't. There aren't any chairs*

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to and pointing out the correct sentence (AB)

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Completing a text (AB)

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

Answering questions looking at a chart.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Carrying out activities based on a listening activity

Practicing interrogative sentences making interrogative sentences from affirmative sentences. *Master the question.*

Checking the answers using an audio. *Then listen and check.*

Video in which the vocabulary and the grammar of the unit are introduced and practised.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering several questions about it.

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

Listening activities to improve this skill (TRB Listening Worksheet).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Tidy up!*).

Becoming familiar with the rhythm and sounds of English by reading a text.

Reading a story and saying whether some sentences are correct or incorrect.

Acting out the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to the story (AB).

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to the story and ordering it (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United States, American Indians and their way of life.

Being able to identify English-speaking countries.

Listening to a text and completing an activity (AB)

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Arts and Crafts activity. *Let's make a tipi!* (TRB Class Material Worksheet)

Completing some dialogues using colloquial expressions.

Reading and writing about the customs of other countries.

Extra activity (game or arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Physical Education (PE): Good posture.

Being able to understand and speak about other subjects in English.

Listening to a text about good and bad postures

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio to correct an activity. *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects in English.

Answering some questions related to the topic

Reading sentences that describe photographs and deciding if it is a good or a bad posture.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8. I can... Review

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Talking about a picture that has been drawn using the structures: Is there an (umbrella)? Yes, there is

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to and completing a text with the missing words (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and answering some questions.

Looking at some drawings and circling the correct answer.

Reading and matching questions and answers.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENT

Vocabulary

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

Structures

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

Culture

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

Content and Language Integrated Learning (CLIL)

P.E

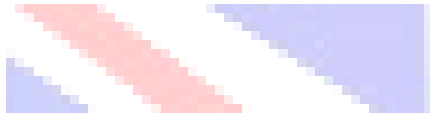
- Good postures

Phonics

- /a/ vs /ae/



ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>).	The student: - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the objects that can be at home and in a child's room. - Identifies the numbers from 31 to 100. - Understands the basic information in oral texts. • There are two (pens). There are

	some (pens). • No, there aren't any pens. • Are there any pens? Yes, there are. / No there aren't. • How many (notebooks) are there? There are three (notebooks). • There aren't any (notebooks). - Understand the 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. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (describes what is in his/her own room). - Knows how to use the interrogative question. Master the question.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella) with their linguistic function. Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative

	sentences. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts. 	- Memorises songs. - Acts out stories. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. For example, the student learns the difference between /a/ vs /ae/. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English. 	- Shows interest in writing and repeating familiar expressions in English. <i>Tidy up!</i>
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations. 	- Learns about North American Indians - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Physical Education).

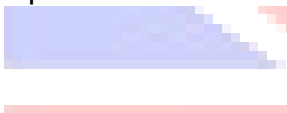
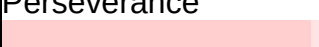
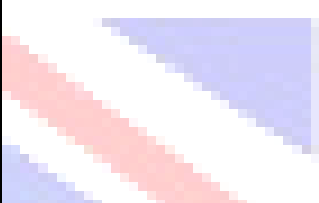
COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1). - Listening to and identifying simple sentences (Mission 2) - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Identify the numbers from 1 to 100.	- Revision of the numbers from 1 to 30 in <i>Back to basics</i> (Mission 1). - Listening to and understanding the numbers from 1 to 100 (Missions 2-8).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures. - Grammar video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to texts (Missions 5, 6, 7). - Listening to grammar, vocabulary, pronunciation and language assistant videos (Missions 2, 4 and 8).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	Correcting activities through a listening exercise. <i>Listen and check</i> .	Patience, responsibility, respect, punctuality, perseverance
Speaking		

Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG. 	- Participating in short and simple dialogues. - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Respect, fellowship 
Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance 
Reading		
Read words previously introduced in an oral way. 	- Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6, 7). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		

Write words	- Writing the unit vocabulary and grammar structures (AB Missions 1-8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Write very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (AB Missions 3, 8). - Writing exercises to improve this skill (Mission 7 TRB).	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Learn the numbers from 31 to 100	- Listening to and saying the numbers (Mission 2 - 8) - Reading the numbers (Missions 2-8) - Writing the numbers (AB 2, 3, 4, 6, 8)	Responsibility
Solve mathematical operations	- Is able to add and subtract (AB Mission 2) - Numbering pictures (Missions 2, 3, 4, 6, 8)	Patience, perseverance
Revise the numbers from 1 to 31.	- Revising the numbers from 1 to 31 in <i>Back to basics</i> (TG Mission 1).	
Read numbers	-Using the numbers section in the PB.	

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time and in the games proposed in the TG. - Participating in dialogues and in games proposed in the TG (Missions 1-8). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning and using the vocabulary studied in dialogues and in the real simulated situations (Missions 1-8). - Learning a colloquial expression, <i>Excuse me!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a tipi. <i>Let's make a tipi!</i> (Mission 6, TRB). - Drawing his/her bedroom (Mission 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression in each reading (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Drawing his/her bedroom. (Mission 8).	Responsibility, respect and perseverance.
Use the Picture Dictionary, the Grammar Appendix and the Numbers Section.	- Using the Picture Dictionary, the Grammar Appendix and the numbers section (Missions 1-8).	
Self-assessment	- Completing the self-assessment activities in the portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 2 : COOL CLOTHES!

This unit focuses on learning about clothing. It contains 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 11 words related to the semantic field of clothing, through a listening activity and oral exercises.

Talking using the expressions: *What's this? It's a dress.*

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and intonation of the English language by listening to a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to and understanding which character the clothes belong to (AB).

Listening to some sentences and circling the clothes that belong to the character (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Writing the new words previously studied in class (AB).

Reading and listening to some sentences. Drawing a picture (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Becoming familiar with the rhythm and sounds of English through the videos proposed by the teacher (TG).

Doing a short and simple dialogue repeating the questions and answers listened to in an audio.

Listening to and completing sentences related to a photograph.

Giving an individual presentation answering the question: What are you wearing?

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio to correct a writing exercise (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading colours, painting objects and writing the colour name (AB).

Writing a text whilst looking at a picture (AB)

Reading and circling words (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Where is Fusy's jumper? Is your dress in/on/under the wardrobe?*

Talking using the studied grammar structure.

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading and understanding the grammar in the Grammar Appendix.

Looking at some pictures and completing some sentences (AB).

Looking at a picture, reading a text and correcting the incorrect information (AB).

Unscrambling words to make interrogative sentences and answering the question (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using oral activities. To put on,

take off. Where is his/her jumper?

Talking practising the new grammar structure.

Practicing interrogative sentences making interrogative sentences from affirmative sentences. *Master the question.*

Video in which the vocabulary and the grammar of the unit are introduced and practised.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Completing sentences (AB)

Reading some texts and completing some sentences.

Matching questions and answers.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Cool!*).

Reading the story and saying whether sentences are true or false.

Becoming familiar with the rhythm and sounds of English by reading a text.

Acting out the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to the story (AB).

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and answering some questions (AB)

Extra activity (game or arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in Mission 5 in the

Reading activity

Listening to a text about a cultural topic in the United Kingdom: the Scottish kilt.

Being able to identify some English-speaking countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and completing an activity

Listening to and completing some dialogues (AB)

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Arts and Crafts activity. *Let's make a kilt!* (TRB Class Material Worksheet).

Completing some dialogues using colloquial expressions.

Finding words related to the unit in a word search (AB).

Reading sentences in a comprehensive way and saying whether they are true or false (AB)

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about recycling.

Talking using the structures: What's this made of? It's made of paper

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio to correct an activity. *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Looking at some photographs of some objects and placing them in the corresponding containers.

Completing sentences related to the topic (AB).

Reading sentences and colouring a drawing (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8. I can... Review.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Talking using the structures and vocabulary studied in the unit: *What are these? They're Noella's jeans.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and answering some questions.

Looking at some pictures and writing sentences using the vocabulary and the grammar studied in the unit.

Reading and writing about him/herself.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

- Kilts in Scotland
- Expression: *Cool!*

Content and Language Integrated Learning (CLIL)

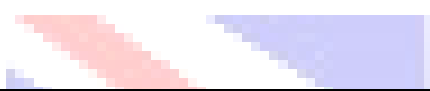
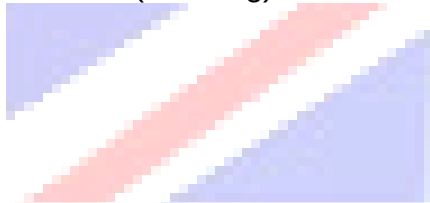
Natural Science

- Materials

Phonics

- The /h/ sound

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies clothes, the adjectives new and old and the verbs linked to the semantic field of clothes to put on, to take off, to wear - Understands the prepositions on/in/under - Understands the basic information in oral texts • Where is Fussy's jumper? • Is your jumper in/on/under the wardrobe? • Yes, it is./No, it isn't • Are my socks in/on/under the box? Yes, they are./ No, they aren't • Put on your tracksuit, Take off your shoes • Where is his/her jumper? • Where are his/her shoes? - Understand the 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. - Understands the videos about vocabulary and grammar and the language assistant's explanations. - Uses gestures to show the understanding of the song. - Understands the main information in short conversations. - Understands short and simple texts.

To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To learn structures and develop fluency by repeating sounds, words, structures... (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak English in more situations than the previous year. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (describes what he/she is wearing). - Knows how to say hello and goodbye in English. - Uses please and thank you. - Knows how to use the interrogative question. Master the question. - Participates in face to face dialogues (Game time).
To internalise structures and acquire spoken fluency through repetition. 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella) with their linguistic function. Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories.

	- Copies the sounds presented in the videos. - Knows the variety of sounds in English compared with his/her language. - Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture.	- Learns about the Scottish kilt. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Natural Science).

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

•Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words about clothing.	- Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to the drills (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Identify simple sentences.	- Listening to and identifying simple sentences (Missions 1-8) - Listening to and understanding the drills (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures (Missions 5, 6 and 7). - Videos in which the characters have a conversation (Missions 2 and 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to and reproducing a song (Mission 1). - Grammar, vocabulary, pronunciation and language assistant videos (Missions 2, 4 and 8). - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance
Check the answers to activities through an audio.	- Correcting activities through an audio. <i>Listen and check.</i>	Patience, responsibility, respect, gratitude, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance
Reading		

Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1)	
Read expressions previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6, 7 and 8). - Reading and understanding translated sentences (Missions 4, 6 and 8 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words	- Writing the unit vocabulary and the grammar structures (AB Mission 1-8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Write very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (AB Missions 2) (Mission 8). - Writing exercises to improve this skill (Mission 7 TRB).	
Answer questions related to a text	- Answers questions related to a text (Missions 5, 6 and 8) (AB Mission 5)	Patience, fellowship, solidarity, tolerance, self-esteem, responsibility, respect, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise numbers.	- Listening to and saying the numbers in <i>Back to basics</i> (Mission 1 and 8 TB).	Responsibility
Count objects in a picture.	-Listening to and reproducing the numbers.	

	- Writing the numbers (AB Mission 2)	
Read numbers.	-Using the numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.

• **Social and civic competences**

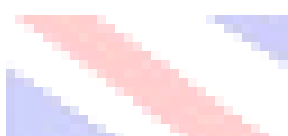
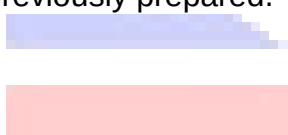
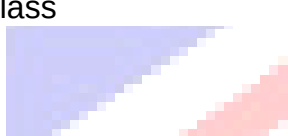
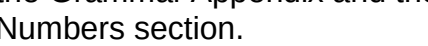
DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time and in the games proposed in the TG (Mission 4). - Participating in Teamwork (Mission 3). - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning and using the vocabulary studied in previous years in real simulated dialogues (Missions 1-8). - Talking in simple situations using the studied grammar structures (Missions 1-8). - Learning about other subjects (Mission 7).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6)	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a kilt. <i>Let's make a kilt!</i> (Mission 6) - Matching, colouring and writing (Mission 2) - Looking and colouring (Mission 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.

Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity. 	- <i>Let's make a kilt</i> (Mission 6) 	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Give presentations previously prepared. 	- Short presentation on a theme directly related to what has been studied in class. <i>Give a presentation</i> (Mission 2).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, perseverance
Write a short text on the topics studied in class 	- Writing a short text about him/her related to the topics studied in class. <i>Write about you</i> (Mission 8).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, perseverance
Use the Picture Dictionary, the Grammar Appendix and the Numbers. 	-Using the Picture Dictionary, the Grammar Appendix and the Numbers section.	Patience, responsibility and perseverance.
Self-assessment	-Completing self-assessment activities in the Portfolio.	

➤ **UNIT 3 : THE WEATHER**

This unit focuses on learning the weather. It contains 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 10 expressions related to the semantic field of weather, through a listening and speaking activities. *Listen, point and repeat.*

Talking in Game Time using the expressions: *It's raining*

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and intonation of the English language through listening to a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Writing the words previously studied in class (AB)

Finding words in a crossword (AB)

Reading and matching questions and answers.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to the main vocabulary in a video.

Giving a presentation describing some pictures.

Listening to some questions and answering them following the example structure.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing the months of the year in the notebook while listening to an audio.

Completing a crossword matching pictures and words (AB).

Completing a text while listening an audio (AB).

Circling the correct month according to a number (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *What's the weather like? It's cloudy.*

Talking using the studied grammar structure.

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous

units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Completing dialogues (AB)

Looking at some pictures with symbols and writing sentences that define the pictures (AB)

Looking at some symbols and answering some questions (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Talking practising the new grammar structure.

Practicing interrogative sentences making interrogative sentences from affirmative sentences. *Master the question.*

Checking the answers using an audio. *Then listen and check.*

Video in which the vocabulary and the grammar of the unit are introduced and practised.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to sentences and completing an activity (AB).

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures and writing sentences describing them using the grammar structure.

Listening to an audio and completing sentences (AB).

Completing a text looking at a map and some symbols.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*What a wonderful day!*).

Becoming familiar with the rhythm and intonation of the English language through a reading exercise.

Acting out the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to the story (AB).

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and answering some questions (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).

Extra activity (an arts and crafts or activity or a game) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United States, the Yellowstone National Park.

Being able to identify English-speaking countries.

Showing interest in learning and speaking about the customs and the culture in other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and answering some questions (AB).

Listening to and completing a text (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Reading a text about Yellowstone and drawing a picture.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB)

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Reading a text about plants and saying whether some sentences are true or false.

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

Revision of other grammar structures that have been studied in previous

units or years and internalise and consolidate them using the TG drills.
Listening to some sentences and completing an activity (AB).
Extra activity (game or arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.
Looking at a picture and describing it.
Writing the different parts of a tree (AB).
Reading a text and drawing what is described in the text (AB).
Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8. I CAN... Review

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Talking using the structures and vocabulary studied in the unit: *What's the weather like in Boston? Is it sunny? No, it isn't. What's the temperature? It's 2º.*
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.
- Giving a presentation describing the weather.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

- Matching questions and answers (AB).
Writing the months of the year.
Reading some sentences and drawing.
Reading a text and answering some questions.
Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).
- Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).
Completing the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

- USA National Park Yellowstone
- Expression: *What a wonderful day!*

Content and Language Integrated Learning (CLIL)

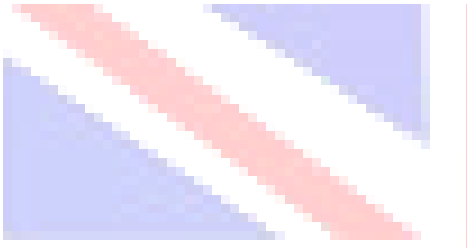
Natural Science

- Plants

Phonetic

- The sound /ð/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary about the weather and the months of the year: <i>It's cloudy, it's cold, it's foggy, it's hailing, it's hot, it's raining, it's snowing, it's stormy, it's sunny, it's windy, Months of the year: January, February, March, April, May, June, July, August, September, October, November, December.</i> - Understands the basic information in oral texts. • What's the weather like today? • It's sunny today • What's the temperature today? • It's...degrees - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in short dialogues. - Understands short texts.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (describes the weather). - Says hello and goodbye, please and thank you. - Knows how to use the interrogative question. Master the question.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the words and structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Askyl, Fusyl, Yessyl and Noella) with their linguistic function. Askyl introduces questions, Fusyl is in charge of teaching pronunciation, Yessyl introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.

To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace). - Looks and writes words with capital letter (the months).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>What a wonderful day!</i>
To show interest in learning about other countries culture.	- Learns about North American Indians - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Natural Science).

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1). - Listening to and identifying simple sentences (Mission 2) - Listening to the <i>drills</i> (Missions 1 – 8).	Patience, solidarity, self-esteem, tolerance, empathy, respect, responsibility, punctuality, gratitude and perseverance.
Identify simple sentences related to the unit topic	- Listening and identifying simple sentences (Missions 1-8) - Listening to and understanding the drills (Missions 1-8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures. - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm, intonation and word stress of common expressions.	- Listening to and singing a song (Mission 1) - Playing vocabulary, grammar, pronunciation and language assistant videos (Missions 2, 4 and 8). - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Patience, responsibility, respect, punctuality, perseverance
Identify the alphabet	- Listening to and understanding the alphabet in <i>Back to basics</i> (TG Mission 3).	
Speaking		
Sing a song using linguistic and paralinguistic	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.

elements		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Participating in short and simple dialogues. - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance
Give short presentations.	- Preparing and giving a short presentation about a topic related to the unit. <i>Give a presentation</i> (Mission 8).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6, 7 and 8). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words	- Writing the unit vocabulary and grammar structures (AB Mission 1 - 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance

Write very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Mission 7) (AB Missions 2). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Answer questions related to a text	- Answering questions related to a text (Missions 5, 6 and 8) (AB Mission 6)	Patience, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify numbers along with the corresponding months.	- Reading the months with their corresponding number (AB Mission 2)	Responsibility
Listen and repeat the numbers.	- Listening to and saying the numbers (Missions 3, 8) (AB Missions 4, 5, 8)	Patience, responsibility, perseverance
Identify and match symbols and meanings.	- Matching the atmospheric symbols and their meanings (Missions 1, 4, 8) (AB Missions 1, 2, 3, 4, 8)	Patience, responsibility, perseverance
Identify a map of the United States and several cities.	- Identifying a map of the United States and the location of different cities.	Patience, responsibility, respect, perseverance
Listen to, understand and say the numbers.	- Listening to and writing the numbers from 1 to 50 in <i>Back to basics</i> (TG Mission 1).	
Read numbers	- Using the numbers section in the PB.	Responsibility and self-esteem.

• **Digital competences**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning Natural Sciences and Geography (map of United States).	Responsibility and perseverance.

- **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning and using the vocabulary studied in real or simulated situations (Missions 1-8). - Talking in simple situations using the studied structures (Missions 1-8). - Learning about other subjects (Missions 1 and 7).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6)	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Drawing a picture (Mission 8) - Completing sentences and drawing the weather (AB Mission 4) - Reading and drawing (AB Missions 6, 7 and 8).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Learn a colloquial expression in each Reading exercise	- Learning a cultural expression (Missions 5 and 6)	Fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs and characteristics (Mission 6)	Fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

- **Sense of initiative and enterprising spirit**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Drawing a picture (Mission 8) - Completing sentences and drawing the weather (AB Mission 4). - Reading and drawing. (AB Missions 6, 7 and 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Give short presentations.	- Giving a short presentation about a topic studied in class. <i>Give a presentation</i> (Mission 8).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Write a short text on the topics studied in the class	- Writing a short text about him/her related to the topics studied in the class (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Use the Picture Dictionary, the Grammar Appendix and the Numbers section.	- Using the Picture Dictionary, the Grammar Appendix and the Numbers section to learn the vocabulary, the grammar and the numbers of the unit.	
Self-esteem	-Completing self-esteem activities in the Portfolio.	Patience, responsibility and perseverance.

➤ UNIT 4 : GOING TO PLACES

This unit focuses on learning the means of transport. It contains 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening and speaking activities, 12 means of transport.

Talking using the expressions: What's this? It's a train

Listening to and singing a song.

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

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

Revision of other grammar structures that have been studied in previous

units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Writing the new vocabulary (AB).

Looking at some pictures and completing some sentences (AB Mission 1).

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

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to a question related to a picture and answering it.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing a text describing a picture.

Writing some sentences about what there is and there isn't in some pictures (AB).

Writing words that are missing in a text. Matching sentences and pictures and drawing what is missing. (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *How do you go to school? I go to school by bus (Present Simple I and you).*

Talking using the studied grammar structure.

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

COMPREENSIÓN Y PRODUCCIÓN DE TEXTOS ESCRITOS

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

Writing short texts describing some pictures (AB).

Reading some sentences and correcting mistakes (AB)

Reading affirmative sentences and making interrogative sentences.

Master the question (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Carrying out activities based on a listening activity

Practicing interrogative sentences by making interrogative sentences from affirmative sentences. *Master the question.*

Video in which the vocabulary and the grammar of the unit are introduced and practised.

Becoming familiar with the rhythm and sound of the English language through the representation of a real situation by the characters in a grammar and vocabulary video.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures and writing sentences using the grammar structures.

Looking at some pictures and answering some questions (AB)

Reading information about the prices of some means of transport and making questions and answers (AB).

Making interrogative sentences. *Master the question.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*One ticket, please! Thank you!*).

Becoming familiar with the rhythm and sound of the English language through a reading exercise.

Acting out the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to the story (AB).

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to the story and correcting some sentences (AB).

Reading the story and answering some questions (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the UK, money.

Being able to identify some English-speaking countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to and completing a text (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Looking at some photographs and writing some sentences about them (AB).

Reading a text and drawing a banknote (AB).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about origami.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to and understanding some instructions. Ordering sentences (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading the steps to follow in order to carry out an Arts and Crafts activity (a paper boat) and make it.

Writing a wish that has been heard in an audio on the paper boat.

Circling the right answer to complete some sentences (AB).

Drawing a paper boat and writing a wish on it (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8. I CAN... Review

UNDERSTANDING AND PRODUCING ORAL TEXTS

Talking using the structures and vocabulary studied in the unit: *Hello how do you go to the river? I go to the river by bus. How much is a ticket to the river? It's €5.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and choosing the best option to complete it (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Correcting some sentences (AB).

Looking at some pictures and completing some sentences (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

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

Content and Language Integrated Learning (CLIL)

Arts

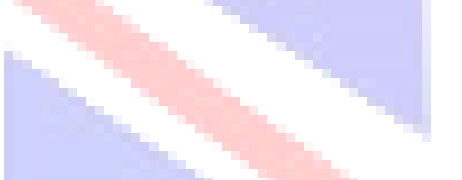
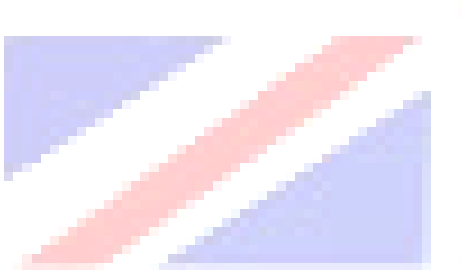
- Origami

Phonetic

- The sound /ei/

ASSESSMENT CRITERIA	LEARNING STANDARDS

To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary about the means of transport and the places in the city. <i>boat, bus, helicopter, hot air balloon, lorry, motorcycle, ship, taxi, train, tram, underground, van.</i> - Understands the basic information in oral texts. • How do you go to school? • I go to school by bus. I walk to school • Do you go to school by train? • Yes, I do./No, I don't • How much is a ticket? It's 2 Euros - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (describes the weather). - Says hello and goodbye, please and thank you. - Knows how to use the interrogative question. Master the question.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the words and structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella) with their linguistic function. Aský introduces questions, Fusy is in charge of teaching pronunciation, Yessy introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace). - Looks and writes words with capital letter (the months).

To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Learns about the money in the UK. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Arts and Crafts).

COMPETENCES

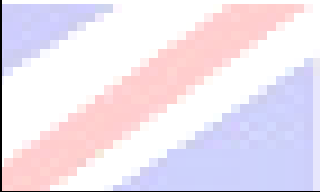
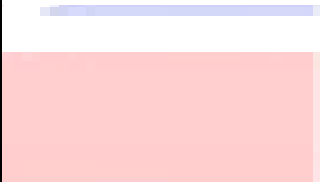
CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1). - Listening to and identifying simple sentences (Mission 2) - Listening to the <i>drills</i> (Missions 1 – 8). - Identifying the vocabulary in the Picture Dictionary (Mission 1).	Responsibility and perseverance.

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 5, 6 and 7). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the vocabulary, grammar, pronunciation, language assistant videos (Missions 2, 4 and 8). - Listening to the story (Mission 5). - Listening to texts (Missions 5, 6, 7).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Participating in short and simple dialogues. - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance

Delivers previously prepared short and simple presentations	- Short presentation on a topic directly related to what has been studied in class "Look, ask and answer" (Missions 2, 3, 4, 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Reading		
Read words previously introduced in an oral way. 	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1) - Reading and understanding translated sentences (Mission 5 TRB).	
Read words previously introduced in an oral way. 	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories 	- Reading stories and texts (Missions 5, 6, 7 and 8). - Reading activities to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect. 
Writing		
Write words 	- Writing the unit vocabulary and the grammar structures (AB Missions 1 - 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Write very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Mission 2 PB, AB). - Writing exercises to improve this skill (Mission 7 TRB).	
Answers questions related to a text	- Answering questions related to a text (Missions 5, 6 and 8) (AB Mission 5)	Patience, responsibility, respect, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise numbers from 1 to 20.	-Listening to the numbers from 1 to 20 in <i>Back to basics</i> (Mission 1).	
Identify prices	- Listening to and reading prices (Euro) (Missions 4, 5, 6, 8)	Responsibility
Identify the coin symbols used in the United Kingdom, Ireland, U.S.A., Canada and Australia	- Identifying the coin symbol used in the United Kingdom (Mission 6).	Interest, solidarity, respect
Learn to understand some instructions about an origami activity	- Listening and reading the steps that have to be followed when making a paper boat. Learning practical vocabulary: to fold, to pull, scissors, glue, figure	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Identify geometrical shapes	- Listening to and reading geometrical shapes to make a paper boat (triangle, square, rectangle)	Patience, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

• **Digital competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.

Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning and using the vocabulary studied in real or simulated situations (Missions 1-8). - Learning a colloquial expression (Missions 5 and 6). - Learning about other subjects in English.	Responsibility, respect and perseverance.

Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6)	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Let's make a boat! (Mission 7) - Drawing and describing the weather in your notebook (Mission 8) - Drawing a picture (AB Missions 6, 7)	Patience, self-esteem, responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• Sense of initiative and enterprising spirit

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity	- Let's make a boat! (Mission 7) - Listening to and writing a wish. - Drawing a picture (AB Missions 6, 7)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Give short presentations.	- Giving a short presentation (Missions 2, 3, 4, 8)	Patience, responsibility, respect, perseverance

Write a short text	- Writing a short text related to the topic studied in class (Mission 2).	Patience, self-esteem, empathy, responsibility, perseverance
Write his/her own wish in an Arts and Crafts activity	- Writing his/her own wish on a paper boat.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance
Use the Picture Dictionary, the Grammar Appendix and the Numbers section.	- Using the Picture Dictionary, the Grammar Appendix and the Numbers section in the PB.	Patience, responsibility and perseverance.
Self-esteem	-Completing self-esteem activities in the Portfolio.	Patience, responsibility and perseverance.

➤ UNIT 5 : SCHOOL TIME

This unit focuses on learning clothing. It contains 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through listening and speaking activities.

Talking in the Game Time using the expressions: *Where's Fusy? Is he in a classroom? No, he isn't.*

Listening to and singing a song. *Sing and chant.*

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

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Correcting a written activity by using an audio. *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Writing the new words previously studied in class (AB)

Looking at some pictures and writing some sentences (AB Mission 1)

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

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, the time.

Listening to and repeating the time.

Looking at some pictures, saying the time and the class the children are in.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading sentences about the time and drawing the time (AB).

Reading sentences with different time and matching time and digital numbers (AB).

Writing the time after listening to an audio (PB, AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Looking at some pictures and describing what each child does and doesn't do during the week

Talking using the grammar structures: *What does Tom do in the classroom? He does his homework.*

Playing in Game Time!

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures and answering using Yes-No answers (AB).

Looking at a chart and answer some questions (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening and speaking activities: *What time does she play music in the music room? He sometimes eats in the cafeteria*

Introducing the second part of the grammar using listening activities: *What does Noella do at nine o'clock? She sometimes runs in the gym.*

Carrying out activities based on a listening activity

Practicing interrogative sentences making interrogative sentences from

affirmative sentences. *Master the question.*

Checking the answers using an audio. *Then listen and check.*

Video in which the vocabulary and the grammar of the unit are introduced and practised.

Becoming familiar with the rhythm and intonation of the English language through the representation of a situation by the characters in a video.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Writing the answers to some questions listened to using an audio

Looking at a chart and writing sentences (AB)

Practicing interrogative sentences making interrogative sentences from affirmative sentences. *Master the question.*

Practising negative sentences. Making negative sentences from affirmative sentences (AB)

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Good luck!*).

Becoming familiar with the rhythm and intonation of English through a reading exercise.

Acting out the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to the story (AB).

Extra activity (an arts and crafts or activity or a game) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and answering some questions.

Reading the story and circling the correct answer (AB)

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in Ireland, the leprechaun.

Being able to identify some English-speaking countries.

Showing interest in learning and speaking about the customs and culture in other countries.

Listening to a text and completing an activity (AB)

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Arts and Crafts activity. *Let's make a clover!* (TRB Class Material Worksheet)

Completing some dialogues using colloquial expressions (AB).

Reading some texts and drawing (AB).

Extra activity (game or arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about music.

Singing a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio to correct an activity. *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Matching sentences.

Drawing a musical instrument and saying which type of instrument is (AB).

Completing a crossword (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8 I CAN...Review

UNDERSTANDING AND PRODUCING ORAL TEXTS

Talking about a picture that has been drawn using the structures and the vocabulary of the unit: *What does he do on Wednesdays? He swims in the swimming pool. What time does he swim? He swims at five o'clock.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Reading a text and answering some questions orally.

Reading a poem he/she has written.

Correcting an activity by using an audio. *Listen and check* (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing a poem.

Ordering sentences (AB).

Completing a gapped text (AB).

Translation challenge. They work on activities focused Spanish to English and from English to Spanish (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

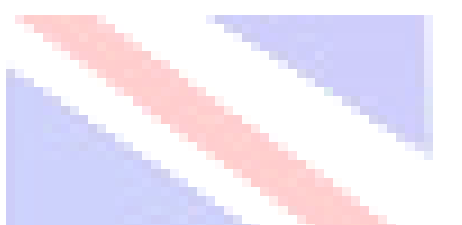
- Ireland and the leprechaun
- Expression: *Good luck!*

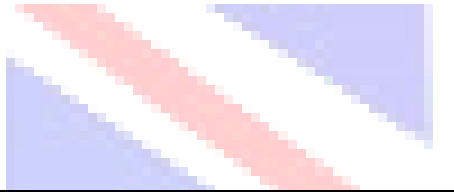
Content and Language Integrated Learning (CLIL)

Music

• Musical Instruments

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary about the school and the time; <i>cafeteria, classroom, computer room, football field, gym, headmaster's office, music room, playground, science lab, swimming pool, teacher's room, toilets, o'clock, half past one, a quarter past, a quarter to</i>. - Understands the basic information in oral texts. • What time is it? It is.... • He/she plays music in the music room. • He/she doesn't play music in the music room. • Does/he play music? • Yes he does/ No, he doesn't. • Does he/she play music in the music room? Yes, he/she plays music. • What time does he/she play music in the music room? • He/she sometimes eats in the cafeteria. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in short dialogues.

	- Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (asking and saying the time and talking about daily routines). - Says hello and goodbye, please and thank you. - Knows how to use the interrogative question. Master the question. - Knows how to ask for the time. - Uses adverbs (sometimes, every day), the days of the week (On Monday) and the time.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the words and structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Ask, Fusi, Yessi and Noella) with their linguistic function. Ask introduces questions, Fusi is in charge of teaching pronunciation, Yessi introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.

To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace). - Looks and writes words with capital letters (the months and the days of the week).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts. 	- Memorises songs. - Acts out stories. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English. 	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations. 	- Learns about the leprechaun in Ireland. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects. 	- Values the English language as a learning tool for other subjects (Music). - Feels confident to write a poem in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

- Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening and identifying the unit vocabulary and expressions (Mission 1) - Listening and identifying simple sentences (Missions 1-8) - Listening to the drills (Missions 1-8)	Responsibility, perseverance
Get the general idea in spoken texts and identify 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, 5, 6, 7) - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Playing grammar, vocabulary, pronunciation and language assistant videos (Missions 2, 4 and 8) - Listening to the story (Mission 5) - Listening to texts (Missions 5, 6, 7)	Respect and perseverance
Check the answers to activities through a listening exercise	Correcting activities through a listening exercise. <i>Listen and check.</i>	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.

Participate with interest in language games, Game Time and the ones proposed in the TG.	- Participating in short and simple dialogues. - Participating in Teamwork (Mission 3). - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance
Deliver previously prepared short and simple presentations	- Giving a short presentation about a topic related to the one studied in class (Missions 2, 3 and 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6, 7 and 8). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Understand charts and make sentences with the information	- Reading and understanding charts in order to extract information and make sentences (Mission 4) (AB Missions 3, 4)	Patience, responsibility, perseverance
Writing		
Write words	- Writing the unit vocabulary and grammar structures (AB Missions 1- 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance

Write very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (PB, AB Mission 2). - Writing a poem (Mission 8). - Writing exercises to improve this skill (Mission 7 TRB).	
Answer questions related to a text	- Answering questions related to a text (Mission 5, 6 y 8) (AB Mission 5).	Patience, self-esteem, empathy, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify the time	- Listening to and writing the time (Missions 2, 4, 5, 8). - Listening to and understanding and writing the time in <i>Back to basics</i> (Mission 7).	Responsibility
Identify the numbers from 1 to 50.	- Listening to and writing the numbers in <i>Back to basics</i> (Mission 1).	
Identify the written and numerical form of the time	- Reading, writing and listening to times both in its written and numerical form	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Learn how to understand some instructions about an Arts and Crafts activity	- Let's make a clover	Patience, responsibility, perseverance
Read numbers	-Using the Numbers section in the PB.	Responsibility, self-esteem.

• **Digital competences**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning about cultural topic in Ireland (the leprechaun)	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning and using the vocabulary studied in real or simulated situations (Missions 1-8). - Learning a colloquial expression, <i>Excuse me!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6)	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time in the PB and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a clover. <i>Let's make a clover!</i> (Mission 7). - Writing a poem (Mission 8). - Drawing the time (AB Mission 2). - Drawing a leprechaun and a clover (AB Mission 6). - Drawing musical instruments (AB Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• Sense of initiative and enterprising spirit

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a clover. <i>Let's make a clover!</i> (Mission 7). - Writing a poem (Mission 8). - Drawing the time (AB Mission 2). - Drawing a leprechaun and a clover (AB Mission 6). - Drawing musical instruments (AB Mission 7).	Responsibility, respect and perseverance.
Make short and simple presentations previously prepared.	- Giving presentations (Missions 2, 3, 4 and 8).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.
Use the Picture Dictionary, the Grammar Appendix and the Numbers section.	- Using the Picture Dictionary, the Grammar Appendix and the Numbers section (Missions 1-8)	
Deliver previously prepared short and simple presentations	- Making a poem and reading it in class (Mission 8).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Recite a poem	- Reading his/her own poem (Mission 8)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Self-esteem	- Completing self-esteem activities in the Portfolio.	Patience, responsibility and perseverance.

➤ UNIT 6 : HAVING FUN

This unit focuses on learning action verbs and hobbies. It contains 8 missions. Each mission lasts fifty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening and speaking activities.

Talking using the expressions: *Are you reading a book?*

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and intonation of the English language

by listening to a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to and matching objects and characters (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Writing the new words studied in class.

Looking at some pictures and making sentences (AB Mission 1).

Matching sentences and pictures.

Extra activity (an arts and crafts or activity or a game) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, some verbs and the adjectives *beautiful* and *ugly*.

Acting out a dialogue between Asky and Noella.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and completing an activity (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Unscrambling letter to make words (AB).

Reading a text and drawing what it says. (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheet).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities.

Present Continuous (he/she) Affirmative, negative, Interrogative. *She's reading a book. She isn't reading a book. Is he reading a book? Yes, he is. No, he isn't.*

Listening to an audio, looking at some pictures and saying if the sentences are correct or incorrect.

Talking using the studied grammar structure. *Is she reading a book in picture 1? Yes, she is. Is she watching TV in picture 2? No, she isn't. She's listening to music.*

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some photographs and writing what the children are doing (AB)

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

Reading some sentences and classifying them in affirmative, negative and interrogative sentences (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities:

Talking using the new grammar structure. *Look, ask and answer. What's he doing? He's playing basketball. He isn't playing basketball.*

Checking the answers using an audio. *Then listen and check.*

Practising the interrogative sentences in *Master the question*.

Video in which the vocabulary and the grammar of the unit are introduced and practised.

Becoming familiar with the rhythm and intonation of the English language through the representation of a situation by the characters in the video.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures and writing questions and answers in their notebook.

Looking at two pictures and writing affirmative and negative sentences (AB).

Reading and finding mistakes in a dialogue. Correcting it (AB).

Extra activity (an arts and crafts or activity or a game) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Good luck!*).

Becoming familiar with the rhythm and intonation of the English language through reading a story.

Acting out the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to the story (AB).

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and choosing the best option to complete some sentences.

Reading the story and answering some questions (AB).

Extra activity (an arts and crafts or activity or a game) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United States.

Being able to identify some English-speaking countries.

Showing interest in understanding and speaking about the customs and culture in other countries.

Listening to a text.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and completing it (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Reading text and answering some questions about it (AB).

Extra activity (game or arts and crafts activity) to consolidate the acquired knowledge (TRB Class Material Worksheet).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to a text about Francis Bacon.

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

TG drills.

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and answering some questions in the notebook.

Drawing following Francis Bacon's style (AB).

Matching sentences and pictures (AB).

Reading some sentences and drawing (AB).

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and from English to Spanish (TRB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8. I CAN...Review

UNDERSTANDING AND PRODUCING ORAL TEXTS

Talking using the structures and vocabulary studied in the unit: *What's Fusy doing at six o'clock? He's taking pictures. He isn't walking the dog.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Looking at a picture and answering some questions.

Writing a story and reading it.

Checking the answers using an audio. *Then listen and check (AB).*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing a story and reading it in class.

Looking at some pictures and answering some questions (AB).

Looking at some pictures and choosing the best option to complete sentences (AB).

Writing negative and interrogative sentences.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: To listen to music, to play basketball, to play tennis, to read a book, to take pictures, to walk the dog, to watch TV, to cook, to dance, to

- paint, to sing to skate, beautiful, ugly
- Extra vocabulary: Artist, canvas, car paint, dog walkers, painting, self-portrait, wall

Structures

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

Culture

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

Content and Language Integrated Learning (CLIL)

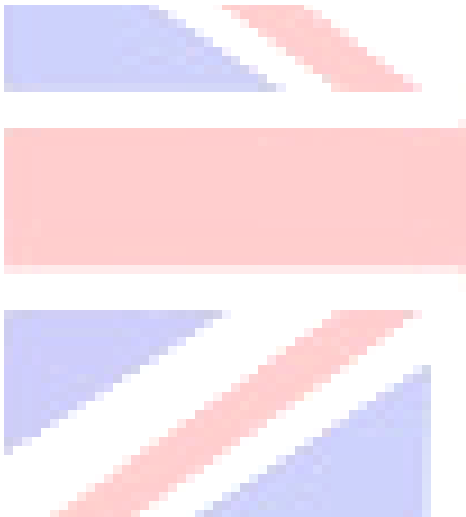
Arts. Painting

- Francis Bacon, the painter

Phonetic

- The sound /s/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>).	The student: - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the hobbies and some verbs. - Understands the basic information in oral texts. • He/she is reading a book. • He /she aren't reading a book. • Is he/she reading a book? • Yes, he /she are. No, he/she isn't. • What's he/she doing? • He/she is playing basketball. • He/she isn't playing basketball. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (asking and saying the time and talking about daily routines). - Says hello and goodbye, please and thank you. - Knows how to use the interrogative question. Master the question. - Knows how to ask for the time. - Uses adverbs (sometimes, every day), the days of the week (On Monday) and the time.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the words and structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Identifies the images of the main characters (Aský, Fusy, Yessy and Noella) with their linguistic function. Aský introduces questions, Fusy is in charge of teaching pronunciation,

	Yessy introduces affirmative sentences and Noella introduces negative sentences. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Understands translated sentences and works with them. - Understands simple written instructions related to school tasks (Listen, Read, Match, Circle, and Trace). - Looks and writes words with capital letters (the months and the days of the week).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Learns about a cultural topic in an English-speaking country. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1). - Listening to and identifying simple sentences (Mission 2) - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 1, 5, 6 and 7). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to the vocabulary, grammar, pronunciation and language assistant videos (Missions 2, 4 and 8). - Listening to texts (Missions 5, 6, 7)	Responsibility and perseverance.
Check the answers to activities through a listening exercise	Correcting activities through a listening exercise. <i>Listen and check.</i>	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Participating in short and simple dialogues. - Participating in Game Time and in the games proposed in the TG. - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance
Give short presentations.	- Giving a short presentation (Mission 8).	Perseverance and respect
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1)	
Read expressions previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6, 7 and 8). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Understand charts and get information to make sentences.	- Reading charts to get information and make sentences (Mission 4) (AB Missions 3 and 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance

Recognise flags of English-speaking countries.	-Associating flags and countries through looking at Asky clothes.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Writing		
Write words	- Writing the unit vocabulary and grammar structures (AB Missions 1-8). -Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Write very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Mission 8). - Writing exercises to improve this skill (Mission 7 TRB).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Answer questions about a text.	-Answering questions about a text (Mission , 6 and 8) (AB Mission 5).	Patience, self-esteem, empathy, responsibility, respect and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Understand charts and get information to make sentences.	-Drawing (AB Mission 7).	Responsibility and self-esteem.
Recognise symbols.	-Recognising symbols to identify affirmative, negative and interrogative sentences.	Patience, responsibility, respect, perseverance, self-esteem.
Read numbers.	-Using the Numbers section.	Responsibility and self-esteem.
Revise and listen to numbers, dates and time.	- Revising the numbers, dates and the time in <i>Back to basics</i> (TG)	

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning about cultural topic in the USA (the dogwalker)	Responsibility and perseverance.

• Social and civic competences

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Learning and using the vocabulary studied in real or simulated situations (Missions 1-8). - Learning a colloquial expression, <i>Have fun!</i> (Missions 5 and 6).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6)	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG. - Acting out the story. <i>Act out</i> (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Painting. Painting time! (Mission 7). - Writing a story (Mission 8). - Drawing Cinderella and the Prince (AB Mission 2). - Designing three drawings (AB Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Painting time! (Missions 2 and 7). - Writing and reading a story (Mission 8).	Responsibility, respect and perseverance.
Give short and simple presentations previously prepared.	-Acting out dialogues (Missions 2, 3, 4 and 8).	
Use the Picture Dictionary, the Grammar Appendix and the Numbers section.	- Using the Picture Dictionary, the Grammar Appendix and the Numbers section (Missions 1-8).	

➤ **REVIEW 1**

Each two units, there is a review which is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

Describing and comparing pictures (TRB Class Material Worksheet).

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

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

Listening to a recording and completing a text (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading words and matching them to pictures (AB).

Reading words and classifying them (AB).

Completing a text while listening to a recording (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity (PB and AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering some questions.

Looking at some pictures and choosing the best words to complete some sentences.

Writing questions to some answers.

Looking at a picture and completing some sentences (AB).

Drawing his/her room and answering some questions.

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

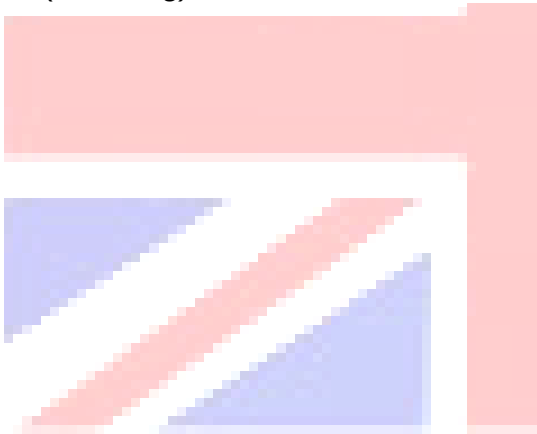
CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters (the months and the days of the week).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• **Linguistic communication**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Perseverance.
Read texts.	- Reading texts.	Patience and responsibility.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units.	Perseverance and responsibility.
Answer questions about a text.	- Answering questions about a text.	Patience, responsibility and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and write numbers.	- Reading numbers (AB). - Revision of the numbers in <i>Back to basics</i> (TB)	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	- Through speaking activities recognises more items from his/her surroundings.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.
Arts and crafts activity.	- Arts and crafts activity (TRB Class Material Worksheet).	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ REVIEW 2

This review is focused on revising all the contents studied in the previous units. It has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Drawing and comparing pictures (TRB Class Material Worksheet).

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions in the notebook.

Looking at some pictures and completing some texts (AB).

Reading, drawing and comparing (TRB Class Material Worksheet)

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity (PB and AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering some questions.

Looking at some pictures and choosing the best words to complete some sentences.

Writing questions to some answers.

Finding words in a crossword (AB).

Looking at some pictures and answering some questions (AB).

Putting in order words to make sentences (AB).

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

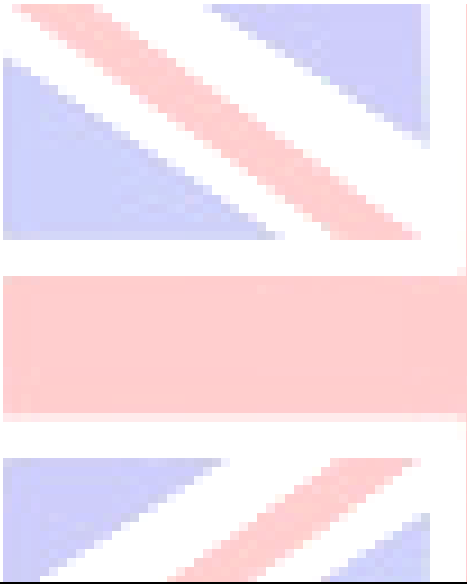
CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.

To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters (the months and the days of the week).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to the drills.	Responsibility.

Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading the vocabulary in the Picture Dictionary. - Reading expressions.	Perseverance and responsibility.
Read texts.	- Reading texts.	Perseverance and responsibility.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units.	Perseverance and responsibility.
Answer questions about a text.	- Answering questions about a text.	Patience, responsibility and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to the numbers from 1 to 100.	- Revision of the numbers in <i>Back to basics</i> (TB).	

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in	- Carrying out the activities	

class to learn.	proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements from his/her surroundings.	-Through listening activities the student recognises more items from his/her surroundings.	Patience, responsibility perseverance.

➤ REVIEW 3

This review is focused on revising all the contents studied in the previous units. It has 2 Missions. We can find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio and completing a text (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and completing a text in the notebook.

Looking at a chart and completing it (AB).

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying and revising vocabulary studied in previous units through games and speaking activities (TG).

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

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

Listening to a recording and drawing (AB).

Listening to an audio to correct an activity (PB and AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering some questions.

Reading a text and choosing the best words to complete some sentences.

Writing questions to some answers.

Looking at a picture and answering some questions (AB).

END-OF-YEAR TEST (TRB).

CONTENTS

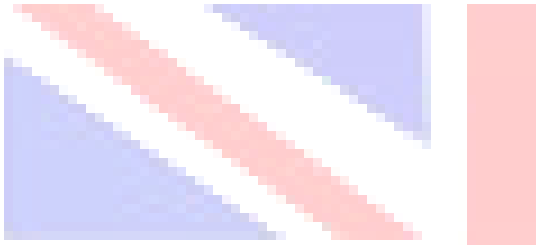
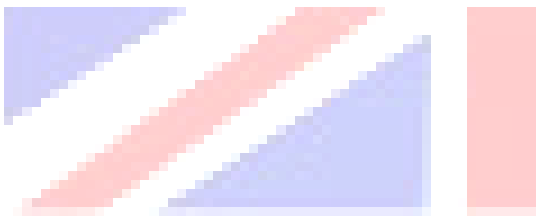
Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS

To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (<i>Speaking</i>). 	- Uses the basic vocabulary studied in previous years. - Learns and uses known vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (<i>Reading</i>).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.

To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters (the months and the days of the week).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.

Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading expressions. - Reading the vocabulary in the Picture Dictionary.	Perseverance.
Read texts	- Reading texts.	Patience and responsibility.
Writing		
Write words and expressions.	- Writing the vocabulary and the grammar studied in previous units.	Perseverance and responsibility.
Answer questions about a text.	- Answering questions about a text.	Patience, responsibility and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to and identify numbers and the time.	- Reading numbers (AB). - Revision of the numbers in <i>Back to basics</i> (TB). - Revision of the time in <i>Back to basics</i> (TB).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual	- Using the Picture Dictionary.	Respect and responsibility.

dictionary.		
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements from his/her surroundings.	-Through listening and speaking activities the student recognises more elements from his/her surroundings.	Patience, responsibility perseverance.

END-OF-YEAR TEST

At the end of the year, the teacher has an END-OF-YEAR TEST (Classroom Material in the TRB) where all the vocabulary and the structures which the student has studied in the book can be evaluated. This EYT is divided in 6 parts or skills. First, listening exercises. Second, the vocabulary which has been studied in all the units. The third one is focused on the grammar studied along the academic year. Fourth and fifth, the reading and writing skills are evaluated..and, the last one, it is prepared for the teacher to evaluate the speaking skill.

➤ FESTIVAL 1. BONFIRE NIGHT

The festival has just one Mission and three different activities. The

student is allowed to use the *Picture Dictionary* to develop his/her sense of independence and responsibility for his/her own learning.

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to Bonfire Night.

Listening to and singing a song.

Listening to a text.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text about the Bonfire Night.

Arts and Crafts activity. *Let's make a paper sparkler!*

Searching for words related to the Bonfire Night.

Looking at two images and finding the differences.

CONTENT

Vocabulary

- Main vocabulary: bonfires, fireworks, sparklers.
- Revision vocabulary: numbers, bedroom and clothes items.

Structures

- The dates (the + day + of + month)

Culture

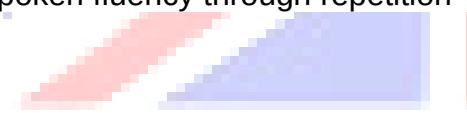
- Bonfire Night.

Content and Language Integrated Learning (CLIL)

Arts and Crafts.

- Let's make a sparkler.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to Bonfire Night. - Understands the basic information in oral texts.

	- Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters.

To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to Bonfire Night.
To show interest in learning about the customs in other countries.	-Learns about the Bonfire Night.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Bonfire Night.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to a text about Bonfire Night.	
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.

Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit expressions. - Reading texts.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Answer questions about a text.	- Answering questions about a text.	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to and read ordinal numbers in a text.	- Reading and listening to a text with ordinal numbers (PB and AB).	
Listen to and identify numbers from 1 to 50..	- Listening to and understanding the numbers in <i>Back to basics</i> .	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.

of linguistic and non-linguistic elements.		
Value the English language as a learning tool for other subjects.	- Learning about the Bonfire Night.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries.	- Learning about a cultural topic (the Bonfire Night).	Solidarity, tolerance and empathy.
Show interests in using English to communicate with people from other cultures and countries.	- Reading texts about the customs and the culture in English-speaking countries.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make arts and crafts compositions.	- Let's make a paper sparkler!	
Learn about the culture in English speaking countries.	- Learning about the Bonfire Night in English speaking countries.	Tolerance, empathy, self-esteem and respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Bonfire Night.	Solidarity, tolerance and empathy.
Make an arts and crafts	- Arts and crafts activity. <i>Let's</i>	Patience, responsibility

activity.	<i>make a sparkler!</i>	perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ FESTIVAL 2. PANCAKE DAY

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

- Identifying vocabulary related to the Pancake Day festival.

Listening to a text.

Listening to and singing a song.

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

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

Listening to a recording and tick or cross (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text and answering some questions.

Arts and Crafts activity. *Let's make a pancake!*

Searching words related to Pancake Day in a maze (AB).

Drawing and writing a comic type story about the Pancake Day (AB).

CONTENT

Vocabulary

- Main vocabulary: frying pan, Lent, pancake, plate, syrup, to want.
- Revision vocabulary: the months.

Structures

- Like/love + gerund.

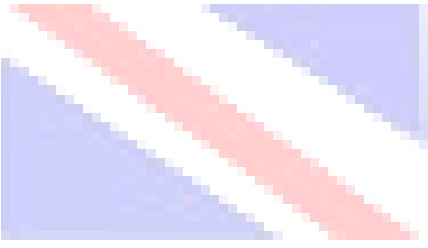
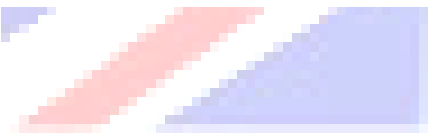
Culture

- Pancake Day.

Content and Language Integrated Learning (CLIL)

Arts and Crafts.

- Let's make pancakes.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to the Pancake Day. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (<i>Speaking</i>). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.

To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to Bonfire Night.
To show interest in learning about the customs in other countries.	-Learns about the Pancake Day.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Pancake Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to a text about the Pancake Day.	
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.

Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit expressions. - Reading texts.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Answer questions about a text.	- Answering questions about a text.	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to and read dates.	- Reading and listening to dates in <i>Back to basics</i> .	
Making words following letters.	- Finding and writing words (AB).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the Pancake Day.	Responsibility.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries.	- Learning about a cultural topic (the Pancake Day).	Solidarity, tolerance and empathy.
Show interests in using English to communicate with people from other cultures and countries.	- Reading texts about the customs and the culture in English-speaking countries.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make arts and crafts compositions.	- Let's make pancakes!	
Learn about the culture	- Learning about the Pancake	Tolerance, empathy, self-

in English speaking countries.	Day.	esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Pancake Day.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	- Arts and crafts activity. <i>Let's make pancakes!</i>	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

FESTIVAL 3. INDEPENDENCE DAY

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

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to Independence Day festival.

Listening to and singing a song.

Listening to a text and answering some questions.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Arts and Crafts activity. *Let's make a Liberty crown!*

Looking at some pictures, tick or cross. Completing words related to the Independence Day (AB).

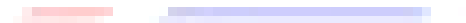
CONTENT

Vocabulary

- Main vocabulary: baseball, costume, crown, independence, parade, to declare
- Revision vocabulary: the numbers from 1 to 50.

Structure

- **Present** simple
- Present continuous

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to the Independence Day. - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (<i>Speaking</i>). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills.

To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to Bonfire Night.
To show interest in learning about the customs in other countries.	-Learns about the Independence Day.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Independence Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to a text about the Independence Day.	
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.

Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit expressions. - Reading texts.	Perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Answer questions about a text.	- Answering questions about a text.	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to and read dates.	- Reading and listening to dates in a text.	
Listen to the numbers from 1 to 50.	- Listening to and identifying the numbers from 1 to 50 in <i>Back to basics</i> .	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a	- Participation in the drills proposed in the TG.	Respect and responsibility.

natural way.		
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the Independence Day.	Responsibility.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries.	- Learning about a cultural topic (the Independence Day).	Solidarity, tolerance and empathy.
Show interests in using English to communicate with people from other cultures and countries.	- Reading texts about the customs and the culture in English-speaking countries.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make arts and crafts compositions.	- Let's make a liberty crown!	
Learn about the culture in English speaking countries.	- Learning about the Independence Day.	Tolerance, empathy, self-esteem and respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Independence Day.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	- Arts and crafts activity. <i>Let's make a liberty crown!</i>	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

STORY

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

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to the story

Reading the story

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story

CONTENT

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

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (Listening).	The student: - 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
To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	

	from short conversations. - Understands short texts and is capable of answering questions about the topic. - Understands messages containing instructions.
To know and know how to apply basic strategies to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures...(Speaking). To participate in short and simple dialogues.	- 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. - Makes sentences about actions he/she is carrying out at that time. - Manages well in real or simulated everyday situations.
To identify the topic and the general sense of texts (Reading). To know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text.	- 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 copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the drills. - Shows interests in using English to communicate with people from other cultures and countries.
To use English with interest and confidence when producing oral texts in daily situations.	- Shows interest in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identify vocabulary studied during the course	- Listening to and identifying unit vocabulary and expressions	Patience, responsibility, perseverance
Identify simple sentences related to topics studied throughout the course	- Listening and identifying simple sentences	Patience, fellowship, self-esteem, empathy, responsibility, perseverance
Get the general idea in oral texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context	- Listening to a text and identifying the corresponding pictures	Patience, responsibility, perseverance Responsibility
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to a text	Respect and perseverance
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Reading		
Read words previously presented in the different units	- Reading the key vocabulary of the course and previous courses	Patience, responsibility, perseverance
Read expressions previously presented in the different units	- Reading the key expressions during the course	Patience, responsibility, gratitude, respect,
Read the dialogues of a story in a comprehensive manner	- Reading a story	Patience, responsibility, perseverance
Writing		
Write words	- Writing the unit key vocabulary and grammar expressions	Patience, responsibility, perseverance
Answer questions related to a text	- Answering questions related to a text	Patience, responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to numbers	- Listening to and reading numbers	Patience, responsibility, perseverance

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Use basic strategies for learning to learn English resorting to the visual dictionary and grammar guide at the end of the book	- Using the Picture Dictionary and the Grammar Appendix to identify words and structures	Patience, responsibility, perseverance
Value English as a learning tool for topics of interest	- Reading a comic	Patience, self-esteem, responsibility, perseverance, responsibility

- **Social and civic competence**

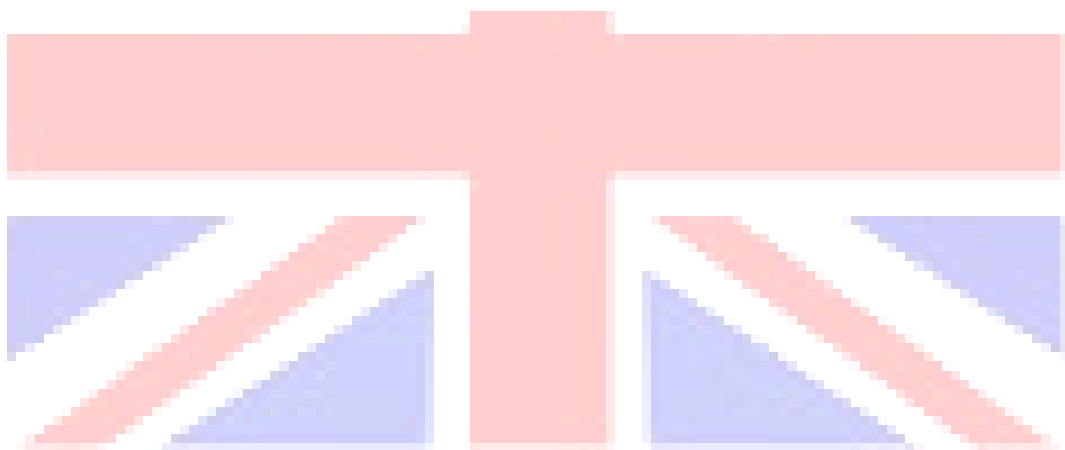
DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in and enjoys games and acting with his/her classmates, respecting the basic behaviour rules	- Participating in the games proposed in the TG	Respect and fellowship
Values English as a tool for communicating with other people	- Reading and listening to a comic in which the characters help a child find his umbrella	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

- **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Reproducing the song of the story.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance

- **Sense of initiative and enterprising spirit**

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



SCORING RUBRICS

Name: _____

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
LINGUISTIC COMMUNICATION					
Listening					
Identifies words					
Identifies simple sentences					
Gets the general idea in spoken texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context.					
Recognises the sound, rhythm and intonation of common expressions.					
Listens and checks.					
Speaking					
Sings a song using linguistic and paralinguistic elements.					
Reproduces grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.					
Participates with interest in language games, in the Game Time and in the games proposed in the TG.					
Works with the interrogative sentence.					
Gives short presentations.					
Reading					
Reads words and expressions previously introduced in an oral way.					
Reads words and expressions previously introduced in an oral way.					
Reads texts and stories.					
Writing					
Writes words and sentences.					
Knows how to make sentences.					
Writes simple texts following a template.					
Reads, understands and completes texts or sentences with blank spaces, choosing the correct option or placing words in the adequate space					
Answers questions related to an oral or written text					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY.					
Reads and writes ordinal and cardinal numbers					
Reads and practises time expressions					
Digital competence					
Uses digital media in class to learn.					
Learning to learn					
Participates in the drills as an activity to learn and consolidate different structures in a natural way.					
Uses basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.					
Uses the vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the grammar videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.					
Uses the pronunciation videos to internalise the correct pronunciation and intonation of the words.					
Uses the teacher assistant to consolidate the vocabulary and the grammar of the unit and learns the correct pronunciation of the words.					
Values the English language as a learning tool.					
Plays a linguistic game to consolidate the new vocabulary.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
Social and civic competence					
Participates and enjoys games with his/her classmates following the basic rules of behaviour.					
Pays attention to correctly understand and answer the drills.					
Shows interests in using English to communicate with people from other cultures and countries.					
Values English as a tool to communicate with people from other countries and to talk about up-to-date topics.					
Cultural competence					
Sings songs.					
Participates in games and role plays.					
Learns a colloquial expression in each Reading.					
Learns about the culture in English speaking countries.					
Makes simple arts and crafts compositions.					
Sense of initiative and entrepreneurship					
Identifies elements.					
Makes arts and crafts activities.					
Gives short and simple presentations previously prepared.					
Writes a short text about a topic studied in class.					

4TH OF PRIMARY

➤ STARTED UNIT

The starter unit consists of two missions.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the revision vocabulary (*the weather*) through a speaking exercise.

Looking at some pictures and comparing them.

Listening to and singing a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture, reading some sentences and saying whether the sentences are true or false.

Correcting the information which is incorrect.

Diagnostic test (TRB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and drawing the character that is described.

Talking using the expressions about the weather and the clothes in a game.

Game Time!

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions revising structures studied in previous years (the clothes and the present continuous).

CONTENT

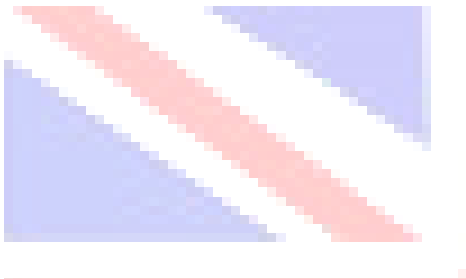
Vocabulary

- The weather, clothes.
- Classroom language.

Grammar structures

- It's sunny/windy/cloudy/...
- I'm wearing.... You're wearing....

- He/she's wearing....
- Bring you're...
- Listen carefully!
- Raise your hand!

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening) 	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the basic information in short and simple oral texts about themselves, the school, the family, the animals, the weather and descriptions of objects, animals or people. - Listens actively. - Understands the basic information in oral texts. - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Understand the structures the teacher uses in the drills. - Shows interest when participating in language games.
To know and know how to apply the vocabulary and the basic structures to produce short and simple oral texts. To learn structures and develop fluency by repeating sounds, words, structures... (Speaking). To talk with other classmates (Cooperative Learning). To be able to communicate in short and simple dialogues.	- Produces simple oral monologues or dialogues. - Gives short and simple presentations previously prepared about known topics or topics he is interested in. - Knows the English alphabet and is able to spell out simple words. - Understands, copies, and repeats fluently the structures used by the teacher in the drills. - Is able to work in team and prepare tasks in group, with dialogues (games, dialogues, etc.).
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading)	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands written instructions related to classroom tasks.
To produce very simple written texts copying the words and structures that have been studied	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Writes texts following a template.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the characters in the vocabulary and grammar 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 about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences	- Listening to and identifying vocabulary and expressions (Missions 1 and 2). - Listening to the drills (Missions 1 - 8)	Responsibility, perseverance
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a description and drawing the person in the notebook (Mission 2).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1).	
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-2).	Perseverance and responsibility
Participate in short conversations about known topics.	- Looking at two pictures and orally comparing using the vocabulary and the structures studied in previous years (Mission 1).	
Participate in Game Time and in the games proposed in the TG.	- Participating in the Game Time and in the games proposed in the TG using the vocabulary and the structures studied in the unit (Mission 2).	Respect, fellowship
Reading		

Read words and expressions previously introduced in an oral way.	- Reading some sentences and saying whether they are true or false (Mission 1).	Perseverance.
Writing		
Write simple sentences and answer questions.	-Correcting some sentences which are incorrect according to a picture (Mission 1). - Looking at a picture and answering some questions with full sentences using the vocabulary and the structures studied in previous years (Mission 2).	Responsibility and perseverance.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoy playing games with his/her classmates	- Participation in the Game Time (Mission 2) and in the games proposed in the TG.	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-2).	Responsibility, respect and perseverance.

• **Artistic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Listening and singing a song (Mission 1).	
Play games	- Participating in Game Time in the PB and in the games proposed in the TG (Missions 1 and 2).	Respect and fellowship.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn different structures in a natural way.	- Participating in the <i>drills</i> proposed in the TG (Missions 1 - 8).	Respect and responsibility.

• **Digital competences**

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

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Give short presentations about an actual topic.	- Giving a short presentation about the weather (Mission 1).	Participation.

➤ **UNIT 1: HAPPY BIRTHDAY!**

This unit (**Happy Birthday!**) focuses on learning vocabulary related to a birthday celebration (party, food, places...) and the date.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary through a listening activity.

Listening to a repeating the unit vocabulary.

Talking in Game Time using the unit vocabulary.

Listening to and singing a song. *Rap and clap.*

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

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary using a listening exercise.

Repeating the second part of the unit vocabulary.

Listening to an audio and guessing the word which is being described.

Looking at a picture and describing it using the unit vocabulary.

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

Revision of other grammar structures that have been studied in previous units or

years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and describing it in the notebook.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities (*What date is it today? Today is/isn't..., My birthday is..., When is your birthday?, ordinal numbers*).

Listening to and repeating the ordinal numbers.

Listening to an audio. Asking and answering questions using the grammar structure studied in the unit.

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *Where are we? We're/aren't at + place, Are we/you/they at + place?*

Listening to and repeating the new grammar structure.

Checking the answers using an audio. *Then listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at a picture and answering some questions about it.

Reading answers and writing the question. *Master the question.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Acting out the story.

Introducing a colloquial expression (*Happy Birthday!*).

Becoming familiar with the rhythm and sounds of English by reading a text.

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

drills.

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to the story and answering some questions about it.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United Kingdom and answering some questions about it.

- Showing interest in understanding and learning about other countries' customs. Orally reproducing the structures of the unit and internalise them using the TG drills.

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about birthday celebrations in the UK and answering some questions about it.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Natural Science: the seasons.

Being able to understand and speak about other subjects in English.

- Listening to a text about the seasons.

Giving a presentation about his/her favourite season.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects in English.

Answering some questions related to the topic

Arts and crafts activity. *Let's draw the four seasons!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at a picture and describing it using the grammar and the vocabulary of the unit.

Reading a text and choosing the best answer to complete some sentences.

Revising the grammar and the vocabulary of the unit in a Quiz. *Say it!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and choosing the best option to complete some sentences.

Revising the vocabulary and the grammar studied in the unit in a Quiz. Answering orally and then writing in the notebook.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: birthday party, cake, candles, card, cinema, dessert, friends, ice rink, present, restaurant, theme park, ordinal numbers (1st – 31st), to celebrate.
- Extra vocabulary: dry, inside, outside, only, twice, to come out, to go down, to go up

Structures

- What date is it today? Today is/isn't the 5th of July, 2019
- Is today the 5th of July? Yes, it is. / No, it isn't.
- When is your birthday? It's on the 29th of May.
- My/your birthday is/isn't on Monday/in May.
- Where are we/you/they? We're/we aren't
- Are we/you/they at...?

Culture

- **United Kingdom.** The Queen's Birthday
- **Expression:** Happy Birthday!

Content and Language Integrated Learning (CLIL)

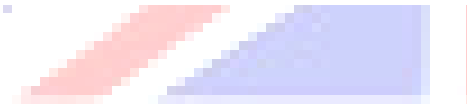
Natural Science

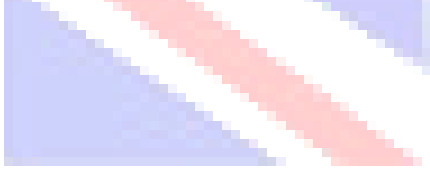
- Seasons

Phonetics

- The sound /ə /

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to birthday celebrations and the date.

	- Understands the basic information in oral texts. • What date is it today? Today is/isn't the 5th of July, 2019. • Is today the 5th of July? Yes, it is. / No, it isn't. • When is your birthday? It's on the 29th of May. • My/your birthday is/isn't on Monday/in May. • Where are we/you/they? We're/we aren't • Are we/you/they at...? - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous year. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, give presentations, ask and answer questions...). - Gives presentations (<i>Let's talk about...</i>). - Knows how to use the interrogative question. Master the question.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.

	- Understands instructions related to classroom activities (Read, Match, Circle, Repeat, Write, Say, Draw) and learns new actions (guess, describe, give a presentation). - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied in the unit, in previous units or in previous years.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes about himself/herself.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts. 	- Memorises songs. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. For example, the student learns the /ə / sound. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English. 	- Shows interest in writing and repeating familiar expressions in English. <i>Happy Birthday!</i> - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture. 	- Identifies English-speaking countries and their flags. - Learns about birthday celebrations in the United Kingdom. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Natural Science).

COMPETENCES

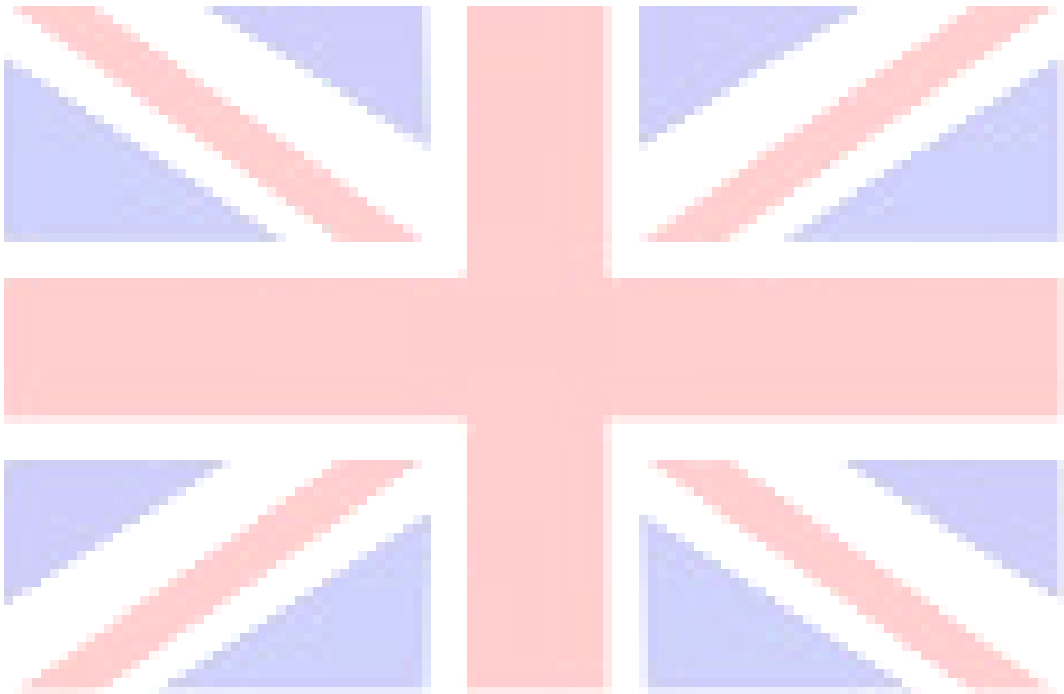
CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2 and 8). - Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3-8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to texts (Missions 3-8). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Reproduce grammar structures and the vocabulary studied in the unit.	- Reproducing expressions and the vocabulary of the unit in the Game Time (Missions 1-3). - Describing pictures using the structures and vocabulary studied in previous years or units (Missions 2 and 8).	
Give short and simple presentations, previously prepared.	- Giving a presentation about his/her favourite season (Mission 7).	
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship

Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance



Reading		
Read words previously introduced in an oral way.	- Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6, 7 and 8). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words and very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (AB Missions 2, 4, 5, 6 7 and 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility and perseverance.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to the ordinal numbers and repeat them.	- Listening to and saying the ordinal numbers (Missions 3 - 8).	Responsibility
Listen to and read the date.	- Listening to and reading the dates (Missions 3, 5 and 8).	Patience, perseverance
Read numbers	-Using the Numbers section in the PB.	Responsibility and self-esteem.

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.
Use his/her knowledge about the story, the vocabulary and his/her motivation to understand the end of the story using an audio.	- Listening to the end of the story (Mission 5).	Responsibility.

• Social and civic competences

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in the dialogues and in the games proposed in the TG (Missions 1-8).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations (Missions 1-8). - Talking in simple situations using studied structures (Missions 1-8).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• Cultural awareness and expressions

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Missions 1-8). - Acting out dialogues (Missions 3, 4 and 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Drawing the four seasons. <i>Let's draw the four seasons</i> (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression in each reading (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Drawing the four seasons. <i>Let's draw the four seasons</i> (Mission 7).	Responsibility, respect and perseverance.
Show autonomy and confidence in creating dialogues in real situations.	- Creating dialogues in real situations (Missions 1 and 3). - Looking at some pictures and describing them orally (missions 2 and 8).	
Show autonomy in creating presentations about familiar topics.	- Giving a presentation about his/her favourite seasons (Mission 7).	
Self-assessment	- Completing the self-assessment activities in the portfolio.	Self-esteem, empathy, responsibility, respect and perseverance.

➤ UNIT 2: OUCH!

This unit (***Ouch!***) focuses on learning vocabulary related to illnesses.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 11 words illnesses, through a listening activity.

Identifying and repeating the unit vocabulary.

Talking using the new vocabulary and the expressions in a game. *Game Time*.

Listening to and singing a song. *Rap and clap*.

Becoming familiar with the rhythm and intonation of the English language by listening to a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary using an audio.

Listening to and repeating the vocabulary.

Listening to an audio and saying whether some sentences are true or false.

Looking at some pictures and pointing to them according they are said in the audio. Completing some sentences in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and completing some sentences in the notebook.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *What's the matter? I/you've/haven't got..., she/he's/hasn't got. + illness.*

Listening to some sentences and repeating them.

Asking and answering questions using the grammar structure and the vocabulary of the unit.

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar. Looking at some pictures and making sentences using the possessives and the vocabulary studied in the unit (*Possessive pronouns, to hurt*).

Checking an exercise using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at a picture and writing sentences about them.

Reading some sentences and writing the questions they answer. *Master the question.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Bless you!*).

Becoming familiar with the rhythm and sounds of English by reading a text.

Acting out the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and saying whether some sentences are true or false.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in Mission 5 in the Reading activity

Listening to a text about a cultural topic in an English-speaking country.

Being able to identify some English-speaking countries.

Showing interest in learning and speaking about the customs in other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning.
Natural Science: The senses.

Being able to understand and speak in English about other subjects.

Listening to a text about the senses.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading a text and saying whether some sentences are true or false. Correcting the incorrect information.

Arts and crafts activity. *Let's make a senses chart!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at a picture and describing it using the vocabulary and the structures studied in the unit.

Checking an activity using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and completing some sentences with one of the options you have.

Choosing the correct answer and copying in the notebook.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: backache, broken bone, bruise, cough, cut, earache, flu, headache, medicine, sore throat, stomach ache, sunburn, temperature, toothache, healthy.
- Extra vocabulary: fact, tongue, bitter, friendly, savoury, sour, strong, sweet, actually, anything, to cover, to experience, to feel, to forget, to hear, to mean, to see, to smell, to sneeze, to taste.

Structures

- What's the matter? I/you've got a headache.
- He/she's got a headache. He/she hasn't got a headache.
- We/you/they've got sunburn. We/you/they haven't got sunburn.
- Nobody's got a headache. There's nothing the matter.
- My/your/his/her leg hurts.
- Does my/your/his/her leg hurt? Yes, it does. / No, it doesn't.

Culture

- **The United Kingdom and the United States.** Sneezing around the world.
- **Expression:** Bless you!

Content and Language Integrated Learning (CLIL)

Natural Science

- Senses we've got.

Phonetics

- The /k/ sound

ASSESMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to

	illnesses and the senses. - Understands the basic information in oral texts. • What's the matter? I/you've got a headache. • He/she's got a headache. He/she hasn't got a headache. • We/you/they've got sunburn. We/you/they haven't got sunburn. • Nobody's got a headache. There's nothing the matter. • My/your/his/her leg hurts. • Does my/your/his/her leg hurt? Yes, it does. / No, it doesn't. - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To interact with other students (Cooperative learning). To give short and simple presentations.	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous year. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, give presentations, ask and answer questions...). - Gives presentations (<i>Let's make a senses chart.</i>). - Knows how to use the interrogative question. Master the question.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.

To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities (Read, Match, Circle, Repeat, Write, Say, Draw) and learns new actions (guess, describe, give a presentation). - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied in the unit, in previous units or in previous years.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes about himself/herself.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. For example, the student learns the /k/ sound. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Bless you!</i> - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Learns about the sneeze. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Natural Science).

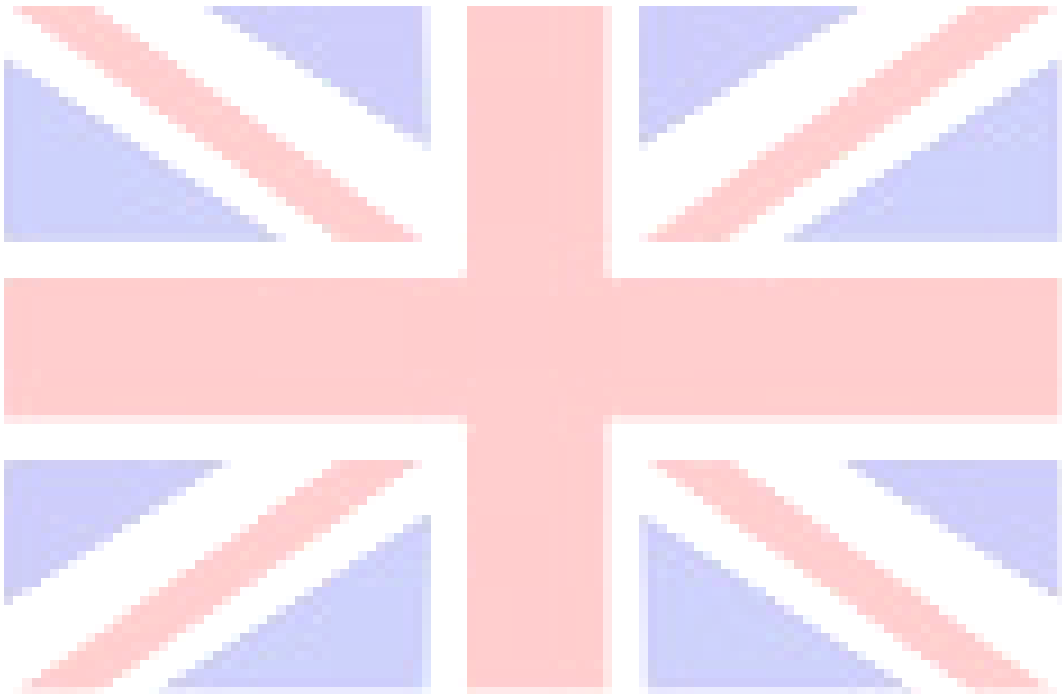
COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2, 3 and 8). - Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 2, 3 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to texts (Missions 3, 5, 6 and 7). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Reproduce grammar structures and the vocabulary studied in the unit.	- Reproducing expressions and the vocabulary of the unit in the Game Time (Missions 1-3). - Describing pictures using the structures and vocabulary studied in previous years or units (Missions 4 and 8).	
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship

Practise interrogative sentences	- Asking questions. Master the question (Mission 4)	Perseverance



Reading		
Read words previously introduced in an oral way.	- Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6, 7 and 8). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words and very simple texts based on very structured models	- Writing very short and simple texts using the vocabulary and structures previously studied in class (AB Missions 4, 6, 7 and 8). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility and perseverance.

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.

Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.
Use his/her knowledge about the story, the vocabulary and his/her motivation to understand the end of the story using an audio.	- Listening to the end of the story (Mission 5).	Responsibility.

• Social and civic competences

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in the dialogues and in the games proposed in the TG (Missions 1-8).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations (Missions 1-8). - Talking in simple situations using studied structures (Missions 1-8).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Missions 1-8). - Acting out dialogues (Missions 2, 3, 5 and 6).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Drawing a chart representing the senses. <i>Let's make a senses chart</i> (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression in each reading (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Drawing the senses. <i>Let's make a sense chart</i> (Mission 7).	Responsibility, respect and perseverance.
Show autonomy and confidence in creating dialogues in real situations.	-Creating dialogues in real situations (Missions 1 and 3). - Looking at some pictures and describing them orally (Mission 8).	
Self-assessment	- Completing the self-assessment activities in the portfolio.	Self-esteem, empathy,

➤ **UNIT 3: OUR STUFF!**

This unit (**Our stuff!**) focuses on learning the vocabulary related to school items and new technologies.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 8 school items, through a listening exercise.

Listening to and repeating the new vocabulary.

Talking in Game Time using the unit vocabulary.

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and intonation of the English language through listening to a song.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the vocabulary using a listening exercise.

Looking at a picture, listening to an audio and answering some questions.

Listening to an audio and answering questions in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions.

Listening to an audio and answering some questions in the notebook.

Making a collage. *Let's make a collage!*

Vocabulary activities to improve and consolidate the acquired knowledge (TRB

Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. Do *we/you/they like + object?* Yes, *we/you/they do* – No, *we/you/they don't, we like..., we don't like...*

Asking and answering questions using the studied grammar structure.

Checking answers by using an audio. *Listen and check.*

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to the Grammar Appendix to read and internalise the new grammar

learnt in the unit.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using oral activities. *Whose... is this?*

It's our/your/their..., it isn't our/their/your..., they're our/their/your...

Listening to and repeating the new grammar structure.

Checking answers using an audio. *Then listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at a picture and writing sentences in the notebook using the grammar structure.

Reading answers and writing the question. *Master the question.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Acting out the story. *Act out!*

Introducing a colloquial expression (*Can you lend me...?*).

Becoming familiar with the rhythm and intonation of the English language through listening to the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and correcting some sentences about it in the notebook.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United Kingdom and answering some questions..

Showing interest in learning and speaking about the customs and the culture in other countries.

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

Revision of other grammar structures that have been studied in previous units or

years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about charity in the United Kingdom and answering some questions about it.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Social Sciences: Technology.

Being able to understand and speak in English about other subjects.

Listening to a text about new technologies

Giving a presentation about new technologies.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading a text and choosing the best option to complete some sentences in the notebook.

Arts and crafts activity. *Let's make a technology poster!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Checking answers using an audio. *Listen and check.*

Looking at a picture and talking using the structures and vocabulary studied in the unit.

Revising the vocabulary and the grammar studied in the unit in a *Quiz*.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Unscrambling letter to make words which have been studied in the unit. Copying them in the notebook.

Revising the vocabulary and the grammar studied in the unit in a *Quiz*.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: camera, charger, computer, desk, diary, folder, glue, mobile phone, MP3 player, paper, clips, printer, scissors, sharpener, stapler, tape.
- Extra vocabulary: charity, gadget, hairbrush, invention, organisation, sign, soap, toothbrush, basic, easy, also, everywhere, nowadays, to access, to donate, to laugh, to understand

Structures

- Do we/you/they like computers? Yes, we/you/they do. / No, we/you/they don't.
- We/you/they like arts and crafts.
- We/you/they don't like snakes.
- Whose computer is this?
- It's our/their/your computer.
- It isn't our/their/your camera.
- They're our/their/your scissors.

Culture

- **The United Kingdom and the United States.** Charities.
- **Expression:** *Can you lend me...?*

Content and Language Integrated Learning (CLIL)

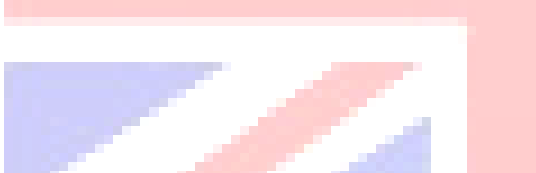
Social Science

- Technology everywhere!

Phonetic

- The /s/ sound

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to the school. - Understands the basic information in oral texts. • Do we/you/they like computers? Yes, we/you/they do. / No, we/you/they don't. • We/you/they like arts and crafts. • We/you/they don't like snakes. • Whose computer is this? • It's our/their/your computer. • It isn't our/their/your camera. • They're our/their/your scissors. - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To interact with other students (Cooperative learning). To give short and simple presentations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous year. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, give presentations, ask and answer questions...). - Gives presentations (<i>Let's make a technology poster.</i>). - Knows how to use the interrogative question. Master the question.
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities (Read, Match, Circle, Repeat, Write, Say, Draw, Listen, Point, Complete, Ask, Answer, Check, Describe, Find). - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.

To produce very simple written texts copying the words and structures which have been studied in the unit, in previous units or in previous years.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes about himself/herself.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. For example, the student learns the /s/ sound. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Can you lend me... please?</i> - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Learns about the charity in the UK and the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Social Science).

COMPETENCES

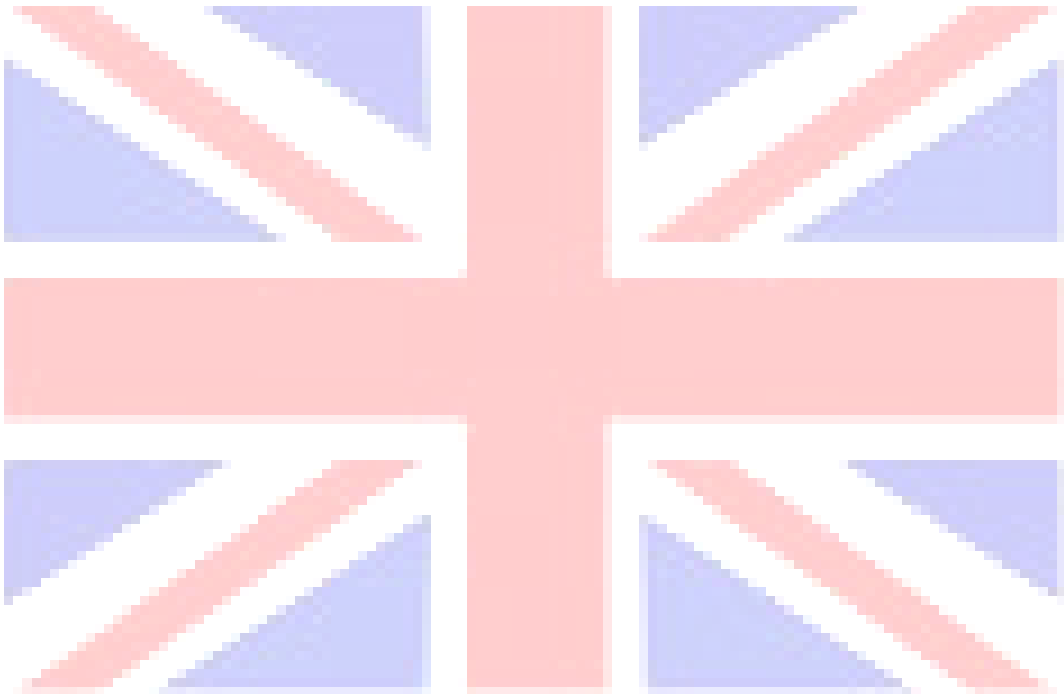
CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2, 3 and 8). - Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 4 and 5). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to texts (Mission 7).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 3, 4 and 8).	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Make a poster and give a presentation about it in class.	- Making and giving a presentation about new technologies (Mission 7).	Responsibility and autonomy.
Reproduce grammar structures and the vocabulary studied in the unit.	- Reproducing expressions and the vocabulary of the unit in the Game Time (Missions 1-3).	
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship

Practise interrogative sentences	- Asking questions. Master the question (ission 4)	Perseverance



Reading		
Read words previously introduced in an oral way.	- Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6 and 7). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words and 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, 4, 6 and 7). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility and perseverance.

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.

Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.
Use his/her knowledge about the story, the vocabulary and his/her motivation to understand the end of the story using an audio.	- Listening to the end of the story (Mission 5).	Responsibility.
Give short and simple presentations previously prepared about daily or interesting topics.	- Preparing and giving a presentation about new technologies (Mission 7).	Responsibility and autonomy.

• Social and civic competences

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in the dialogues and in the games proposed in the TG (Missions 1-8).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations (Missions 1-8). - Talking in simple situations using studied structures (Missions 1-8).	Responsibility, respect and perseverance.

Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 6 and 7).	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Missions 1-8). - Acting out dialogues (Missions 2, 3, 5 and 6).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a collage. <i>Let's make a collage!</i> (Mission 1). - Making a poster about new technologies. <i>Let's make a technology poster!</i> (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression in each reading (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a collage. <i>Let's make a collage!</i> (Mission 1). - Making a poster about new technologies. <i>Let's make a technology poster!</i> (Mission 7).	Responsibility, respect and perseverance.
Show autonomy and confidence in creating dialogues in real situations.	- Creating dialogues in real situations (Missions 1 and 3). - Asking and answering questions orally (Mission 3).	
Show autonomy and ability to speak about a previously prepared topic.	- Giving a presentation about technology. <i>Give a presentation</i> (Mission 7).	Responsibility and autonomy.
Find information to learn more.	- Looking up the meaning of different images used in the new	Responsibility, respect and perseverance.

	technologies (Mission 7).	
Self-assessment	- Completing the self-assessment activities in the portfolio.	Self-esteem, empathy,

➤ UNIT 4: URBAN LIFE!

This unit (**Urban life!**) focuses on learning the places in the city.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 10 places in the city, through a listening exercise.

Listening to and repeating the new vocabulary.

Talking in Game Time using the unit vocabulary.

Listening to and singing a song.

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

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary (*kilometre, metre, near, far from*).

Looking at a picture and asking and answering questions about it using a based dialogue and the second part of the unit vocabulary.

Listening to an audio and saying whether some sentences are correct or incorrect.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and correcting some sentences.

Arts and crafts activity. *Let's make a map!* (TRB Class Material Worksheet).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Where were you yesterday? I was/wasn't. Was he/she + place? Yes, he/she was – No, he/she wasn't. Who was at + place. We/you/they were/weren't + place.*

Listening to an audio and answering some questions.

Talking to a classmate using the studied grammar structure.

Playing in Game Time using the vocabulary and the grammar of the unit.

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

COMPREENSIÓN Y PRODUCCIÓN DE TEXTOS ESCRITOS

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

Answering some questions after listening to an audio.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using a listening activity. *How far...? It's 25 kilometres from + place. Is + place + near + place? Yes, it's – No it isn't.*

Listening to and repeating the new grammar structure.

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures and writing sentences using the grammar structures.

Making interrogative sentences. *Master the question.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Acting out the story. *Act out!*

Introducing a colloquial expression (*Excuse me! Do you know how to get to...?*).

Becoming familiar with the rhythm and sound of the English language through a reading exercise.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to the story and correcting some sentences (AB).

Reading the story and answering some questions.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United States and answering some questions.

Being able to identify some English-speaking countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text in a comprehensive way and answering some questions about it.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Social Science: Jobs.

Being able to understand and speak in English about other subjects.

Listening to a text about the jobs in the city.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading a text and correcting some sentences in the notebook.

Arts and craft activity. *Let's make a job fact chart!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and completing a text with the missing words.

Revising the vocabulary and the grammar of the unit in a *Quiz*.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and matching pictures and words.

Completing a text after listening to an audio.

Revising the vocabulary and the grammar of the unit in a *Quiz*. Answering orally and then writing the answers in the notebook.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: airport, bookshop, café, chemist's, hotel, kilometre, library, metre, museum, shopping centre, supermarket, far from, near, to stay.
- Extra vocabulary: fashion, global centre, job, list, media, pilot, shop assistant, state, teacher, waiter, usually, something.

Structures

- Where were you yesterday? I was in a café. I wasn't at the airport.
- Was he/she at the hotel? Yes, he/she was. / No, he/she wasn't.
- Who was at the chemist's? We/you/they were/weren't at the chemist's.
- How far is it from the airport to the park? It's 25 kilometres from the airport to the park.
- Is the cinema near the ice rink? Yes, it is. It's near the ice rink. / No, it isn't. It isn't near the ice rink.

Culture

- **The United States.** ♥NYC.
- **Expression:** *Excuse me! Do you know how to get to...?*

Content and Language Integrated Learning (CLIL)

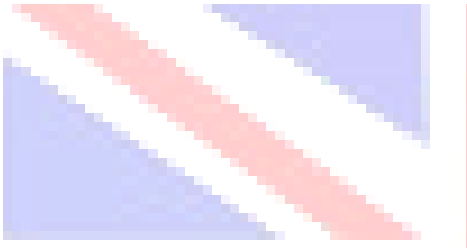
Social Science

- Jobs in the city

Phonics

- The /ju/ sound.

ASSESMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to the places in the city. - Understands the basic information in oral texts. • Where were you yesterday? I was in a

	café. I wasn't at the airport. • Was he/she at the hotel? Yes, he/she was. / No, he/she wasn't. • Who was at the chemist's? We/you/they were/weren't at the chemist's. • How far is it from the airport to the park? It's 25 kilometres from the airport to the park. • Is the cinema near the ice rink? Yes, it is. It's near the ice rink. / No, it isn't. It isn't near the ice rink. - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To interact with other students (Cooperative learning). To give short and simple presentations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous year. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, give presentations, ask and answer questions...). - Gives presentations (<i>Let's make a fact chart!</i>). - Knows how to use the interrogative question. Master the question.
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities (Read, Match,

	Circle, Repeat, Write, Say, Draw, Listen, Point, Complete, Ask, Answer, Check, Describe, Find). - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied in the unit, in previous units or in previous years.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes about himself/herself.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. For example, the student learns the /ju:/ sound. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. <i>Excuse me! Do you know how to get to...?</i> - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Learns about New York. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Social Science).

COMPETENCES

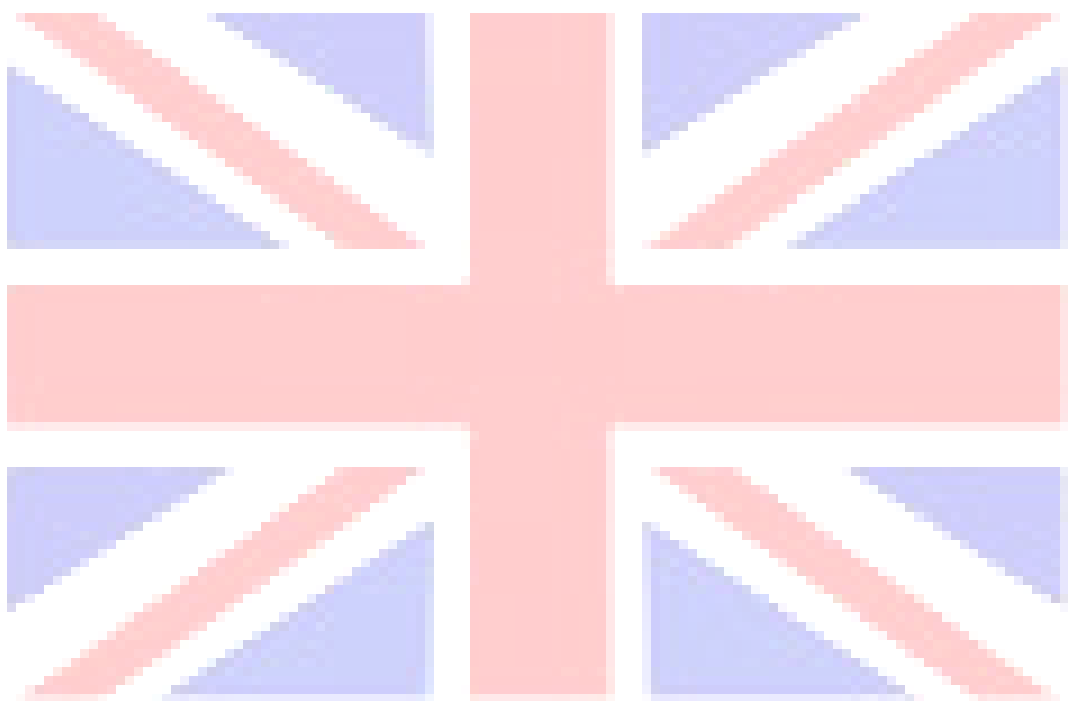
CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1-8). - Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 4 and 5). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to texts (Missions 2, 3, 5, 6, 7 and 8). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 3, 4 and 8).	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Make a poster and give a presentation about it in class.	- Making a map (Mission 2). - Making and giving a presentation about a job (Mission 7).	Responsibility and autonomy.
Reproduce grammar structures and the vocabulary studied in the unit.	- Reproducing expressions and the vocabulary of the unit in the Game Time (Missions 1-3).	

Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences	- Asking questions. <i>Master the question and Ask and answer</i> (Missions 3 and 4).	Perseverance



Reading		
Read words previously introduced in an oral way.	- Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6 and 7). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words and 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, 4, 6 and 7). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility and perseverance.

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.

Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.
Use his/her knowledge about the story, the vocabulary and his/her motivation to understand the end of the story using an audio.	- Listening to the end of the story (Mission 5).	Responsibility.
Give short and simple presentations previously prepared about daily or interesting topics.	- Preparing and giving a presentation about a job (Mission 7).	Responsibility and autonomy.

• Social and civic competences

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in the dialogues and in the games proposed in the TG (Missions 1-8).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations (Missions 1-8). - Talking in simple situations using studied structures (Missions 1-8).	Responsibility, respect and perseverance.

Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 6 and 7).	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• **Cultural awareness and expressions**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Missions 1-8). - Acting out dialogues (Missions 2, 3, 5 and 6).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Making a map. <i>Let's make a map!</i> (Mission 2). - Making a job fact chart. <i>Let's make a job fact card!</i> (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression in each reading (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Making a map. <i>Let's make a map!</i> (Mission 2). - Making a job fact chart. <i>Let's make a job fact card!</i> (Mission 7).	Responsibility, respect and perseverance.
Show autonomy and confidence in creating dialogues in real situations.	- Creating dialogues in real situations (Missions 1 and 3). - Asking and answering questions orally (Mission 2, 3 and 8).	
Show autonomy and ability to speak about a previously prepared topic.	- Giving a presentation about technology. <i>Give a presentation</i> (Mission 7).	Responsibility and autonomy.
Self-assessment	- Completing the self-assessment activities in the portfolio.	Self-esteem, empathy,

➤ UNIT 5: TIME TO EAT!

This unit (**Time to eat!**) focuses on learning the food.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 11 food products, through a listening activity.

Listening to a repeating the unit vocabulary.

Talking in Game Time using the unit vocabulary.

Listening to and singing a song. *Sing and clap.*

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

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary using a listening exercise (*bottle, cup, glass, half, piece*).

Looking at a picture, listening to an audio and answering some questions.

Listening to an audio and answering some questions in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at a picture and answering some questions in the notebook.

Listening to an audio and answering some questions in the notebook.

Writing his/her favourite recipe. *Let's write our favourite recipe!*

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities (*Was there..? Yes, there was – No, there wasn't. There wasn't any... There were/weren't...*).

Listening to an audio and answering some questions.

Looking at a chart and making sentences using the grammar of the unit.

Playing in Game Time using the vocabulary and the grammar of the unit.
Orally reproducing the structures of the unit and internalise them using the TG drills
Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *a lot of, a few, a little, much, many*.

Listening to and repeating the new grammar structure.

Checking answers using an audio. *Then listen and check*.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at a picture and writing some questions about it.

Reading answers and writing the question. *Master the question*.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Acting out the story. *Act out!*

Introducing a colloquial expression (*Would you like some...?*).

Becoming familiar with the rhythm and sounds of English by listening to the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to the story and saying whether some sentences are true or false.
Correcting the false ones.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United Kingdom and in Ireland and answering some questions about it.

Showing interest in understanding and learning about other countries' customs. Orally reproducing the structures of the unit and internalise them using the TG drills.

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about a typical dish in the UK and Ireland and answering some questions about it.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Natural Science: the food wheel.

Being able to understand and speak about other subjects in English.

Listening to a text about the food wheel.

Giving a presentation about his/her favourite food.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects in English.

Answering some questions related to the topic

Arts and crafts activity. *Let's draw your favourite dish!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at two pictures and comparing them using the grammar and the vocabulary of the unit.

Listening to an audio and answering some questions in the notebook.

Reading a text and choosing the best answer to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing sentences in negative form using the quantifiers *much* and *many*.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: biscuits, bottle, cherries, cup, glass, green beans, half, hamburger, ice, ketchup, orange juice, pasta, peas, piece, pizza, yoghurt
- Extra vocabulary: beef, bones, calories, dairy, energy, grains, ham, lamb, mashed potato, minerals, muscles, nuts, recipe, shepherd, skin, vitamins, divided, lazy, minced, all, another, to be called, to look after.

Structures

- Was there any ketchup in the fridge? Yes, there was. / No, there wasn't.
- There wasn't any ketchup in the fridge.
- There were some cherries in the fridge. There weren't any apples.
- I've got a lot of pasta and a lot of tomatoes.
- I've got a little pasta and a few tomatoes.
- She hasn't got much pasta. She hasn't got many tomatoes.

Culture

- **The United Kingdom and Ireland.** *Delicious Shepherd's Pie.*
- **Expression:** *Would you like some...?*

Content and Language Integrated Learning (CLIL)

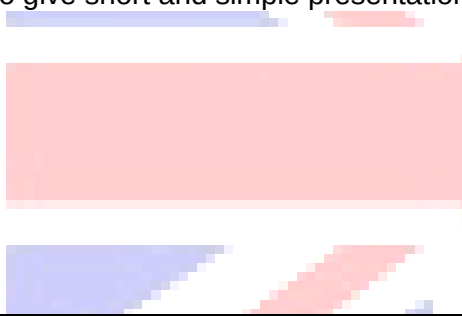
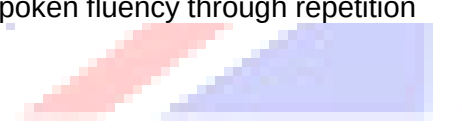
Natural Science

- The food and the food wheel.

Phonics

- The /j/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to food. - Understands the basic information in oral texts. • Was there any ketchup in the fridge? Yes, there was. / No, there wasn't. • There wasn't any ketchup in the fridge. • There were some cherries in the fridge. There weren't any apples. • I've got a lot of pasta and a lot of tomatoes. • I've got a little pasta and a few tomatoes. • She hasn't got much pasta. She hasn't got many tomatoes. - Understands the grammar and

	vocabulary videos and the language assistant's explanations. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To interact with other students (Cooperative learning). To give short and simple presentations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous year. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, give presentations, ask and answer questions...). - Gives presentations (<i>Let's write our favourite recipe! Draw your favourite dish.</i>). - Knows how to use the interrogative question. <i>Master the question and Ask and answer.</i>
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities (Read, Match, Circle, Repeat, Write, Say, Draw, Listen, Point, Complete, Ask, Answer, Check, Describe, Find). - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.

To produce very simple written texts copying the words and structures which have been studied in the unit, in previous units or in previous years.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes about himself/herself.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. For example, the student learns the /j/ sound. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English (<i>Would you like some...?</i>). - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Learns about a typical dish in the UK and Ireland. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Social Science).

COMPETENCES

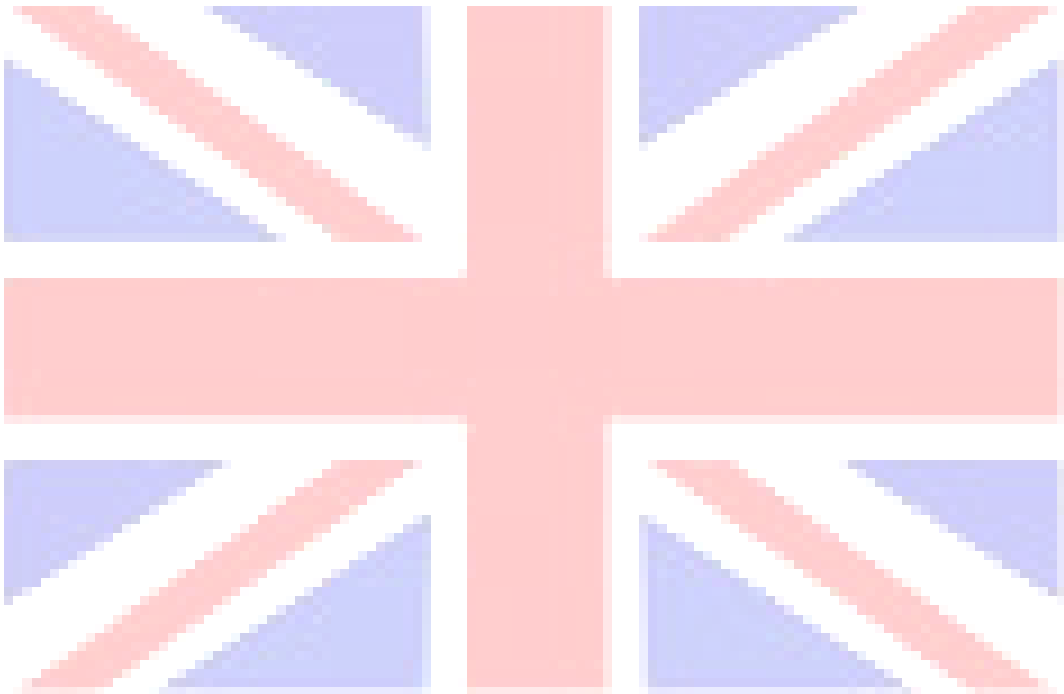
CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1-8). - Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 4 and 5). - Listening to texts in order to answer questions about it (Missions 2, 3 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to texts (Missions 2, 3, 6 and 7). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 3 and 4).	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Make a poster and give a presentation about it in class.	- Making and giving a presentation about his/her favourite dish (Mission 7).	Responsibility and autonomy.
Reproduce grammar structures and the vocabulary studied in the unit.	- Reproducing expressions and the vocabulary of the unit in the Game Time (Missions 1-3). - Looking at two pictures and comparing them (Mission 8).	
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Acting out the story (Mission 5). - Speaking activities (Mission 5 TRB).	Respect, fellowship

Practise interrogative sentences	- Asking questions. <i>Master the question and Ask and answer</i> (Missions 3 and 4).	Perseverance



Reading		
Read words previously introduced in an oral way.	- Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6 and 7). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words and 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, 4, 6, 7 and 8). - Writes the recipe of his/her favourite dish (Mission 2). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility and perseverance.

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.

natural way.		
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	Learning about other subjects using English (Mission 7).	Responsibility and perseverance.
Use his/her knowledge about the story, the vocabulary and his/her motivation to understand the end of the story using an audio.	-Listening to the end of the story (Mission 5).	Responsibility.
Give short and simple presentations previously prepared about daily or interesting topics.	-Preparing and giving a presentation about his/her favourite food (Mission 7).	Responsibility and autonomy.

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in the dialogues and in the games proposed in the TG (Missions 1-8). - Acting out the story (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.

Value the English language as a tool to communicate with other people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations (Missions 1-8). - Talking in simple situations using studied structures (Missions 1-8).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 6 and 7).	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• Cultural awareness and expressions

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Missions 1-8). - Acting out dialogues (Missions 2, 3, 4 and 5). - Acting out the story (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Drawing his/her favourite dish. <i>Draw your favourite dish</i> (Mission 7). - Writing the recipe of his/her favourite dish (Mission 2).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression in each reading (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Drawing his/her favourite dish. <i>Draw your favourite dish</i> (Mission 7). - Writing the recipe of his/her favourite dish (Mission 2).	Responsibility, respect and perseverance.
Show autonomy and confidence in creating dialogues in real	- Creating dialogues in real situations (Missions 1 and 3). - Asking and answering questions	

situations.	orally (Mission 3).	
Show autonomy and ability to speak about a previously prepared topic.	-Giving a presentation about his/her favourite dish. <i>Give a presentation</i> (Mission 7).	Responsibility and autonomy.
Self-assessment	- Completing the self-assessment activities in the portfolio.	Self-esteem, empathy,

➤ UNIT 6: WHAT I DO!

This unit (***What I do!***) focuses on learning vocabulary related to the parts of the day and the daily routines.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 14 words, through a listening activity.

Listening to a repeating the unit vocabulary.

Talking in Game Time using the unit vocabulary.

Listening to and singing a song. *Rap and clap*.

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

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary using a listening exercise (*daily routines*)

Looking at a picture, listening to an audio and answering some questions.

Listening to an audio and answering some questions in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to an audio and answering some questions in the notebook.

Writing about his/her daily routine. *Let's write about our daily routines!*

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities (*I'm going to..., Are you going to...? Yes, I'm – No, I'm not, he/she is/isn't going to...*).

Listening to an audio and repeating the grammar structure.

Looking at a chart and making sentences using the grammar of the unit.

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *we/you/they're going to..., What are we/you/they going to.., our/your/their + object.*

Looking at a picture and saying sentences using the new grammar structure.

Checking answers using an audio. *Then listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading answers and writing the question. *Master the question.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Acting out the story. *Act out!*

Introducing a colloquial expression (*Time for tea!*).

Becoming familiar with the rhythm and sounds of English by listening to the story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to the story and answering some questions about it.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about the time in the United States.

Showing interest in understanding and learning about other countries' customs.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about the time in the USA and answering some questions about it.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak about other subjects in English.

Listening to a text about daily routines and how often they are practised.

Asking the classmates questions about the activities they do and how often they do them and making a chart in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects in English.

Answering some questions related to the topic

Arts and crafts activity. *Draw a graph!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Revising the vocabulary and the grammar of the unit in a *Quiz*.

Checking answers using an audio. *Listen and check*.

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

Revision of other grammar structures that have been studied in previous units or

years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures, unscrambling letters to make actions and matching.

Looking at some pictures and making sentences using the grammar and vocabulary of the unit.

Revising the vocabulary and the grammar of the unit in a *Quiz!* Copying the answers in the notebook.

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: at night, in the afternoon, in the evening, in the morning, to dry your hair, to get undressed, to have a bath, to have a snack, to have dinner, to have lunch, to make your bed, to sleep, to wake up, to wash your face.
- Extra vocabulary: extracurricular activities, time zone, ante meridian, at the same time, before, never, often, once, post meridian, instead of, to depend on, to refer to, to show, to stand for.

Structures

- I'm going to walk the dog this week.
- Are you going to help your mum? Yes, I am. / No, I'm not.
- He/she is/isn't going to play basketball.
- We/you/they're going to do our/your/their homework tomorrow.
- What are we/you/they going to do tomorrow?
- We/you/they're going to clean our/your/their room tomorrow.

Culture

- **The United States.** *The time.*
- **Expression:** *Time for tea!*

Content and Language Integrated Learning (CLIL)

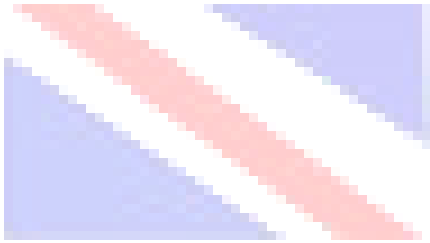
Maths

- My daily routines

Phonics

- The /w/ sound.

ASSESMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in very short oral texts (Listening)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to the parts of the day and the daily routines. - Understands the basic information in oral texts. • I'm going to walk the dog this week.

	• Are you going to help your mum? Yes, I am. / No, I'm not. • He/she is/isn't going to play basketball. • We/you/they're going to do our/your/their homework tomorrow. • What are we/you/they going to do tomorrow? • We/you/they're going to clean our/your/their room tomorrow. - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understand the 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. - Uses gestures to show the understanding of the song. - Understands the main information in oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To interact with other students (Cooperative learning). To give short and simple presentations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous year. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, give presentations, ask and answer questions...). - Gives presentations (<i>Draw a graph</i>). - Knows how to use the interrogative question. <i>Master the question and Ask and answer.</i>
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities (Read, Match, Circle, Repeat, Write, Say, Draw, Listen, Point, Complete, Ask, Answer, Check,

	Describe, Find). - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied in the unit, in previous units or in previous years.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes about himself/herself.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Copies the sounds presented by the teachers or in the videos. - Knows the variety of sounds in English compared to the ones in his/her language. For example, the student learns the /w/ sound. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English (<i>Time for tea!</i>). - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Learns about a the time in the USA. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects (Maths).

COMPETENCES

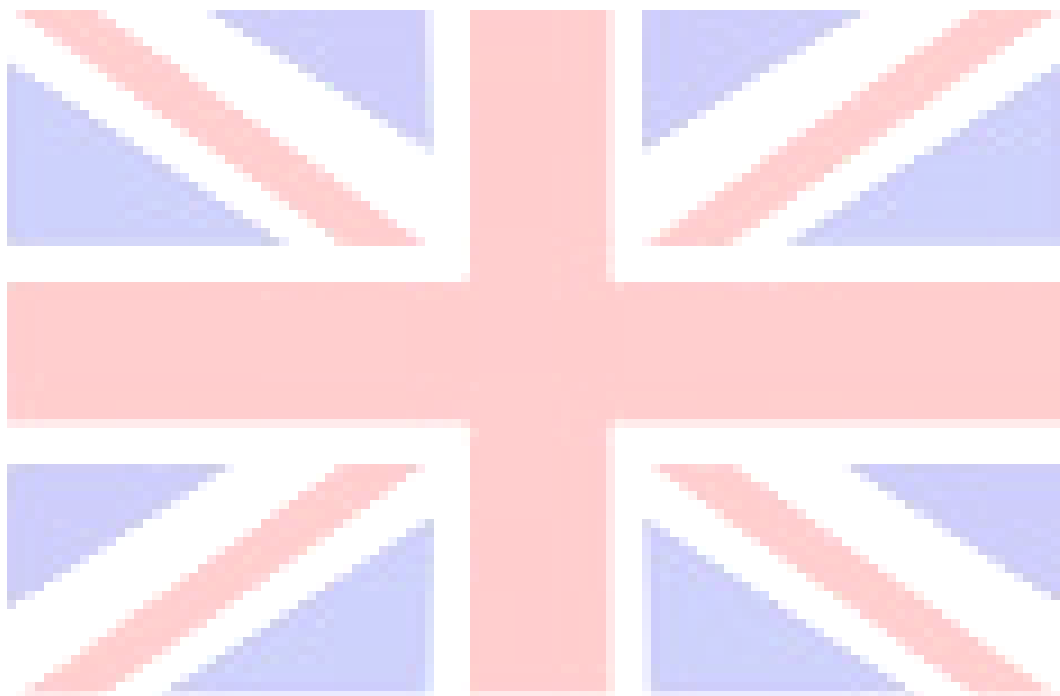
CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM
VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identify words and simple sentences.	- Listening to and identifying the unit vocabulary and expressions (Missions 1-8). - Listening to and identifying simple sentences (Missions 1-8). - Listening to the <i>drills</i> (Missions 1 – 8).	Responsibility and perseverance.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 2, 4 and 5). - Listening to texts in order to answer questions about it (Missions 2, 4 and 6). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1) - Listening to the story (Mission 5). - Listening to texts (Missions 2, 4, 5, 6 and 7). - Listening to a video (Mission 8).	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 3, 4 and 8).	Patience, responsibility, respect, punctuality, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility.
Make a poster and give a presentation about it in class.	- Making a chart about his/her classmates' daily routines and giving a presentation about it (Mission 7).	Responsibility and autonomy.

Reproduce grammar structures and the vocabulary studied in the unit.	-Reproducing expressions and the vocabulary of the unit in the Game Time (Missions 1-3). - Asking his/her classmates questions using the grammar and the vocabulary of the unit (Mission 7).	
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Acting out the story (Mission 5). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences	- Asking questions. <i>Master the question and Ask and answer</i> (Missions 3 and 4).	Perseverance



Reading		
Read words previously introduced in an oral way.	- Reading the unit key vocabulary (Missions 1, 2) - Reading the unit key words from the Picture Dictionary (Mission 1)	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4)	
Read texts and stories	- Reading stories and texts (Missions 5, 6 and 7). - Reading and understanding translated sentences (Mission 5 TRB). - Reading exercises to improve this skill (Mission 6 TRB).	Responsibility, perseverance and respect.
Writing		
Write words and 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, 4, 6, 7 and 8). - Writing his/her daily routines (Mission 2). - Vocabulary exercises to consolidate the unit vocabulary (Mission 2 TRB). - Writing exercises to improve this skill (Mission 7 TRB).	Responsibility and perseverance.

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

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Revise the time	- Listening to and repeating the parts of the day (Mission 1). - Reading a text about the time in the USA (Mission 6). - Writing sentences including the time (Mission 8)	Responsibility.
Revise the cardinal numbers.	- Reading numbers (Mission 7).	Responsibility and perseverance.
Make a chart.	- Making a chart (Mission 7).	Responsibility and perseverance.
Read numbers.	- Reading cardinal and ordinal numbers in the	Responsibility and perseverance.

	Numbers section (PB)	

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8).	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers section in the PB.	Responsibility and perseverance.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility and perseverance.
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility and perseverance.
Use his/her knowledge about the story, the vocabulary and his/her motivation to understand the end of the story using an audio.	-Listening to the end of the story (Mission 5).	Responsibility.
Give short and simple presentations previously prepared about daily or interesting topics.	-Preparing and giving a presentation about his/her daily routine (Mission 2).	Responsibility and autonomy.

• Social and civic competences

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in the dialogues and in the games proposed in the TG (Missions 1-8). - Acting out the story (Mission 5).	Respect and fellowship.
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect and perseverance.
Value the English language as a tool to communicate with other people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations (Missions 1-8). - Talking in simple situations using studied structures (Missions 1-8).	Responsibility, respect and perseverance.
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 6 and 7).	Solidarity, tolerance, self-esteem, empathy, responsibility, respect, perseverance

• Cultural awareness and expressions

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song (Mission 1).	Responsibility, respect and Perseverance.
Play games and act out.	- Playing in Game Time and in the games proposed in the TG (Missions 1-8). - Acting out dialogues (Missions 2, 3, 4 and 5). - Acting out the story (Mission 5).	Responsibility, respect and Perseverance.
Make simple Arts and Crafts compositions	- Writing about his/her daily routines (Mission 2). - Drawing a chart about the routines of his/her classmates (Mission 7).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, punctuality, gratitude, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression in each reading (Missions 5 and 6).	Respect.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect, gratitude, perseverance

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surroundings (Missions 1-8).	Responsibility, respect and perseverance.
Make an arts and crafts activity.	- Writing about his/her daily routines (Mission 2). - Drawing a chart about the routines of his/her classmates (Mission 7).	Responsibility, respect and perseverance.
Show autonomy and confidence in creating dialogues in real situations.	-Creating dialogues in real situations (Missions 1 and 3). - Asking and answering questions orally (Mission 3).	
Show autonomy and ability to speak about a previously prepared topic.	-Asking his/her classmates about their daily routines (Mission 7).	Responsibility and autonomy.
Self-assessment	- Completing the self-assessment activities in the portfolio.	Self-esteem, empathy,

➤ **REVIEW 1**

Each two units, there is a review which is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Arts and craft activity (TRB Class Material Worksheet).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering some questions.
 Reading answers and writing questions. *Master the question*.
 Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).
 TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

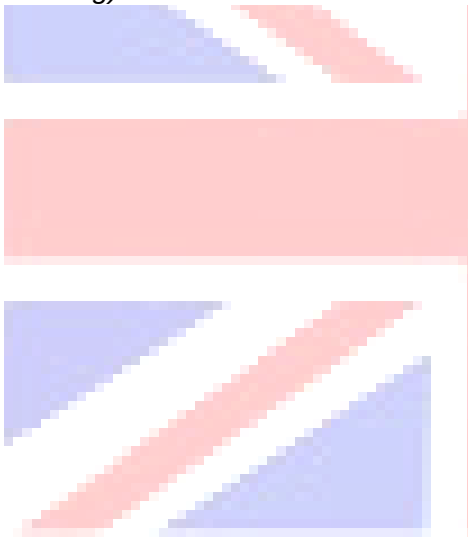
CONTENTS

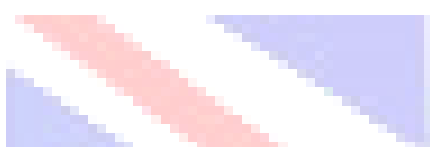
Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the videos the teacher uses in class (Pupil's book video, language assistant video y pronunciation video). - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands instructions and explanations.

To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). To interact with other students (Cooperative learning). To give short and simple presentations.	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, presentations, ask and answer questions...). - Knows how to use the interrogative form. (<i>Master the question</i>).
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures the teacher asks for and which appear in the videos (Pupil's book video, language assistant y pronunciation video).
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities. - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied. 	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce oral texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Copies the sounds presented in the videos (Pupil's book video, pronunciation and language assistant video). - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Uses new expressions and vocabulary in the daily routines.

To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to simple sentences - Listening to the drills.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to the different videos (Pupil's book video, Language assistant's video y Pronunciation video).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	-Listening to texts	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.

Reproduce grammar structures and the vocabulary studied in the unit.	-Reproducing the grammar and vocabulary studied in the previous units in the games proposed in the TG. - Asking questions using the grammar and the vocabulary studied in the previous units.	
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Practise interrogative sentences	-Asking questions in <i>Master the question</i> .	Perseverance.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Perseverance.
Read texts.	-Reading stories and texts. - Reading and understanding translated sentences (TRB).	Patience and responsibility.
Writing		
Write words and simple texts following a template.	- Writing short and simple texts using the vocabulary and the grammar studied.	Perseverance and responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise the date.	-Reading and listening to the date.	Responsibility.
Read numbers.	-Using the numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate	- Participation in the drills proposed in the TG.	Respect and responsibility.

different structures in a natural way.		
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the grammar appendix. - Using the numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

• Social and civic competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations. - Talking in simple situations using studied structures.	Responsibility, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	- Through speaking activities recognises more items from his/her surroundings.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

➤ REVIEW 2

This review is focused on revising all the contents studied in the previous units. It has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Arts and craft activity (TRB Class Material Worksheet).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio to correct an activity.

Asking and answering questions in pairs.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering some questions.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

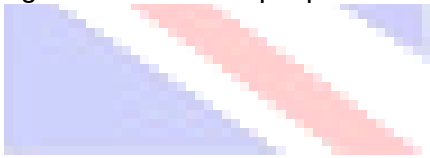
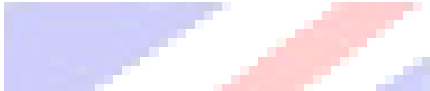
Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the videos the teacher uses in class (Pupil's book video, language assistant video y pronunciation video). - Understands the basic information in oral texts. - Understand the structures the teacher

	uses in the drills. - 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 the main information in short dialogues. - Understands instructions and explanations.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). To interact with other students (Cooperative learning). To give short and simple presentations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, presentations, ask and answer questions...). - Knows how to use the interrogative form. (<i>Master the question</i>).
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures the teacher asks for and which appear in the videos (Pupil's book video, language assistant y pronunciation video).
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities. - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce oral texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Copies the sounds presented in the videos (Pupil's book video, pronunciation and language assistant video).

	- Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to simple sentences - Listening to the drills.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to the different videos (Pupil's book video, Language assistant's video y Pronunciation video).	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	-Listening to texts	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Responsibility and perseverance.
Speaking		

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Reproduce grammar structures and the vocabulary studied in the unit.	-Reproducing the grammar and vocabulary studied in the previous units in the games proposed in the TG. - Asking questions using the grammar and the vocabulary studied in the previous units.	
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Practise interrogative sentences	-Asking questions in <i>Master the question</i> .	Perseverance.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Perseverance.
Read texts.	-Reading stories and texts. - Reading and understanding translated sentences (TRB).	Patience and responsibility.
Writing		
Write words and simple texts following a template.	- Writing short and simple texts using the vocabulary and the grammar studied.	Perseverance and responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise the numbers.	-Reading and listening to the numbers.	Responsibility.
Read numbers.	-Using the numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the grammar appendix. - Using the numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations. - Talking in simple situations using studied structures.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	- Through speaking activities recognises more items from his/her surroundings.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

Ask and answer questions.	-Asking and answering questions to his/her classmates.	Responsibility and autonomy.

➤ REVIEW 3

This review is focused on revising all the contents studied in the previous units. It has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Arts and craft activity (TRB Class Material Worksheet).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

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

Listening to an audio and answering some questions about it.

Listening to an audio to correct an activity.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some definitions and writing the word.

Ordering words to make sentences.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

END-OF-YEAR TEST (TRB).

CONTENTS

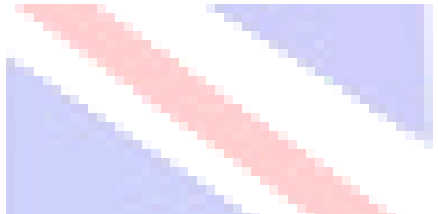
Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS

To understand the main vocabulary and grammar structures in short oral texts (<i>Listening</i>). 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the studied vocabulary. - Understands the videos the teacher uses in class (Pupil's book video, language assistant video y pronunciation video). - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands instructions and explanations.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (<i>Speaking</i>). To interact with other students (<i>Cooperative learning</i>). To give short and simple presentations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations (greetings, presentations, ask and answer questions...). - Knows how to use the interrogative form. (<i>Master the question</i>).
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures the teacher asks for and which appear in the videos (Pupil's book video, language assistant y pronunciation video).
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (<i>Reading</i>).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands instructions related to classroom activities. - Is able to say what a text is about after a quick reading (title and key vocabulary). - Understands translated sentences and

	works with them.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce oral texts.	- Knows the variety of sounds in English compared to the ones in his/her language. - Copies the sounds presented in the videos (Pupil's book video, pronunciation and language assistant video). - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Uses new expressions and vocabulary in the daily routines.
To show interest in learning about other countries culture.	- Identifies English-speaking countries and their flags. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility.
Identify simple sentences.	- Listening to simple sentences - Listening to the drills.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to the different videos (Pupil's book video, Language assistant's video y Pronunciation video).	Responsibility.

Recognise the sound, rhythm and intonation of common expressions.	-Listening to texts	Responsibility and perseverance.
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Responsibility and perseverance.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Reproduce grammar structures and the vocabulary studied in the unit.	-Reproducing the grammar and vocabulary studied in the previous units in the games proposed in the TG. - Asking questions using the grammar and the vocabulary studied in the previous units.	
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Practise interrogative sentences	-Asking questions in <i>Master the question.</i>	Perseverance.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and the grammar studied in previous units. - Reading words in the Picture Dictionary.	Perseverance.
Read texts.	-Reading stories and texts. -Reading definitions and identifying words. - Reading and understanding translated sentences (TRB).	Patience and responsibility.
Writing		
Write words and simple texts following a template.	- Writing short and simple texts using the vocabulary and the grammar studied. - Ordering words to make sentences.	Perseverance and responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the grammar appendix. - Using the numbers section in the PB.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people.	- Using the vocabulary studied in previous years and the new vocabulary in dialogues and in the real simulated situations. - Talking in simple situations using studied structures.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify items from his/her surroundings.	-Through speaking activities recognises more items from his/her surroundings.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

➤ END OF- YEAR TEST.

At the end of the book, the teacher has an END-OF-YEAR TEST (Classroom Material in the TRB) where all the vocabulary and the structures which the student has studied in the book can be evaluated. This EYT is divided in 6 parts or skills. First, listening exercises. Second, the vocabulary which has been studied in all the units. The third one is focused on the grammar studied along the academic year. Fourth and fifth, the reading and writing skills are evaluated.. and, the last one, it is prepared for the teacher to evaluate the speaking skill.

➤ FESTIVAL 1. THANKSGIVING.

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to Thanksgiving.

Listening to and singing a song. *Rap and clap.*

Listening to a text and answering some questions.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text about Thanksgiving and answering some questions.

Arts and Crafts activity. *Let's make a turkey!*

CONTENT

Vocabulary

- Main vocabulary: cranberry sauce, cornbread, dinner, pie, pumpkin, stuffing, turkey, to be thankful, to get together.
- Revision vocabulary: the date

Structures

- Revision of the present simple.

ASSESMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands daily and simple actions

	(daily routines, instructions, requests...). - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Understands the basic information in oral texts. - Understand the structures the teacher uses in the drills. - 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 the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). To participate in very short and simple conversations talking about familiar topics. To be able to communicate in short and simple conversations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations. - Gives short and simple presentations about familiar topics. - Communicating with other students (Cooperative learning).
To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple instructions related to the school tasks.

To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters (months and festivities). - Writes a letter following a template. - Writes, following a template, simple texts about topic previously studied orally in class.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to Thanksgiving.
To show interest in learning about the customs in other countries.	- Learns about the Thanksgiving.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Thanksgiving.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.

Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit expressions. - Reading texts.	Perseverance.
Writing		
Answer questions about a text.	- Answering questions about a text.	Perseverance and responsibility.

• Digital competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about Thanksgiving.	Responsibility.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES

Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries.	- Learning about a cultural topic (Thanksgiving).	Solidarity, tolerance and empathy.
Show interests in using English to communicate with people from other cultures and countries.	-Reading texts about the customs and the culture in English-speaking countries.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make arts and crafts compositions.	- Let's make a turkey!	
Learn about the culture in English speaking countries.	- Learning about Thanksgiving in the United States and in Canada.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Bonfire Night.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	-Arts and crafts activity. <i>Let's make a turkey!</i>	Patience, responsibility perseverance.

➤ FESTIVAL 2 . APRIL FOOL'S DAY.

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to the Pancake Day festival.

Listening to a text and reading it. Deciding whether some sentences are true or false.

Listening to and singing a song.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text and deciding whether some sentences are true or false.

Correcting the false ones.

Arts and Crafts activity. *Let's make an April Fools' jack-in-the-box!*

CONTENT

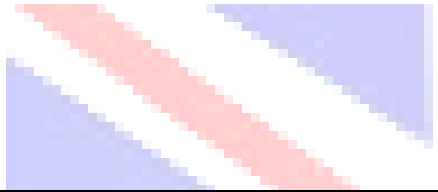
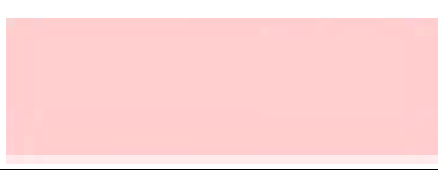
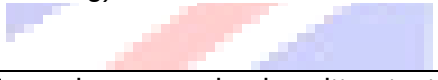
Vocabulary

- Main vocabulary: fool, tricks, about, to believe, to be related to, to be similar to, to need, to play jokes on somebody, to worry.

Structures

- Revision of the present simple .

ASSESMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). To identify the main sense, the main information and the main points in short and simple oral texts.	The student: - Understands the teacher's instructions related to common classroom activities. - Understands daily and simple actions (daily routines, instructions, requests...). - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to the April Fool's Day. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the song.

	- Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (Speaking). To participate in very short and simple conversations talking about familiar topics. To be able to communicate in short and simple conversations. 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations. - Gives short and simple presentations about familiar topics. - Communicating with other students (Cooperative learning).
To internalise structures and acquire spoken fluency through repetition 	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading). 	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple instructions related to the school tasks.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters (months and festivities). - Writes a letter following a template. - Writes, following a template, simple texts about topic previously studied orally in class.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to the April Fool's Day.
To show interest in learning about the customs in other countries.	-Learns about the April Fool'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
Listening		
Identify words and vocabulary related to the April Fool's Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit expressions. - Reading texts.	Perseverance.
Writing		
Write words.	- Writing the vocabulary and the grammar of the unit.	Perseverance, patience and responsibility.
Write full sentences.	- Reading a text and answering questions about it.	

• Digital competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

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

DESCRIPTORES	CONCRECIÓN EN ACTIVIDADES	VALORES RELACIONADOS
Read and listen to ordinal and cardinal numbers in a song and in a text.	- Listening to and reading ordinal and cardinal numbers in a song and in a text.	Perseverance, responsibility and patience.

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other topics.	- Learning about the April Fool's Day.	Responsibility.

- **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries.	- Learning about a cultural topic (The April Fool's Day).	Solidarity, tolerance and empathy.
Show interests in using English to communicate with people from other cultures and countries.	- Reading texts about the customs and the culture in English-speaking countries.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make arts and crafts compositions.	- Let's make an April Fool's jack-in-the-box!	
Learn about the culture in English speaking countries.	- Learning about the April Fool's Day in English-speaking countries.	Tolerance, empathy, self-esteem and respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Bonfire Night.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	-Arts and crafts activity. <i>Let's make an April Fool's jack-in-the-box!</i>	Patience, responsibility perseverance.

➤ **FESTIVAL 3. CANADA DAY.**

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

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to the Canada Day festival.

Listening to and singing a song. *Rap and clap.*

Listening to a text and answering some questions.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text and answering some questions about it.

Arts and Crafts activity. *Let's make a Canadian pinwheel!*

CONTENT

Vocabulary

- Main vocabulary: barbecue, birth, colonies, government, movement, after, to dress up, to organise, to sell, to unite.

ASSESMENT CRITERIA	LEARNING STANDARDS
To understand the main vocabulary and grammar structures in short oral texts and to apply basic strategies to understand the main information in the text (<i>Listening</i>). To identify the main sense, the main information and the main points in short and simple oral texts. 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands daily and simple actions (daily routines, instructions, requests...). - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies the vocabulary related to the Canada Day. - Understands the basic information in oral texts. - Understand the 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. - Uses gestures to express what he/she understands in the song. - Understands the main information in short dialogues. - Understands short texts and is able to answer questions about the topic. - Understands instructions.
To know and know how to apply the vocabulary and basic structures to produce short and simple oral texts (<i>Speaking</i>). To participate in very short and simple conversations talking about familiar topics. To be able to communicate in short and simple conversations.	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Is able to speak in English in more situations than the previous years. - Works in team (games, dialogues, etc.) - Answers in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Is able to talk in real or simulated situations. - Gives short and simple presentations about familiar topics. - Communicating with other students (Cooperative learning).

To internalise structures and acquire spoken fluency through repetition	- Understands, copies, and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats the structures the teacher asks for.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple instructions related to the school tasks.
To produce very simple written texts copying the words and structures which have been studied.	- Writes the vocabulary and grammar structures that have been studied orally - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Looks and writes words with capital letters (months and festivities). - Writes a letter following a template. - Writes, following a template, simple texts about topic previously studied orally in class.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries to pronounce correctly.
To show interest in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English related to the Canada Day.
To show interest in learning about the customs in other countries.	- Learns about the Canada Day..

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Canada Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to simple sentences. - Listening to the drills.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.
Speaking		

Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit expressions. - Reading texts.	Perseverance.
Writing		
Write words.	-Writing the vocabulary and the grammar of the unit.	Perseverance, patience and responsibility.
Write full sentences.	-Reading a text and answering questions about it.	

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

DESCRIPTORES	CONCRECIÓN EN ACTIVIDADES	VALORES RELACIONADOS
Read and listen to ordinal and cardinal numbers in a song and in a text.	- Listening to and reading ordinal and cardinal numbers in a song and in a text.	Perseverance, responsibility and patience.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.

Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other topics.	- Learning about the Canada Day.	Responsibility.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value English as a tool to communicate with people from other countries.	- Learning about a cultural topic (The Canada Day).	Solidarity, tolerance and empathy.
Show interests in using English to communicate with people from other cultures and countries.	- Reading texts about the customs and the culture in English-speaking countries.	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect and perseverance.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make arts and crafts compositions.	- Let's make an Canadian pinwheel!	
Learn about the culture in English speaking countries.	- Learning about the Canada Day in English-speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Bonfire Night.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	-Arts and crafts activity. <i>Let's make a Canadian Pinwheel!</i>	Patience, responsibility perseverance.

➤ STORY.

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

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to the story

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story

CONTENT

- Includes the vocabulary and grammar structures studied during the year
- Vocabulary: the weather, the clothing, the birthday, diseases, school items, the city, the food and daily routines.
- Revision vocabulary: numbers, months, adjectives, the family, the parts of the body.
- Grammar structures: Present continuous, present simple and past simple.
- Revision structures: Verbs to be, to have got, to like, can and the structure there's/there're.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To understand the main grammar and vocabulary structures in short oral texts and to know and know how to apply basic strategies to understand the general sense, the main information or the main points of the text (Listening).	The student: - Understands the teacher's instructions regarding common classroom activities - Understands basic words and structures studied orally, using visual support (Picture Dictionary). - Understands the main information in oral texts. - Understands the vocabulary and structures that have been studied in previous years. - Understands the main information in short conversations.
To understand the main information in a text using his/her previous knowledge of vocabulary and grammar (<i>Reading</i>).	- Is able to read fluently the simple words and sentences learnt previously - Understands informative written texts and feels capable to understand the main sense of it.
To copy the pronunciation, intonation,	- Copies the sounds produced.

rhythm and stress to reproduce texts.	- Tries to pronounce correctly.
To show interest and confidence in learning colloquial expressions in English.	- Shows interest in writing and saying colloquial expressions in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify vocabulary studied during the course	- Listening to and identifying known vocabulary and expressions.	Patience, responsibility, perseverance
Identify simple sentences related to topics studied throughout the course	- Listening and identifying simple sentences	Patience, fellowship, self-esteem, empathy, responsibility, perseverance
Get the general idea in oral texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context	- Listening to a text and identifying the corresponding pictures	Patience, responsibility, perseverance Responsibility
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to a text	Respect and perseverance
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Reading		
Read words previously presented in the different units	- Reading the key vocabulary studied in during the year and in previous years.	Patience, responsibility, perseverance
Read expressions previously presented in the different units	- Reading the key expressions studied during the years.	Patience, responsibility, gratitude, respect,
Read the dialogues of a story in a comprehensive manner	- Reading a story	Patience, responsibility, perseverance

• Mathematical competences and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Read and listen to quantifiers.	- Listening to and reading some quantifiers.	Perseverance

• **Digital competences**

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

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an exercise for naturally internalising and consolidating the different structures learnt in the unit	- Participation in the drills proposed in the TG	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, gratitude, respect, perseverance
Use basic strategies for learning to learn English resorting to the visual dictionary and grammar guide at the end of the book	- Using the Picture Dictionary and the Grammar Appendix to identify words and structures	Patience, responsibility, perseverance
Value English as a learning tool for topics of interest	- Reading a comic	Patience, self-esteem, responsibility, perseverance, responsibility

• **Social and civic competence**

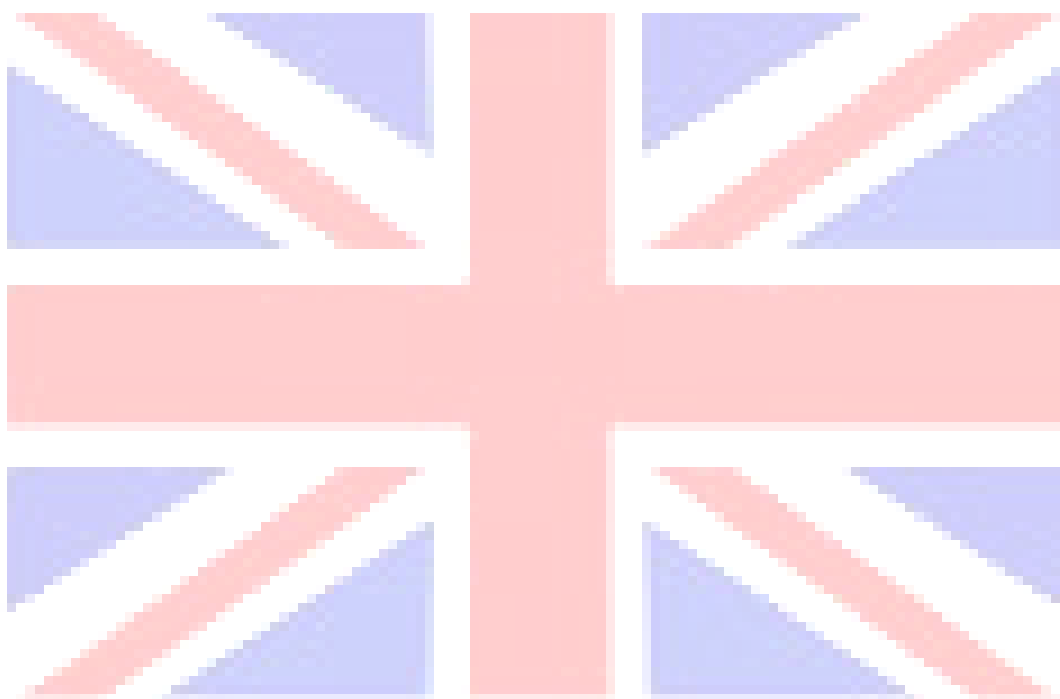
DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Values English as a tool for communicating with other people	- Reading and listening to a comic in which the characters help each other.	Respect and fellowship.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Reproduce colloquial expressions.	-Listening to and saying colloquial expressions.	Perseverance.

• **Sense of initiative and entrepreneurship**

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



SCORING RUBRICS

Name: _____

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
LINGUISTIC COMMUNICATION					
Listening					
Identifies words related to the unit vocabulary.					
Identifies simple sentences related to the unit vocabulary.					
Gets the general idea in spoken texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context.					
Recognises the sound, rhythm and intonation of common expressions.					
Listens and checks.					
Speaking					
Sings a song using linguistic and paralinguistic elements.					
Reproduces grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.					
Participates with interest in language games, in the Game Time and in the games proposed in the TG.					
Works with the interrogative sentence.					
Reading					
Reads words previously introduced in an oral way.					
Reads expressions previously introduced in an oral way.					
Reads texts and stories.					
Writing					
Writes words.					
Writes simple texts following a template.					
Makes and knows the difference between affirmative, negative and interrogative sentences.					
Summarises the main information of a text.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY.					
Listens to the numbers when introducing the vocabulary.					
Reads the page numbers.					
Listens to numbers when numbering sentences in different activities.					
Reads and writes prices.					
Reads and writes numbers when reading and writing recipes.					
Digital competence					
Uses digital media in class to learn.					
Learning to learn					
Participates in the drills as an activity to learn and consolidate different structures in a natural way.					
Uses basic strategies for learning to learn English using a visual dictionary and the grammar and pronunciation appendix at the end of the book.					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.					
Uses the vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the grammar videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.					
Uses the pronunciation videos to internalise the correct pronunciation and intonation of the words.					
Uses the language assistant to consolidate the vocabulary and the grammar of the unit and learns the correct pronunciation of the words.					
Corrects and finds mistakes in sentences and words.					
Values the English language as a learning tool.					
Uses new technologies to find information and prepare a presentation.					
Uses his/her knowledge about the story, his/her linguistic knowledge and his/her motivation to understand the end of the story in a listening.					
Plays a linguistic game to consolidate the new vocabulary.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
Social and civic competence					
Participates and enjoys games with his/her classmates following the basic rules of behaviour.					
Pays attention to correctly understand and answer the drills.					
Values English as a tool to communicate with people from other countries and to talk about up-to-date topics.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interest in comparing his/her customs and culture with the ones in an English-speaking country.					
Cultural competence					
Sings songs.					
Participates in games and role plays.					
Learns a colloquial expression in each Reading.					
Learns about the culture in English speaking countries.					
Sense of initiative and entrepreneurship					
Identifies elements.					
Shows autonomy and confidence in creating dialogues or conversation in real situations.					
Shows autonomy and develops his/her imagination writing about him/herself or about any other topic related to the unit.					
Shows self-confidence in finding mistakes and writing or choosing the best options to complete sentences.					
Shows self-confidence in talking about him/herself in English.					

5TH OF PRIMARY

➤ STARTER UNIT

The introductory unit consists of two *Missions*.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the vocabulary unit through a listening exercise.

Listening to a guessing game and say what it is about. *Find me!*

Listening to a recording and copying the information in the notebook (dictation).

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some sentences and matching them to the corresponding pictures (AB).

Looking at some pictures and writing the date (AB).

Diagnostic test to check the students' knowledge (TRB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Checking an exercise by using an audio.

Playing a game using the expressions learnt in previous years related to the weather. *Game Time!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an exercise by using an audio. *Listen and check* (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and answering several questions that revise structures they have worked on in previous years; the weather, the dates, the time and the present continuous tense.

Looking at some clocks and writing the time (AB).

Practising interrogative sentences. Reading answers and writing questions. *Master the question* (AB).

Looking at some pictures and answering some questions (AB).

CONTENT

Main vocabulary:

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

Structures

- Present continuous, present simple, imperative

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the essential information in brief and simple conversations and about someone, the date, the time, the weather and the description of an object. - Listens actively. - Understands the main information of orally reproduced texts. - Uses 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.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To learn structures and develop fluency by repeating sounds, words, structures... (<i>Speaking</i>).	- 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 main information in a text using their previous knowledge of vocabulary and syntactical structures (<i>Reading</i>).	- Is able to read words and sentences studied in class. - 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.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>.
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak 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		
Identify words and simple sentences	- Listening to and identifying the unit vocabulary and expressions (Missions 1-2) - Listening to drills	Responsibility, perseverance
Get the general idea in spoken texts and identify 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
Recognise the sound, rhythm and intonation of common expressions	- Listening to a guessing game (Mission 1)	Perseverance
Speaking		
Reproduce grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-2).	Perseverance and responsibility
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Mission 2)	Respect, fellowship
Reading		
Read 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		
Write words	- Writing the unit words and expressions (AB Missions 1-2)	Responsibility and perseverance

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 2).	Respect and fellowship

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Play games	- Playing in Game Time and in games proposed in the TG (Missions 1-2).	Fellowship and respect

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-2).	Respect and responsibility

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Make a brief presentation on a topic.	- Brief presentation in a game about the weather in the UK (Mission 2).	Participation

➤ **UNIT 1. ENJOY YOUR MEAL!**

This unit (***Enjoy your meal***) focuses on learning the food.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Repeating the new vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

Orally interacting in English by carrying out guided tasks. *Read and make a role play.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an exercise by listening to an audio. *Listen and check* (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out* (AB).

Practising interrogative sentences. Reading answers and writing questions.

Master the question (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary.

Orally interacting asking and answering questions about food. *Look and ask in pairs.*

Listening to a text and saying whether some sentences are true or false.

Identifying and reproducing the /ə/ sound: "Which words have the /ə/ sound?"

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Reading some sentences and saying the missing word. Reading the sentences loudly and saying the missing name. *Say the missing word.*

Listening to a dictation and copying the words (AB).

Listening to some words and identifying the ones that have the sound /ə/ (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and filling in the blanks (AB).

Writing words dictated in an audio: *Dictation* (AB).

Reading some words, identifying the mistakes, and writing them correctly (AB).

Reading some words and identifying the ones that have the unit sound /ə/ and write them (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Is there any milk? Yes, there is. There's some milk. Are there any peaches? No, there aren't. There aren't any peaches.*

Talking using the studied grammar structure.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Picnics!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an activity using an audio. Listen and check (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Completing some sentences in the notebook while listening to an audio (AB).

Reading sentences and correcting mistakes (AB).

Looking at a picture and answering some questions. *About me!* (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *Can I/you/she/he/we/you/they have some..., please? Yes, you can / No you can't.*

Talking using the new grammar structure. *Look, listen and answer.*

Video in which the unit grammar structures are introduced and practised.

Becoming familiar with the rhythm and intonation of the English language by watching a grammar video.

Playing in Game Time using the vocabulary and the grammar of the unit.

Listening to a text and putting some sentences in order.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Learning how to write texts. Writing sentences about the topic of the unit (brainstorming ideas). *Write in your notebook.*

Reading some sentences and choosing the best option to complete them (AB).

Reading some interrogative sentences and writing them in the affirmative and the negative forms (AB).

Reading a text and completing some sentences (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

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

Becoming familiar with the rhythm and intonation of the English language by listening to a story.

Reading the story and saying whether some sentences are true or false.

Orally answering some questions about the story. *Verb time!*

Listening to the end of the story and saying the correct option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and completing some cartoon panels (AB).

Reading some questions and answering them using the verb to give.

Making sentences by putting the words in order (AB).

Writing the end of the story (AB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United Kingdom.

Being able to identify some English-speaking countries.

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and writing true or false (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about the food in the United Kingdom and answering some questions.

Web searching on a topic studied in the unit and answer some questions. *Web quest!*

Writing whether some sentences are true or false and re-write the sentences correctly (AB).

Answering some questions comparing British and Spanish food.

Placing the student in a real-life situation in an English-speaking country. Writing a text about what he/she would do in that real-life situation (AB).

Reading activities to improve and consolidate this skill (TRB Reading

Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Natural Science. Food

Being able to understand and speak in English about other subjects.

Listening to a text about food.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the structure: *Tell to ask*.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Learning vocabulary about the contents of other subjects.

Arts and Crafts activity. *Let's make a food wheel!*

Listening to a text and completing some sentences (AB).

Answering some questions and making drawings.

Web searching to answer some questions. *Find it!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission I CAN

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking the answers to an exercise using an audio. *Then listen and check*.

Listening to an audio and choosing the best option to complete some sentences (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some descriptions and writing the words.

Reading and completing some sentences.

Reading an email and writing an answer in the notebook.

Completing some sentences, choosing the correct option (AB).

Reading a text and answering some questions (AB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: Bacon, broccoli, butter, cucumber, honey, lemon, olive oil,

pancakes, peach, pepper, pineapple, rice, salt, tuna, meal, after, before, to want, to give

- Extra vocabulary: Chips, fork, knife, group, pulses, skin, vitamin, wheel

Structures

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

Culture

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

Content and Language Integrated Learning (CLIL)

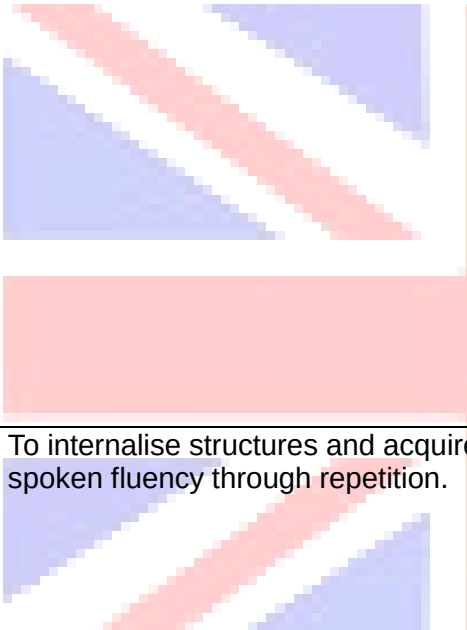
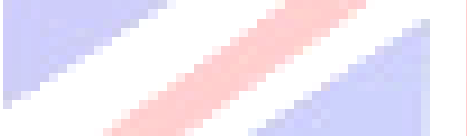
Natural Science

- The food wheel

Phonetic

- Sound /ə/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies food vocabulary. - Understands the basic information in oral texts. • Is there any milk? Yes, there is. There is some milk. • Are there any peaches? No, there aren't / There aren't any peaches. • Some any • Can I / you / she/ he / we / you / they have some..., please? • Yes, you can / No you can't - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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.

	- Understands the general meaning of increasingly difficult oral instructions and explanations. - Understands the syntactical structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Gives short and simple presentations. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative sentences, asking for things) - Is able to present the outcome of his/her work to the rest of the class (Web quest, Let's talk about...). - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask). - Understands, imitates and repeats fluently the structures used by the teacher in the drills.
To internalise structures and acquire spoken fluency through repetition. 	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (find out!, say the missing word, fill in the blanks, tell to ask). - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do a research task (Web quest, Find it!). - Understands translated sentences and works with them.
To encourage students' motivation and	- Writes the end of the story.

creativity.	
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Writes simple texts based on the content taught. - Shows interest in writing clearly. - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country. - Writes about him/herself. - Writes a text comparing his/her culture with the one in an English-speaking country.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language. For example the /ə/ sound.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture.	- Identify English-speaking countries and their flags. - Learns about other countries and its culture. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

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		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1). - Listening to drills (Missions 1-8).	Responsibility, perseverance
Identify 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).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures. - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to the pronunciation and language assistant videos. (Missions 2 and 8). - Listening to texts (Missions 1, 3, 4, 5, 6 y 7) (AB Missions 1, 4, 5, 6 y 7).	Responsibility, perseverance
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Responsibility, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility

Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences.	- Asking questions. <i>Master the question.</i> (Mission 4).	Perseverance
Give presentations about a topic related to the unit.	- Giving a short presentation about a topic studied in class. <i>Let's talk about...</i> (Mission 3).	Responsibility, autonomy.
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4).	Responsibility, perseverance
Read texts and stories.	- Reading stories and texts (Mission 1, 3,4, 5, 6 y 7) (AB Mission 1, 4, 5, 6, 7 y 8). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect
Writing		
Write words.	- Writing the unit vocabulary and expressions (AB Mission 3, 4, 5, 6, 7 y 8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Mission 4, 6, 8) (AB Mission 3, 4, 5, 6 y 8). - Writing exercises (TRB Mission 7).	Responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to the numbers.	- Listening to the numbers (Mission 1)	Responsibility
Listen to and read the time.	- Listening to and reading the time (Missions 4, 5).	Responsibility, perseverance

- **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning English using the picture dictionary, the grammar appendix and the numbers section.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the numbers section.	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Correct mistakes in sentences and words.	- Correcting mistakes in sentences and words.	Perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Delivering presentations about interesting or everyday topics by searching for information on the internet (Mission 6) (AB Mission 7).	Responsibility, perseverance

Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in comparing the customs and culture of English-speaking countries with those of his/her own country.	- Comparing the cultures (AB Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Make simple Arts and Crafts compositions	- Making a food <i>Let's make a food wheel</i> (Mission 6, TRB). - Drawing food (AB Mission 7).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Make an arts and crafts activity.	- Making a food <i>Let's make a food wheel</i> (Mission 6, TRB).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (AB Mission 6).	Responsibility, respect, perseverance
Show independence when inventing the end of the stories.	- Writing the end of a story (AB Mission 5).	Responsibility, respect, perseverance
Show self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly.	- Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6).	Responsibility
Self-assessment	-Completing the self-assessment activities in the Portfolio.	Responsibility, autonomy.

➤ **UNIT 2 ENJOYING NATURE!**

This unit (***Enjoying nature!***) focuses on learning about nature.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary from the unit using a listening exercise.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and sound of English by a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an exercise by listening to an audio. *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Answering questions about a text.

Finding words in a word search (AB).

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. Find out (AB).

Looking at some pictures and making sentences using the structure: *I'm going to the beach this summer* (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary.

Listening to and repeating words which contain the sound /v/.

Listening to a text which contains the new vocabulary.

Listening to a text and saying whether some sentences are true or false.

Identifying and reproducing the /v/ sound: "Which words have the /ə/ sound?"

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a dictation and copying the words (AB).

Listening to some words and identifying the ones that have the sound /v/ (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Unscrambling letters to make words and completing some sentences.

Solving a crossword (AB).

Writing words dictated in an audio: *Dictation* (AB).

Reading some words, identifying the mistakes and writing them correctly (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. The comparative. *Look, listen and read.*

Looking at two photographs and comparing them.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Islands and beaches!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an activity using an audio. Listen and check (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Completing a text in the notebook.

Completing a text while listening to an audio (AB).

Completing some sentences (AB).

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

Looking at some pictures, reading sentences and correcting mistakes (AB).

Writing a text comparing two members of their family (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *As... as*

Talking using the new grammar structure. *Look, read and listen.*

Video in which the unit grammar structures are introduced and practised.

Becoming familiar with the rhythm and the sound of the English language by watching a video.

Playing in Game Time using the vocabulary and the grammar of the unit.

Listening to a text and putting some sentences in order.

Practising interrogative sentences. *Master the question.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Practising interrogative sentences. Putting words in order to make questions and answering them. Reading answers and writing questions. *Master the question.*

Learning how to write texts. Writing sentences about the topic of the unit (brainstorming ideas). *Think and write in your notebook.*

Choosing to best answer from different options (AB).

Reading some sentences and writing them in the affirmative, the negative or the

interrogative form (AB).

Reading a text and using it as a model, writing a text about themselves. *Read. Then write about you* (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*Watch out!*).

Becoming familiar with the rhythm and the sound of the English language by a reading exercise.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Orally answering some questions about the story. *Verb time!*

Listening to the end of the story and saying the correct option to complete some sentences.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and decide whether some sentences are true or false.

Reading the story and answering some questions (AB).

Making sentences by putting the words in order (AB).

Writing the end of the story (AB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in Mission 5 in the Reading activity

Listening to a text about a cultural topic, the Cliffs of Moher, and answering some questions.

Being able to identify some English-speaking countries.

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio and deciding whether some sentences are correct or incorrect.

Giving a presentation based on a drawing they have designed and talking about their favourite place in order to make a film (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Web searching on a topic studied in the unit and answer some questions. *Web quest!*

Writing whether some sentences are true or false and re-write the sentences correctly (AB).

Writing a text comparing the Cliffs of Moher and its favourite place in Spain (AB).

Drawing his/her favourite place to record a film (AB).

Reading activities to improve and consolidate this skill (TRB Reading worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak about other subjects.

Listening to a text about volcanoes and answering some questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the structure: *Tell to ask*.

Listening to an audio and completing a text with the missing words (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects.

Arts and Crafts activity. *Let's experiment!*

Listening to a text and completing some sentences (AB).

Completing a drawing naming the parts of a volcano. *Fact card* (AB).

Web searching to answer some questions. *Find it!* (AB)

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8 I CAN....

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Looking at two pictures describing different landscapes and comparing them. Then, giving a presentation.

Listening to an audio to check a written exercise. *Listen and check* (AB).

Listening to a text and answering some questions (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some descriptions and writing the words.

Reading and completing some sentences.

Writing a text comparing two landscapes.

Completing some sentences, choosing the correct option (AB).

Matching sentences and pictures (AB).

Listening to a text and answering some questions (AB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

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

Content and Language Integrated Learning (CLIL)

Natural Science

- Volcanoes

Phonetic

- Sound /v/

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary about the nature. - Understands the basic information in oral texts. The comparative. - Understands the structures the teacher uses in the drills. - Understands the grammar and vocabulary used in the videos and the language assistant's explanations. - 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. - Understands the general meaning of increasingly difficult oral instructions and explanations. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Gives short and simple presentations. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative sentences, asking for things) - Is able to present the outcome of his/her work to the rest of the class (Web quest, Let's talk about...). - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask). - Understands, imitates and repeats fluently the structures used by the teacher in the drills.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (find out!, say the missing word, fill in the blanks, tell to ask). - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do a research task (Web quest, Find it!). - Understands translated sentences and works with them.
To encourage students' motivation and creativity.	- Writes the end of the story. - Writes about him/herself (About me!).

To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country. - Writes about him/herself. - Writes a text comparing his/her culture with the one in an English-speaking country.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language. For example the /v/ sound.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Identifies English-speaking countries and their flags. - Learns about other countries and its culture. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

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		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1). - Listening to drills (Missions 1-8).	Responsibility, perseverance
Identify 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).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures. - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to the pronunciation and language assistant videos (Mission 4). - Listening to texts (Mission 1, 3,4, 5, 6 y 7) (AB Mission 1, 4, 5 y 7).	Responsibility, perseverance
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i>	Responsibility, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities(Missions 1-8).	Perseverance and responsibility

Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Participating in short and simple dialogues. - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences.	- Making interrogative sentences (Missions 4). - Making interrogative sentences. <i>Order and answer</i> (Mission 4). - Practising the interrogative form in <i>Tell to ask</i> (Mission 7).	Perseverance
Give presentations about a topic related to the unit.	- Giving a short presentation about a topic studied in class. <i>Let's talk about...</i> (Mission 3).	Responsibility, autonomy.
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reads the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4).	Responsibility, perseverance
Read texts and stories.	- Reading stories and texts (Mission 1, 3,4, 5, 6 y 7) (AB Mission 1, 4,5, 6 y 7). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect
Writing		
Write words.	- Writing the unit vocabulary and expressions (AB Missions 1-8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Mission 4, 6, 7 y 8) (AB Mission 3, 4, 5, 6 y 7). - Writing exercises (TRB Mission 7).	Responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to the numbers, the alphabet, the time or the date.	- Listening to the numbers (Mission 1).	Responsibility
Read numbers	-Using the numbers section in the PB	

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using a visual	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Correct mistakes in sentences and words.	- Correcting mistakes in sentences and words.	Perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning about cultural topic in an English-speaking country (Mission 6).	Responsibility, perseverance

Use information technology to find information and prepare a presentation	- Delivering presentations on interesting or everyday topics by searching for information on the internet (Mission 6) (AB Mission 7).	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in comparing the customs and culture of English-speaking countries with those of his/her own country.	- Comparing the cultures (AB Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Make simple Arts and Crafts compositions	- Making an experiment. <i>Let's experiment!</i> (Mission 6, TRB). - Drawing his/her favourite landscape (AB Mission 6).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Make an arts and crafts activity.	- Making an experiment. <i>Let's experiment!</i> (Mission 6, TRB). - Drawing his/her favourite landscape (AB Mission 6).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (AB Mission 7).	Responsibility, respect, perseverance
Show independence when inventing the end of the stories.	- Writing the end of a story (AB Mission 5).	Responsibility, respect, perseverance
Show self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly.	- Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6).	Responsibility
Show self-esteem and autonomy to write about him/herself and his/her culture.	- Writing texts about him/herself and his/her surrounding comparing it Spanish and an English-speaking country culture (Missions 4 y 8) (AB Missions 3, 4 y 6).	
Self-assessment	- Completing the self-assessment activities in the Portfolio.	Responsibility, autonomy.

➤ UNIT 3. SCHOOL SUBJECTS!

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

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Identifying and using the unit vocabulary.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out.*

Practising interrogative sentences. *Master the question.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Writing questions.

Writing the unit vocabulary in a crossword.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out (AB).*

Making sentences looking at some pictures and using the grammar structure and the vocabulary studied in class: *English is at 10:00.*

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, other subjects.

Listening to a text and saying whether some sentences are true or false.

Identifying and reproducing the /z/ sound: *Which words have the /z/ sound?*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening some words and circle the ones that have the /z/ sound (AB)

Listening to and copying words (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some definitions and guessing the subjects.

Searching the unit vocabulary in a word search exercise (AB).

Listening to and copying some words. *Dictation (AB).*

Reading a text and finding and correcting some mistakes (AB).
Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to an audio and completing some sentences.

Listening to and acting out the guided dialogues and using the grammar structures.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Classes!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Completing some sentences in the notebook while listening to an audio.

Reading some sentences and choosing the correct option to complete them (AB).

Looking at two pictures, reading some sentences and circling the mistakes. Then, write the sentences correctly (AB).

Writing a text about the subjects that they like/dislike. *About me!* (AB)

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities (Prepositions and pronouns).

Video in which the vocabulary and the grammar of the unit are introduced and practised.

Becoming familiar with the rhythm and the sound of the English language by watching a video.

Listening to and talking using the new grammar structure.

Playing a game using the structures studied in class. *Game time!*

Practising the interrogative sentences in *Master the question*.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking the answers using an audio. *Then listen and check* (AB).

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Learning how to write texts. Writing sentences about the topic of the unit (brainstorming ideas). *Think and write in your notebook!*

Reading a text and using it as a model, the students write a text about themselves. *Read. Then write about you* (AB).

Writing affirmative, negative and interrogative sentences (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

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

Becoming familiar with the rhythm and the sound of the English language by reading a story.

Listening to the story and answering some questions.

Practising the colloquial expressions (*to be good/bad at*) by answering some questions about the story. *Verb time!*

Listening to the end of the story and deciding whether some sentences are true or false.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and answering some questions (AB).

Making sentences by putting some words in order (AB).

Writing the end of the story. *Finish the story* (AB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in Canada and the United States and answering some questions.

Being able to identify some English-speaking countries.

Showing interest in understanding and speaking about other countries culture.

Talking using the colloquial expression.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and saying whether some sentences are true or false (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Web searching about a topic studied in the unit and answering some questions. *Web quest*.

Reading a text and answering some questions in the notebook.

Writing whether some sentences are true or false and re-write the sentences correctly (AB).

Comparing the cultural topic studied (the Niagara Falls) with something related to their country (AB).

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

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about music and answering some questions.

Practising the structure *Tell to ask* with the grammar studied in the unit.

Playing a game using the structures studied in class. *Game time!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio about music and completing a text (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects.

Learning vocabulary about the contents of other subjects.

Completing a text whilst listening to an audio (AB).

Answering to some questions about a topic studied in the CLIL. Fact card (AB)

Web searching and answering some question. *Find it! Web quest!* (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission I CAN.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a text and answering some questions.

Checking the answers using an audio. *Then listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and completing it (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Answering some questions about themselves related to the topic of the unit.

Reading sentences and completing others using the object pronouns.

Completing a text using an audio (AB)

Unscrambling and creating words defined in some sentences (AB)

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

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

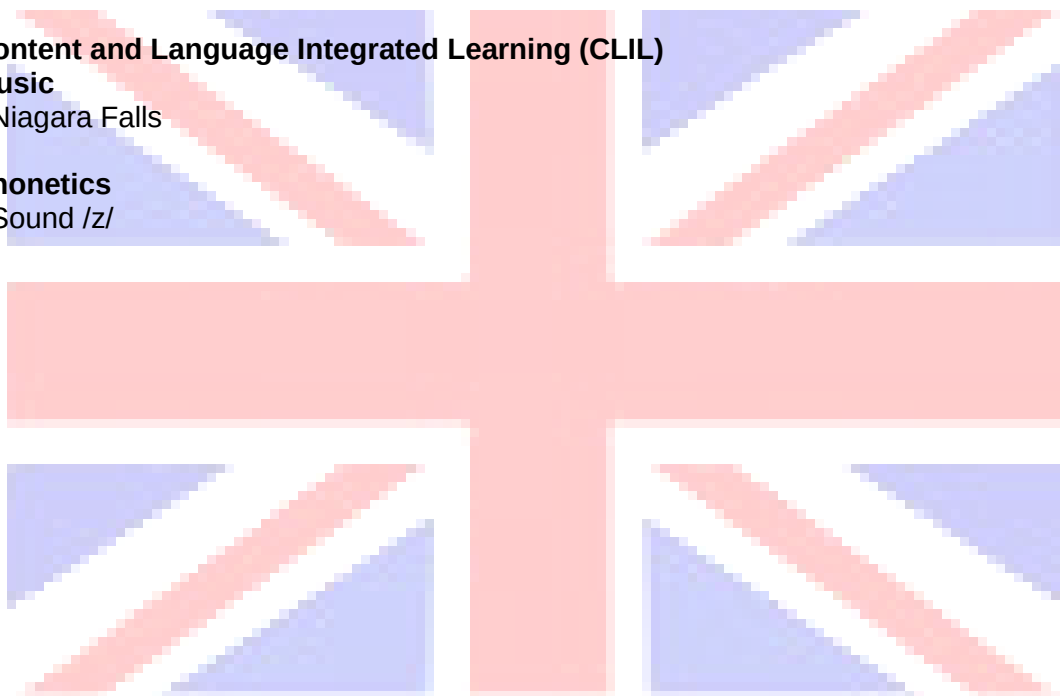
Content and Language Integrated Learning (CLIL)

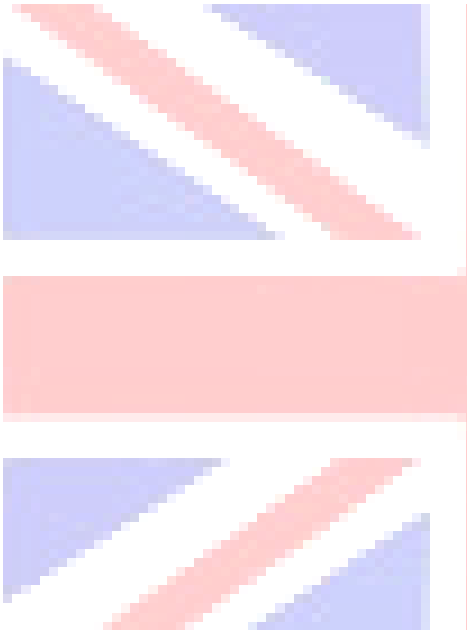
Music

- Niagara Falls

Phonetics

- Sound /z/



ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>) 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary about the school. - Understands the basic information in oral texts. • Is Maths easy/difficult for me/you/him/her/us/you/ them? • When do you have History? • Between, behind, in front of, next to + object pronoun - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the 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. - Understands the general meaning of increasingly difficult oral instructions and explanations. - Understands the syntactical structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Gives short and simple presentations. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative sentences, asking for things) - Is able to present the outcome of his/her work to the rest of the class (Web quest, Let's talk about...). - Works on and tries to master direct and indirect interrogative sentences

	(Master the question and Tell to ask). - Understands, imitates and repeats fluently the structures used by the teacher in the drills.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Knows the alphabet, the time and the date. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (find out!, say the missing word, fill in the blanks, tell to ask). - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do a research task (Web quest, Find it!). - Understands translated sentences and works with them.
To encourage students' motivation and creativity.	- Writes the end of the story. - Writes texts about themselves.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country. - Writes about him/herself. - Writes a text comparing his/her culture with the one in an English-speaking country.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented in the videos. -- Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language. For example the /z/ sound.

To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Identify English-speaking countries and their flags. - Learns about other countries and its culture. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to the drills (Missions 1-8). - Listening to the vocabulary video (Mission 4).	Responsibility, perseverance, patience
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 2, 3, 4, 5, 6, 7) - Listening to and understanding the topic-related drills (Missions 1-8)	Responsibility, perseverance, patience

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures (Missions 2, 3, 4) - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility, respect
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to the pronunciation and language assistant videos (Mission 4). - Listening to texts (Missions 1-8) (AB Missions 7 y 8).	Responsibility, perseverance, tolerance, solidarity, self-esteem
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check</i> (Missions 4 y 8) (AB Missions 4 y 5).	Responsibility, perseverance, self-esteem
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility, empathy
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Participating in short and simple dialogues. - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Practise interrogative sentences.	- Asking questions. <i>Master the question. Tell to ask</i> (Missions 1, 4 and 7).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy
Make hypothesis from the comprehension of a text	- Making hypothesis from listening to a text about the meaning of a word. <i>Find out!</i> (Mission 1).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity
Reading		

Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1). - Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the grammar (Missions 3 and 4).	Responsibility, perseverance
		Responsibility, perseverance
Read texts and stories	- Reading stories and texts (Missions 1, 3, 4, 5, 6, 7) (AB Missions 1, 2, 4, 5, 6). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect, empathy, tolerance, gratitude
Writing		
Write words	- Writing the unit words and expressions (Missions 1-3) (AB Missions 1-8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance, punctuality
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Mission 4, 6, 8) (AB Mission 3, 4, 5, 6 y 8). - Writing exercises (TRB Mission 7).	Responsibility, perseverance, respect, empathy, tolerance, gratitude

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise and listen to numbers, dates, and the time in the <i>drills</i> in the TG (<i>Back to basics</i>)..	- Revising the numbers, the time, the alphabet and the date in <i>Back to basics</i> (TG).	

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using a visual	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Correct mistakes in sentences and words.	- Correcting mistakes in sentences and words.	Perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning about cultural topic in an English-speaking country (Mission 6).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations on interesting or everyday topics by searching for information on the internet (Mission 6) (AB Mission 7).	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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). - Learning a colloquial expression (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in comparing the customs and culture of English-speaking countries with those of his/her own country.	- Comparing the cultures (AB Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Play linguistic games to practise the unit vocabulary.	-Completing a crossword and a word search game (AB Missions 1 and 2).	
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (AB Mission 6).	Responsibility, respect, perseverance
Show independence when inventing the end of the stories.	- Writing the end of a story (AB Mission 5). - Writing texts about themselves (Missions 3, 4 and 6).	Responsibility, respect, perseverance
Show self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly.	- Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6).	Responsibility
Self-assessment	-Completing the self-assessment activities in the Portfolio (Mission 8).	Responsibility, autonomy.

➤ UNIT 4. SPORT IS FUN!

This unit (***Sport is fun!***) focuses on learning about sports.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Identifying and using the unit vocabulary.

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and the sound of the English language by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

Orally interacting in English by carrying out guided tasks. *Tell, ask and answer.*

Practising direct and indirect questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an exercise by listening to an audio. *Listen and check* (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Matching pictures with words (AB).

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. Find out (AB).

Practising interrogative sentences. Reading answers and writing questions.

Master the question (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, some sports, through listening activities.

Listening to sentences and repeating them.

Listening to a text and completing it.

Identifying and reproducing the /s/ sound: "Which words have the /s/ sound?"

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Reading some sentences and saying the missing word.

Listening to a dictation and copying the words (AB).

Listening to some words and identifying the ones that have the sound /s/ (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Completing a text while listening to an audio.

Looking at some pictures and some words written incorrectly. Then, writing them correctly.

Writing the unit vocabulary (AB).

Writing words dictated in an audio: *Dictation* (AB).

Reading some words, identifying the mistakes, and writing them correctly (AB).

Reading some words and identifying the ones that have the unit sound /ə/ and write them (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Listening to and acting out dialogues using the studied grammar structure.

Listening to an audio and completing a text in the notebook.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Sport!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an activity using an audio. Listen and check (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures, reading sentences and saying whether they are true or false according to the pictures.

Completing a text in the notebook while listening to an audio.

Completing some sentences (AB).

Reading sentences and choosing the best option to complete them (AB).

Writing a text about themselves. *About me!* (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *How long did you skateboard for yesterday? I skateboarded for two hours.*

Video in which the unit grammar structures are introduced and practiced.

Becoming familiar with the rhythm and the sound of the English language by watching a video.

Playing in Game Time using the vocabulary and the grammar of the unit.

Listening to a text and putting some sentences in order.

Practicing the interrogative sentences. Writing questions through answers given. *Master the question.*

Orally reproducing the structures of the unit and internalize them using the TG drills.

Revision of other grammar structures that have been studied in previous units or years and internalize and consolidate them using the TG drills.

Checking activities using an audio. *Listen and check* (AB).

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Learning how to write texts using linking words. Writing sentences about the topic of the unit (brainstorming ideas). *Think and write in your notebook.*

Choosing the best option to complete some sentences (AB).

Reading some affirmative sentences and writing them in the negative and the interrogative forms (AB).

Reading a text and completing some sentences (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

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

Becoming familiar with the rhythm and the sound of the English language by reading a story.

Reading the story and saying whether some sentences are true or false.

Orally answering some questions about the story. *Verb time!*

Listening to the end of the story and saying the correct option to complete some sentences.

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

drills.

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and saying whether some sentences are true or false.

Reading the story and completing some cartoon panels (AB).

Making sentences by putting the words in order (AB).

Writing the end of the story (AB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Talking using the colloquial expression.

Listening to a text about a cultural topic in Australia.

Being able to identify some English-speaking countries.

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and writing true or false (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and answering some questions.

Web searching on a topic studied in the unit and answer some questions. *Web quest!*

Writing whether some sentences are true or false and re-write the sentences correctly (AB).

Answering some questions comparing Spain and Australia.

Placing the student in a real-life situation in an English-speaking country. Writing a text about what he/she would do in that real-life situation (AB).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about basketball and answering some questions.

Practising the structure: *Tell to ask*.

Talking in Game Time using the structures studied in the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and filling in the blanks (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Learning vocabulary about the contents of other subjects.

Reading a text and answering some questions in the notebook.

Listening to a text and completing some sentences (AB).

Web searching to answer some questions. *Find it! Fact card.*

Mission I CAN

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and completing sentences in the notebook.

Listening to a conversation and writing which sport the people talking play.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio and completing a chart (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Choosing the correct answer to complete some sentences. Writing them in the notebook.

Writing a text about sports after listening to a conversation between them.

Completing some sentences, choosing the correct option (AB).

Completing a chart while listening to an audio (AB).

Reading some definitions and writing the word (AB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

- **Australia.** *Surfing in Australia*

- **Expression:** *Give me five!*

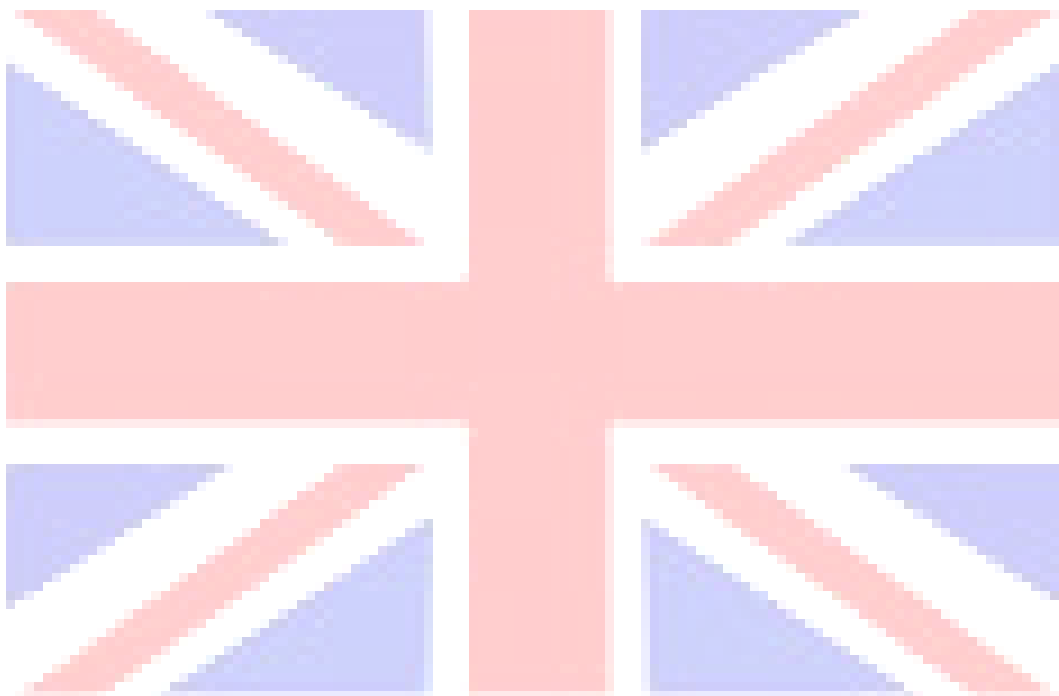
Content and Language Integrated Learning (CLIL)

PE

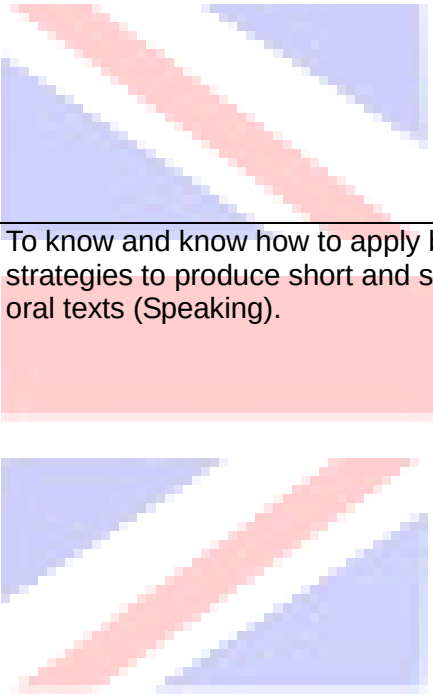
- Basketball

Phonetics

- Sound /s/



ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary about sports. - Understands the basic information in oral texts. • Did you play volleyball last week? • Yes, I did / No, I didn't

	• I played volleyball last week/ two hours ago • How long did you skateboard yesterday? • I skateboarded for two hours • For half an hour - Understands the vocabulary and grammar videos. - Understands the 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. - Knows the alphabet. - Understands the general meaning of increasingly difficult oral instructions and explanations. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Knows the English alphabet and is able to spell out simple words. - Gives simple and short presentations. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative sentences, asking for things) - Is able to present the outcome of his/her work to the rest of the class (Web quest, Let's talk about...). - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask). - Understands, imitates and repeats fluently the structures used by the teacher and the language assistant.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos.

To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (find out!, say the missing word, fill in the blanks, tell to ask). - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do a research task (Web quest, Find it!). - Understands translated sentences and works with them.
To encourage students' motivation and creativity.	- Writes the end of the story. - Writes texts about themselves.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country. - Writes about him/herself. - Writes a text comparing his/her culture with the one in an English-speaking country.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language. For example the /s/ sound.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture. To use English with interest and	- Identify English-speaking countries and their flags. - Learns about other countries and its culture.

confidence when producing oral texts in daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Mission 1) - Listening to the drills (Missions 1-8). - Listening to and identifying colloquial expressions in English (Mission 6).	Responsibility, perseverance, patience
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 2-8) - Listening to and understanding the topic-related drills (Missions 1-8)	Responsibility, perseverance, patience
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures (Missions 2, 3, 4) - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening exercises (Mission 4 TRB).	Responsibility, respect

Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to the vocabulary and language assistant video (Mission 4). - Listening to texts (Missions 1-8) (AB Missions 7 y 8).	Responsibility, perseverance, tolerance, solidarity, self-esteem
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check</i> (Missions 4 y 8) (AB Missions 4 y 5).	Responsibility, perseverance, self-esteem
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Sing and clap</i> (Mission 1).	Responsibility, empathy
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Participating in short and simple dialogues. - Participating in Game Time (Mission 4). - Speaking activities (Mission 5 TRB).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Practise interrogative sentences.	- Asking questions. <i>Master the question. Tell to ask</i> (Missions 1, 4 and 7).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy
Make hypothesis from the comprehension of a text	- Making hypothesis from listening to a text about the meaning of a word. <i>Find out!</i> (Mission 1).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1). - Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the grammar (Missions 3 and 4).	Responsibility, perseverance
		Responsibility, perseverance

Read texts and stories	- Reading stories and texts (Missions 1, 3, 5, 6 y 7) (AB Missions 1, 4, 5 y 6). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect, empathy, tolerance, gratitude
Writing		
Write words	- Writing the unit words and expressions (Missions 2-8) (AB Missions 1-8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance, punctuality
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4, 6, 7 y 8), (AB 3, 4, 5, 6 y 7). - Writing exercises (TRB Mission 7).	Responsibility, perseverance, respect, empathy, tolerance, gratitude

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise and listen to numbers.	- Listening to and saying numbers in the <i>drills</i> (Missions 1-8). - Listening to and saying the time with the structure <i>for</i> (for two hours)) (Missions 3, 4 y 8) (AB Missions 3, 4 y 8).	Responsibility and perseverance.
Read numbers.	-Using the numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using a visual	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Correct mistakes in sentences and words.	- Correcting mistakes in sentences and words (AB Mission 2 y 3).	Perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning about cultural topic in an English-speaking country (Mission 6).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations on interesting or everyday topics by searching for information on the internet (Mission 6) (AB Mission 7).	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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). - Learning a colloquial expression (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in comparing the customs and culture of English-speaking countries with those of his/her own country.	- Comparing the cultures (AB Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (AB Mission 6).	Responsibility, respect, perseverance
Show independence when inventing the end of the stories.	- Writing the end of a story (AB Mission 5). - Writing texts about themselves (Missions 3, 4 and 6).	Responsibility, respect, perseverance
Show self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly.	- Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6).	Responsibility
Self-assessment.	-Completing self-assessment activities in the Portfolio (Mission 8).	Responsibility, autonomy.

➤ UNIT 5. TRENDY CLOTHES!

This unit (***Trendy clothes***) focuses on learning about clothing.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary of the unit, clothes, using listening and speaking exercises.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

Practicing the interrogative sentences by making questions after reading the answers. *Master the question.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an exercise by listening to an audio. *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Looking at some pictures and writing the unit vocabulary (AB).

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out!* (PB, AB).

Reading some sentences and writing the instructions (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, some adjectives related to clothing.

Repeating the new vocabulary.

Listening to a text and matching sentences and pictures.

Becoming familiar with the English sound through the audios.

Listening to and repeating words to practice the /h/ sound.

Identifying and reproducing the /h/ sound: *Which words have the /h/ sound?*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a dictation and copying the words (AB).

Listening to some words and identifying the ones that have the sound /h/ (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some sentences defining a word and guessing what it is.

Finding words in a word search (AB).

Writing words dictated in an audio: *Dictation* (AB).

Revising the alphabet by writing the spelling of some words (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. The past continuous and the verb wear. *I/you/we/they were/weren't wearing... He/she/it was/wasn't wearing...*

Listening to and acting out some dialogues using the studied grammar structure.

Looking at two pictures and comparing them orally.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Clothes!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an activity using an audio. Listen and check.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures, reading some sentences and saying whether some sentences are true or false.

Reading some sentences and completing them (AB).

Finding mistakes in some sentences and re-writing them correctly (AB).

Writing a text answering some questions about them. *Write about you!* (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening and speaking activities: *Why were you wearing...? I was wearing...because...*

Talking using the new grammar structure. *Listen and answer.*

Video in which the unit grammar structures are introduced and practised.

Becoming familiar with the rhythm and the sound of the English language by watching a video.

Playing in Game Time using the vocabulary and the grammar of the unit.

Practicing the interrogative sentences. Making questions through reading some answers. *Master the question.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Answering questions in the notebook.

Writing interrogative sentences. *Master the question.*

Learning how to write texts. Writing sentences about the topic of the unit (brainstorming ideas). *Think and write in your notebook.*

Choosing the correct option to complete sentences (AB).

Writing sentences in affirmative, negative and interrogative forms (AB).

Reading a text about a birthday and writing a similar one about him/her (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

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

Reading the story and saying whether some sentences are true or false.

Becoming familiar with the rhythm and the sound of the English language through reading a story.

Orally answering some questions about the story. *Verb time!*

Listening to the end of the story and saying the correct option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and saying whether some sentences are true or false.

Reading a conversation and answering some questions (AB).

Making sentences by putting the words in order (AB).

Writing the end of the story (AB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United Kingdom.

Being able to identify some English-speaking countries.

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and writing true or false (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about a cultural topic in the United Kingdom and answering some questions.

Web searching on a topic studied in the unit and answering some questions. *Web quest!*

Writing whether some sentences are true or false and re-write the sentences correctly (AB).

Answering some questions comparing British and Spanish culture (AB).

Placing the student in a real-life situation in an English-speaking country. Writing a text about what he/she would do in that real-life situation (AB).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak about other subjects.

Listening to a text about a Georges Pierre Seurat's painting and answering some questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the structure: *Tell to ask*.

Practising the vocabulary and the grammar studied in the unit in a game. *Game Time!*

Listening to a text and completing it (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and answering some questions.

Learning vocabulary about the contents of other subjects. *Fact card*.

Web searching to answer some questions. *Find it!* (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission I CAN

UNDERSTANDING AND PRODUCING ORAL TEXTS

Matching and making sentences and checking answers by an audio.

Reading some sentences and writing the described clothes item.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking the answers to an exercise using an audio. *Then listen and check*.

Listening to an audio and unscrambling sentences (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Completing some sentences with the missing words.

Matching sentences and writing them in the notebook.

Reading sentences describing some clothes and writing the words in the notebook.

Matching sentences and pictures (AB).

Choosing the best option to complete some sentences (AB).

Listening to an audio and unscrambling sentences. Copying them (AB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

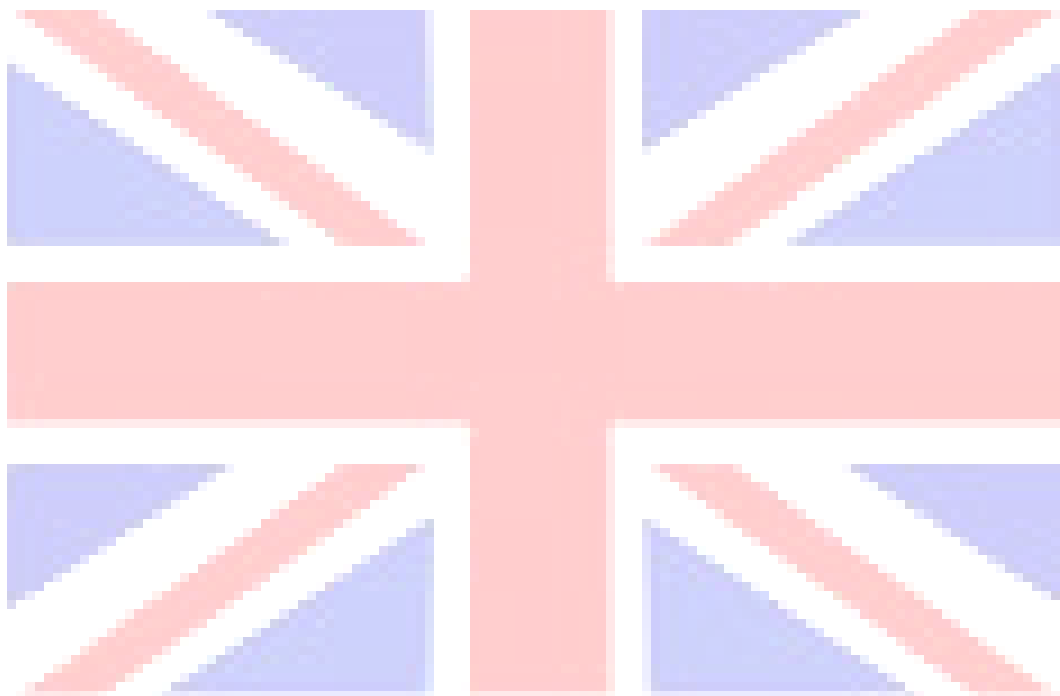
- **Australia.** *The United Kingdom*
- **Expression:** *You look good!*

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

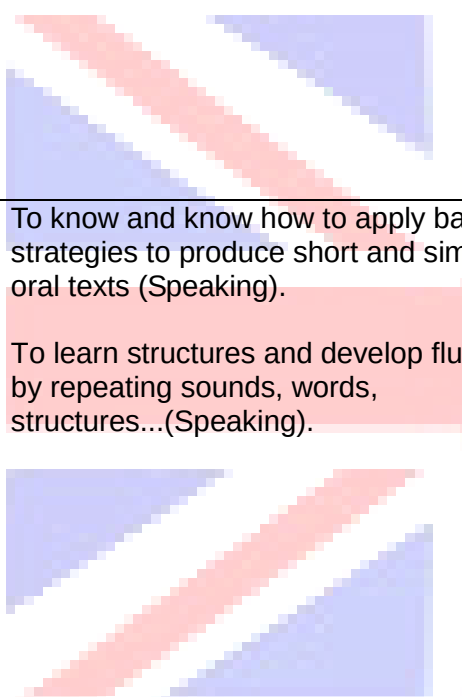
- Arts and Crafts. The painter Georges Pierre Seurat

Phonetic

- Sound /h/



ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary about clothes. - Understands the basic information in oral texts. • We/you/ they were/weren't wearing a/an... • Were we/you/ they wearing a/an...?

	• Yes, you were / No, you weren't • He/she was/wasn't wearing... • Why were you wearing...? • I was wearing....because... - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the 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. - knows the alphabet. - Understands the general meaning of increasingly difficult oral instructions and explanations. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To learn structures and develop fluency by repeating sounds, words, structures...(Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Knows the English alphabet and is able to spell out simple words. - Gives short and simple presentations. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative sentences, asking for things) - Is able to present the outcome of his/her work to the rest of the class (Web quest, Let's talk about...). - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask). - Understands, imitates and repeats fluently the structures used by the teacher in the drills and by the language assistant.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked

	for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Knows the alphabet, the time and the date. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (find out!, say the missing word, fill in the blanks, tell to ask). - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do a research task (Web quest, Find it!). - Understands translated sentences and works with them.
To encourage students' motivation and creativity.	- Writes the end of the story. - Writes texts about themselves.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country. - Writes about him/herself. - Writes a text comparing his/her culture with the one in an English-speaking country.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented in the videos. - Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language. For example the /h/ sound.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other	- Identify English-speaking countries

countries culture. To use English with interest and confidence when producing oral texts in daily situations.	and their flags. - Learns about other countries and its culture. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2) - Listening to the drills (Missions 1-8).	Responsibility, perseverance, patience
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 2-8) - Listening to and understanding the topic-related drills (Missions 1-8)	Responsibility, perseverance, patience
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures (Mission 2) (AB Missions 1 y 8). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening exercises (Mission 4 TRB).	Responsibility, respect

Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to the pronunciation and language assistant videos (Missions 2 and 8). - Listening to texts (Missions 1-8) (AB Missions 7 y 8).	Responsibility, perseverance, tolerance, solidarity, self-esteem
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check</i> (Missions 3,4 y 5) (AB Missions 4 y 5).	Responsibility, perseverance, self-esteem
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility, empathy
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Participating in Game Time (Missions 4 and 7). - Speaking activities (Mission 5 TRB).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Practise interrogative sentences.	- Asking questions. <i>Master the question. Tell to ask</i> (Missions 1, 4 and 7).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy
Make hypothesis from the comprehension of a text	- Making hypothesis from listening to a text about the meaning of a word. <i>Find out!</i> (Mission 1). - Making hypothesis about the end of the story (Mission 5).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1). - Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the grammar (Missions 3 and 4).	Responsibility, perseverance
		Responsibility, perseverance

Read texts and stories	- Reading stories and texts (Missions 1, 3, 5, 6, 7 y 8) (AB Missions 1, 4, 5 y 6). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect, empathy, tolerance, gratitude
Writing		
Write words	- Writing the unit words and expressions (Missions 2-8) (AB Missions 1-8). - Vocabulary exercises (Mission 2 TRB).	Responsibility, perseverance, punctuality
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4, 6, 7 y 8) (AB 3, 4, 5, 6 y 7). - Writing exercises (TRB Mission 7).	Responsibility, perseverance, respect, empathy, tolerance, gratitude
Make hypothesis from the comprehension of a text.	-Writing the end of the story (Mission 5)	
Be able to get general information and answer correctly.	-Answering questions. <i>Fact card</i> (AB Mission 7)	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise and listen to numbers, dates, the time and the alphabet.	- Revising the numbers, the time, the alphabet and the date in the drills in <i>Back to basics</i> (TG).	Responsibility and perseverance.
Read the numbers.	-Using the numbers section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using a visual	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4).	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Correct mistakes in sentences and words.	- Correcting mistakes in sentences and words (AB Mission 2, 3 and 6).	Perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning about cultural topic in an English-speaking country (Mission 6).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations on interesting or everyday topics by searching for information on the internet (Mission 6) (AB Mission 7).	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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). - Learning a colloquial expression (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in comparing the customs and culture of English-speaking countries with those of his/her own country.	- Comparing the cultures (AB Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 y 7) (AB Mission 6).	Responsibility, respect, perseverance
Show independence when inventing the end of the stories.	- Writing the end of a story (AB Mission 5). - Writing texts about themselves (Missions 3, 4 and 6).	Responsibility, respect, perseverance
Show self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly.	- Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6).	Responsibility
Show confidence when it comes to write about themselves and their culture.	- Writing short texts about themselves and its surrounding comparing cultures (Mission 4) (AB Missions 3, 4 y 6).	
Play word and logical games to practice the unit vocabulary.	- Word searching (Mission 2).	
Self-assessment.	-Completing the self-assessment activities in the Portfolio (Mission 8).	Responsibility, autonomy.

➤ UNIT 6. THE CITY AND I

This unit (***The city and I***) focuses on learning about cities vocabulary.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary of the unit, shops, using listening and speaking exercises.

Listening to and repeating the new vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Rap and clap*.

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

Orally answering some questions with short answers.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an exercise by listening to an audio. *Listen and check* (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Practicing the interrogative sentences and the short answers.

Finding words in a word search (AB).

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out!* (PB, AB).

Practising interrogative sentences. Reading answers and writing questions. *Master the question* (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Learning how to pronounce the /ʃ / sound.

Identifying and reproducing the /ʃ / sound: *Which words have the /ʃ / sound?*

Looking at a picture, listening to an audio and answering some questions.

Listening to a text and completing some sentences in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and completing the missing information (AB).

Listening to some words and identifying the ones that have the sound /h/ (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and writing the names in the notebook.

Completing a text in the notebook while listening to an audio (PB, AB).

Finding words in a word search and writing them (AB).

Finding mistakes and writing words correctly (AB).

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Are you /we/they going to the bank? Yes, they are. /No, they aren't. We/you/they are /aren't going to the bank. There are too many people. There aren't enough people.*

Listening to and acting out dialogues using the studied grammar structure.

Looking at some pictures and saying whether some sentences are true or false.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... The weekend!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking an activity using an audio. *Listen and check.*

Listening to an audio and completing a text with the verb to be (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures, reading sentences and saying whether they are true or false.

Reading a text and choosing the best option to complete it.

Completing a text while listening to an audio (AB).

Finding mistakes in some sentences and re-writing them correctly (AB).

Writing a text about themselves. *About me!* (AB).

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening and speaking activities: *Go up/down/into/over, turn left/right, it's on the...*

Video in which the unit grammar structures are introduced and practised.

Becoming familiar with the rhythm and the sound of the English language by watching a video.

Listening to and talking using the new grammar expression (*We haven't got enough bread! Where's the bakery? Go up the street and it's the third shop on the left*).

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading a short dialogue in order to understand the new grammar.

Reading sentences and putting them in order.

Writing interrogative sentences. *Master the question.*

Learning how to write texts. Writing sentences about the topic of the unit (brainstorming ideas). *Think and write in your notebook.*

Choosing the correct option to complete sentences (AB).

Writing sentences in affirmative, negative and interrogative forms (AB).

Reading a text and using it as a model, writing about the place where they live (AB).

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Introducing a colloquial expression (*I'm lost!*).

Becoming familiar with the rhythm and the sound of the English language by reading a story.

Reading the story and saying whether some sentences are true or false.

Orally answering some questions about the story. *Verb time!*

Listening to the end of the story and saying the correct option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a story and saying whether some sentences are true or false.

Reading a conversation and answering some questions (AB).

Making sentences by putting the words in order (AB).

Writing a summary of the story (AB).

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5.

Listening to a text about a cultural topic in the United Kingdom.

Being able to identify some English-speaking countries.

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to a text and writing true or false (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about a cultural topic in the United Kingdom and answering some questions.

Web searching on a topic studied in the unit and answering some questions. *Web quest!*

Writing whether some sentences are true or false and re-write the sentences correctly (AB).

Answering some questions comparing British and Spanish culture (AB).

Placing the student in a real-life situation in an English-speaking country. Writing a text about what he/she would do in that real-life situation (AB).

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about John Cabot and answering some questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the structure: *Tell to ask*.

Listening to a text and completing it (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects.

Learning vocabulary about the contents of other subjects.

Reading a text about John Cabot and answering some questions.

Arts and crafts activity. *Let's make a compass!*

Listening to a text and completing it (AB).

Completing a fact card (AB).

Web searching to answer some questions. *Find it!* (AB).

Writing activities to improve this skill (TRB Writing Worksheets).

Mission I CAN

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio, reading some sentences and correcting them.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening to an audio and choosing the best option to complete some sentences (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading sentences describing some shops and writing the words in the notebook.

Choosing the best option to complete some sentences.

Listening to an audio and finding and correcting mistakes in some sentences.

Looking at some pictures and writing words related to the vocabulary of the unit (AB).

Reading a text and answering some questions about it (AB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

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

Structures

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

Culture

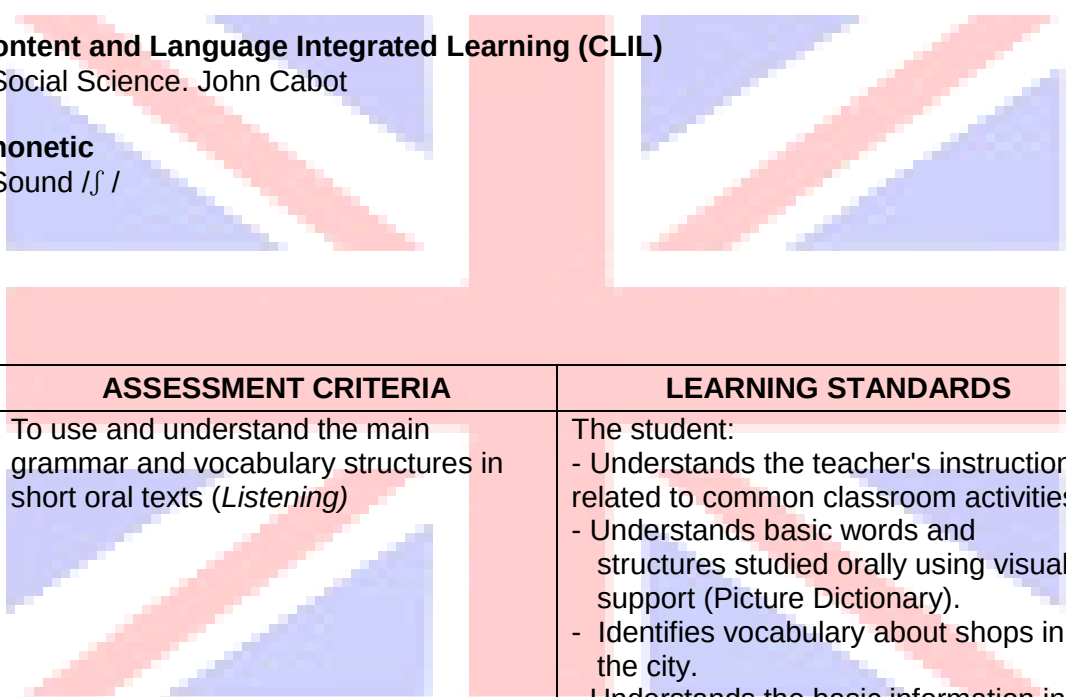
- The United Kingdom the scouts
- Expression: *I'm lost!*

Content and Language Integrated Learning (CLIL)

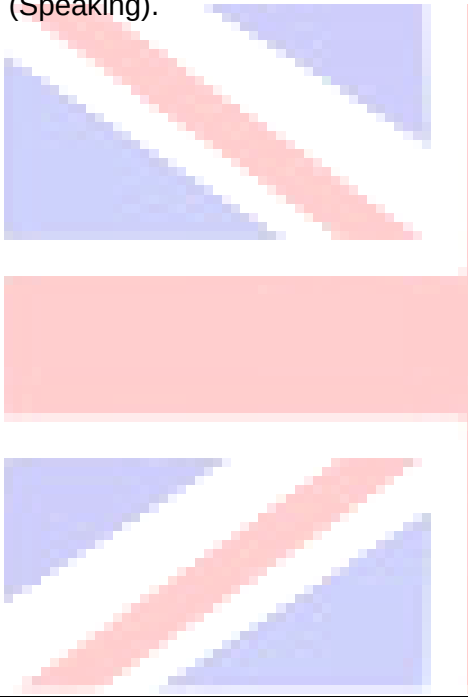
- Social Science. John Cabot

Phonetic

- Sound /ʃ /



ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary about shops in the city. - Understands the basic information in oral texts. • Are they going to the bank? • Yes, they are. No, they aren't • They're going to the bank. They aren't going to the bank • Go up/ down the street, go into, go over, turn left/right. It's on the ... - Understands the grammar and vocabulary videos and the language assistant's explanations. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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. - Understands the general meaning of increasingly difficult oral instructions and explanations. - Understands the syntactical structures the teacher uses in the drills. - Uses gestures to show the understanding of the song.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To learn structures and develop fluency by repeating sounds, words, structures... (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Knows the English alphabet and is able to spell out simple words. - Gives short and simple presentations. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations (greetings, introductions, asking questions, answering with affirmative or negative sentences, asking for things) - Is able to present the outcome of his/her work to the rest of the class (Web quest, Let's talk about...). - Works on and tries to master direct and indirect interrogative sentences (Master the question and Tell to ask). - Understands, imitates and repeats fluently the structures used by the teacher in the drills and by the language assistant.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and new topics used by the teacher in the drills. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Knows the alphabet, the date and the time. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork (Read, Match, Circle, Repeat, Write the answers, Say true or false) and learns new actions (find out!, say the

	missing word, fill in the blanks, tell to ask). - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title) - Reads to find information needed to do a research task (Web quest, Find it!). - Understands translated sentences and works with them.
To encourage students' motivation and creativity.	- Writes the end of the story. - Writes texts about themselves.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Shows interest in writing clearly. - Writes a dialogue or text about an everyday situation that they might be faced with in an English-speaking country. - Writes about him/herself. - Writes a text comparing his/her culture with the one in an English-speaking country.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Acts out stories. - Copies the sounds presented in the videos. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language. For example the /ʃ / sound.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Identify English-speaking countries and their flags. - Learns about other countries and its culture. - Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.
To show interest in using English as a learning tool for other subjects.	- Values the English language as a learning tool for other subjects.

COMPETENCES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1 and 2) - Listening to the drills (Missions 1-8).	Responsibility, perseverance, patience
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 2-8) - Listening to and understanding the topic-related drills (Missions 1-8)	Responsibility, perseverance, patience
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures (Mission 2) (AB Missions 1 y 8). - Grammar and vocabulary video in which the characters have a conversation (Mission 4). - Listening exercises (Mission 4 TRB).	Responsibility, respect
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to the pronunciation and the language assistant video (Mission 4). - Listening to texts (Missions 1-7) (AB Mission 2-8).	Responsibility, perseverance, tolerance, solidarity, self-esteem
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check</i> (Missions 3,4 y 5) (AB Missions 4 y 5).	Responsibility, perseverance, self-esteem
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility, empathy

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Participating in short and simple dialogues. - Participating in Game Time (Missions 4 and 7). - Speaking activities (Mission 5 TRB).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Practise interrogative sentences.	- Asking questions. <i>Master the question. Tell to ask</i> (Missions 1, 4 and 7).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy
Make hypothesis from the comprehension of a text	- Making hypothesis from listening to a text about the meaning of a word. <i>Find out!</i> (Mission 1). - Making hypothesis about the end of the story (Mission 5).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1). - Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the grammar (Missions 3 and 4).	Responsibility, perseverance
		Responsibility, perseverance
Read texts and stories	- Reading stories and texts (Missions 1, 2, 3, 5, 6 and 7) (AB Mission 1, 4, 5, 6 and 8). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect, empathy, tolerance, gratitude
Writing		
Write words	- Writing the unit words and expressions (Missions 2-8) (AB Missions 1-8). - Vocabulary exercises (Mission 2 TRB).	Responsibility, perseverance, punctuality

Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 4, 6, 7 y 8) (AB 3, 4, 5, 6 y 7). - Writing exercises (TRB Mission 7).	Responsibility, perseverance, respect, empathy, tolerance, gratitude
Make hypothesis about the end of the story.	-Writing the end of the story (Mission 5).	
Be able to get the main information of a text and answer correctly.	-Reading texts and answering questions about them (Missions 5, 6 y 7), (AB Missions 5 y 8). - Summarise the story (AB Mission 5).	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise and listen to numbers, dates, the time and the alphabet.	- Revising the numbers, the time, the alphabet and the date in the <i>drills</i> in <i>Back to basics</i> (TG).	Responsibility and perseverance.
Read the numbers.	-Using the Numbers Section in the PB.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using a visual	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers Section in the PB.	Responsibility, perseverance

Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Use the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.	- Listening to the grammar and vocabulary video (Mission 4).	Patience, fellowship, solidarity, tolerance, self-esteem, empathy, responsibility, respect and perseverance.
Correct mistakes in sentences and words.	- Correcting mistakes in sentences and words (AB Mission 2, 3 and 6).	Perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7). - Learning about cultural topic in an English-speaking country (Mission 6).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations on interesting or everyday topics by searching for information on the internet (Mission 6) (AB Mission 7).	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance

Value 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). - Learning a colloquial expression (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in comparing the customs and culture of English-speaking countries with those of his/her own country.	- Comparing the cultures (AB Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 y 7) (AB Mission 6).	Responsibility, respect, perseverance
Show independence when inventing the end of the stories.	- Writing a summary (AB Mission 5).	Responsibility, respect, perseverance

Show self-assurance and confidence when it comes to finding mistakes and writing out the words or sentences correctly.	- Looking for mistakes and rewriting the words or sentences correctly (AB 2, 3, 6).	Responsibility
Show confidence when it comes to write about themselves and their culture.	- Writing short texts about themselves and its surrounding comparing cultures (Mission 4) (AB Missions 3, 4 y 6).	Responsibility, respect, perseverance
Play word and logical games to practice the unit vocabulary.	- Word searching (Missions 1 and 2).	Responsibility, respect, perseverance
Self-assessment.	-Completing the self-assessment activities in the Portfolio (Mission 8).	Responsibility, autonomy.

➤ REVIEW 1

This review is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

Checking an exercise using an audio (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing sentences in interrogative, affirmative or negative (AB).

Completing a crossword (AB).

Reading and answering true or false (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a text and answering some questions.

Looking at some pictures and saying where the objects are (AB).

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and putting letters in order to make words.

Reading a text and answering some questions in the notebook.

Completing some sentences.

Choosing the best option to complete some sentences (AB).

Writing sentences using prepositions (AB).

Filling in the blanks with the missing words (AB).

Take a TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

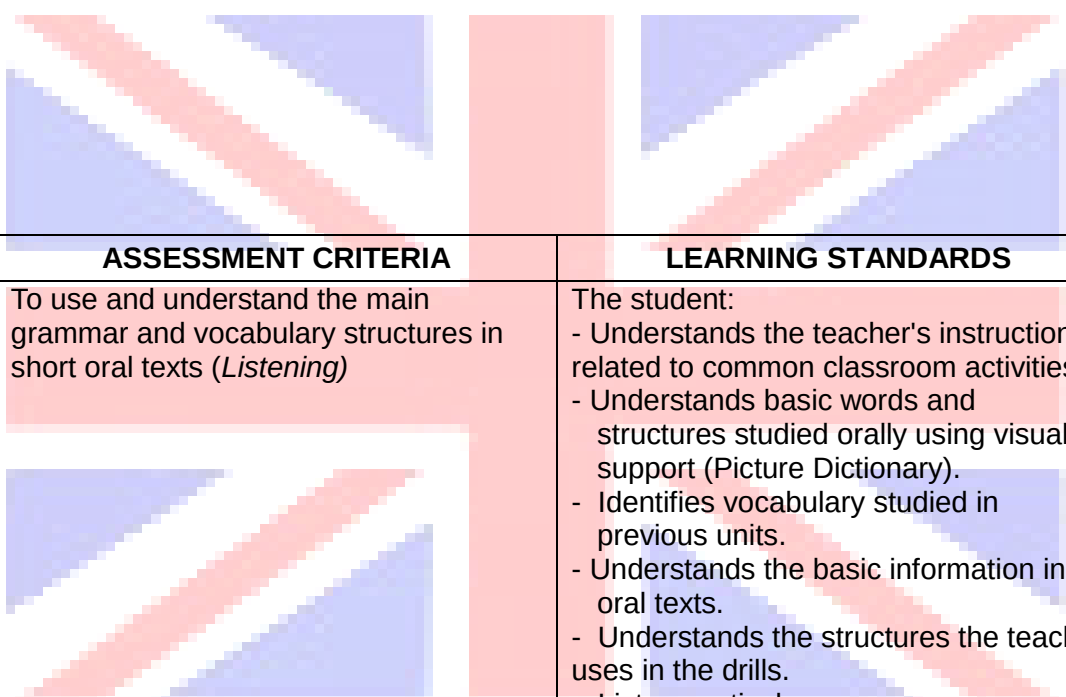
CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.



ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary studied in previous units. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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 the general meaning of increasingly difficult oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years and units. - Produces very simple oral monologues or dialogues. - Knows the English alphabet and is able to spell out simple words.

	- Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Participates in face to face dialogues. - Asks and practices interrogative sentences.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and units. - Repeats words and structures asked For the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Knows the alphabet, the time and the date. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork. - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title).
To increase the motivation and the creativity.	-Writes simple texts about themselves (<i>About me! Write about...</i>).
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied. - Prepares simple texts based on the content taught. - Understands simple written instructions related to school tasks. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility, perseverance and patience.
Identifies simple sentences.	- Listening to and identifying simple sentences. - Listening to the drills.	Responsibility, perseverance and patience.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to texts.	Responsibility and respect.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to texts.	Responsibility, perseverance and patience.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG. - Speaking activities to improve this skill.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and expressions of the units. - Reading the vocabulary in the Picture dictionary.	Perseverance.
Read texts.	- Reading texts and stories. - Reading and understanding translated sentences (TRB).	Responsibility, perseverance, respect, tolerance and gratefulness.
Writing		
Write words.	- Writing the vocabulary and the expressions of the unit.	Perseverance and responsibility.

Write short and simple texts.	-Writing simple and short texts using the unit vocabulary and expressions.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise and listen to numbers, dates, the time and the alphabet.	- Revising the numbers, the time, the alphabet and the date in <i>Back to basics</i> (TG).	Perseverance and responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Uses basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Grammar Appendix.	Respect and responsibility.
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pays attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

- **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

- **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding.	Patience, responsibility perseverance.
Show confidence and self-esteem to create dialogues.	-Creating dialogues in real situations.	Patience, responsibility perseverance.

➤ REVIEW 2

This review is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Writing sentences in past simple (AB).

Reading and completing some sentences (AB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a text and completing a text in the notebook.

Talking using the vocabulary and the grammar studied in the previous units.

Listening to an audio and choosing the best option to complete some sentences.

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

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

Checking an exercise using an audio (AB). *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some sentences describing subjects and writing them (AB).

Reading a text and answering some questions (AB).

Putting words in order to make sentences (AB).
Take a TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

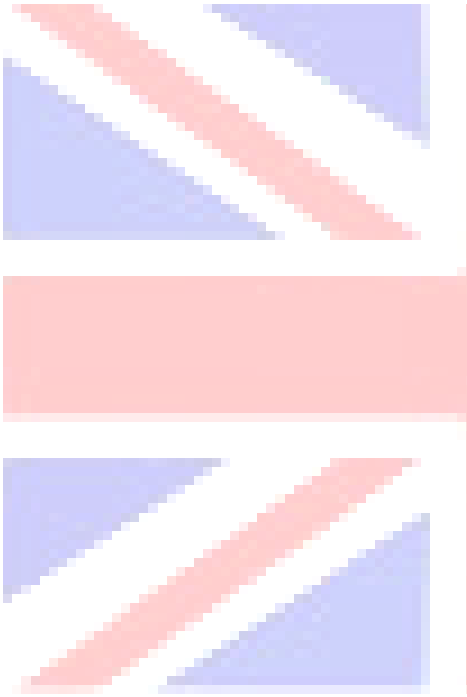
CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>) 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary studied in previous units. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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 the general meaning of increasingly difficult oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years and units. - Produces very simple oral monologues or dialogues. - Knows the English alphabet and is able to spell out simple words. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Participates in face to face dialogues. - Asks and practices interrogative

	sentences.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and units. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Knows the alphabet, the time and the date. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork. - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title).
To increase the motivation and the creativity.	-Writes simple texts about themselves (<i>About me! Write about...</i>).
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied. - Prepares simple texts based on the content taught. - Understands simple written instructions related to school tasks. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identifies words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility, perseverance and patience.
Identifies simple sentences.	- Listening to and identifying simple sentences. - Listening to the drills.	Responsibility, perseverance and patience.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to texts.	Responsibility and respect.
Recognise the sound, rhythm and intonation of common expressions.	-Listening to texts.	Responsibility, perseverance and patience.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG. - Speaking activities to improve this skill.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and expressions of the units. - Reading the vocabulary in the Picture dictionary.	Perseverance.
Read texts.	-Reading texts and stories. -Reading and understanding translated sentences (TRB).	Responsibility, perseverance, respect, tolerance and gratefulness.
Writing		
Write words.	- Writing the vocabulary and the expressions of the unit.	Perseverance and responsibility.
Write short and simple texts.	-Writing simple and short texts using the unit vocabulary and expressions.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise and listen to numbers, dates, the time and the alphabet.	- Revising the numbers, the time, the alphabet and the date in <i>Back to basics</i> (TG).	Perseverance and responsibility.

- **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Uses basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Grammar Appendix.	Respect and responsibility.
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

- **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pays attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

- **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

- **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding.	Patience, responsibility perseverance.
Show confidence and self-esteem to create dialogues.	-Creating dialogues in real situations.	Patience, responsibility perseverance.

➤ REVIEW 3

This review is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.
Checking an exercise using an audio (AB). *Listen and check.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Finding words in a word search puzzle (AB).
Looking at some pictures and writing sentences (AB).
Reading some definitions and guessing the words (AB).
TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Talking using the grammar and the vocabulary of the previous units. *Tell to ask.*
Listening to a text and answering some questions.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.
Listening to an audio and answering some questions (AB).
Listening to an audio and completing a text (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text and answering some questions.
Putting words in order to make sentences.
Reading a text and drawing what it is being described (AB).
END-OF-YEAR TEST (TRB).

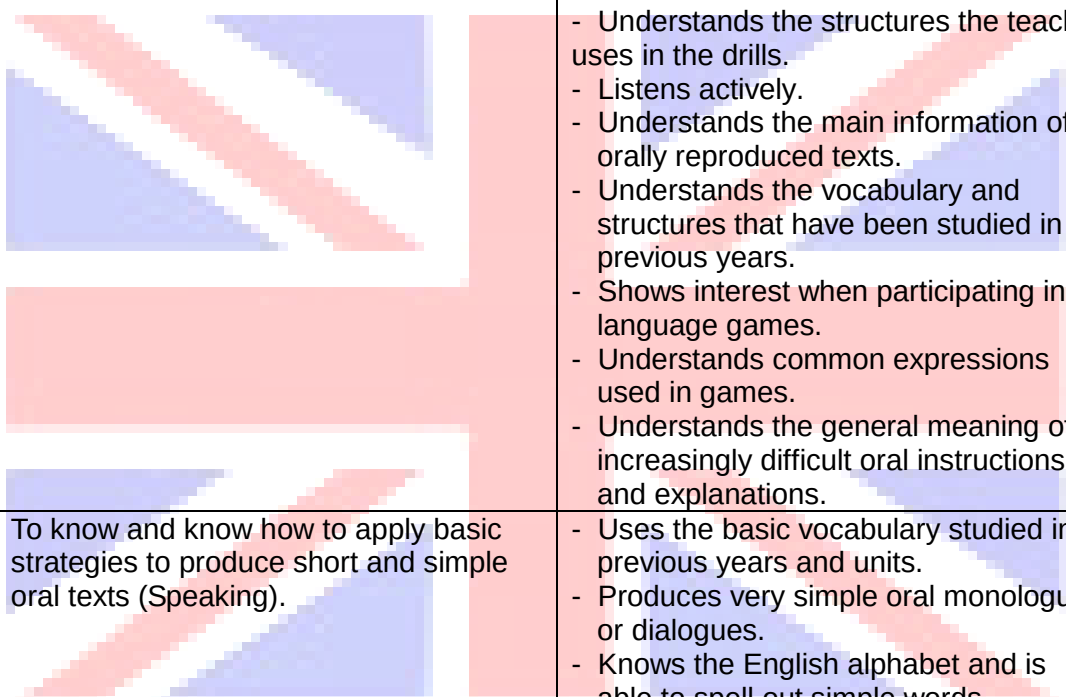
CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>) 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Identifies vocabulary studied in previous units. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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 the general meaning of increasingly difficult oral instructions and explanations.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years and units. - Produces very simple oral monologues or dialogues. - Knows the English alphabet and is able to spell out simple words. - Is able to express him/herself in English in more situations than in the previous year. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Participates in face to face dialogues. - Asks and practices interrogative sentences.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and units. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a	- Is able to read words and sentences

text using their previous knowledge of vocabulary and syntactical structures (Reading).	studied in class. - Knows the alphabet, the time and the date. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork. - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title).
To increase the motivation and the creativity.	-Writes simple texts about themselves (<i>About me! Write about...</i>).
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied. - Prepares simple texts based on the content taught. - Understands simple written instructions related to school tasks. - Shows interest in writing clearly.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Tries to pronounce correctly. - Knows the wide range of sounds existing in English compared to his/her language.
To show interest and confidence in learning frequently used expressions in English.	- Shows interest in writing and repeating familiar expressions in English. - Incorporates new expressions and vocabulary into daily routines.
To show interest in learning about other countries culture. To use English with interest and confidence when producing oral texts in daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility, perseverance and patience.
Identifies simple sentences.	- Listening to and identifying simple sentences. - Listening to the drills.	Responsibility, perseverance and patience.

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	-Listening to texts.	Responsibility and respect.
Recognise the sound, rhythm and intonation of common expressions.	-Listening to texts.	Responsibility, perseverance and patience.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG. - Speaking activities to improve this skill.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and expressions of the units. - Reading the vocabulary in the Picture dictionary.	Perseverance.
Read texts.	-Reading texts and stories. -Reading and understanding translated sentences (TRB).	Responsibility, perseverance, respect, tolerance and gratefulness.
Writing		
Write words.	- Writing the vocabulary and the expressions of the unit.	Perseverance and responsibility.
Write short and simple texts.	-Writing simple and short texts using the unit vocabulary and expressions.	Responsibility.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Revise and listen to numbers, dates, the time and the alphabet.	- Revising the numbers, the time, the alphabet and the date in <i>Back to basics</i> (TG).	Perseverance and responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Uses basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Grammar Appendix.	Respect and responsibility.
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	respect and responsibility.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pays attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding.	Patience, responsibility perseverance.
Show confidence and	-Creating dialogues in real	Patience, responsibility

self-esteem to create dialogues.	situations.	perseverance.

➤ END OF- YEAR TEST

At the end of the book, the teacher has an END-OF-YEAR TEST (classroom material in the TRB) where all the vocabulary and the structures which the student has studied in the book can be evaluated. This EYT is divided in 6 parts or skills. First, listening exercises. Second, the vocabulary which has been studied in all the units. The third one is focused on the grammar studied along the academic year. Fourth and fifth, the reading and writing skills are evaluated. And, the last one, it is prepared for the teacher to evaluate the speaking skill.

➤ FESTIVAL1. NEW YEAR'S EVE

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to New Year's Eve.

Listening to and singing a chant.

Listening to a text and answering some questions.

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

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

Asking the family and friends their New Year's resolutions and writing them in a chart (AB).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text about the New Year's Eve and answering some questions.

Arts and Crafts activity. *Let's make party hats!*

Reading clues and writing words (AB).

Searching for words related to the New Year's Eve (AB).

CONTENT

Vocabulary

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

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>) 	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies vocabulary about the festival. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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 the general meaning of increasingly difficult oral instructions and explanations. - Uses 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. - Understands songs.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Understands, imitates and repeats fluently the structures used by the teacher in the drills.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and units. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (<i>Reading</i>).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.

	- Understands simple written instructions connected to schoolwork.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar. - Prepares simple texts based on the content taught. - Understands simple written instructions related to school tasks. - Shows interest in writing clearly. - Writes words in capital letters (the months and festivities).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries 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.
To show interest in learning about other countries culture.	-Learns about a festivity and the customs.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to New Year's Eve.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills. - Listening to and identifying simple sentences.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures.	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility, respect and perseverance.
Speaking		

Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit vocabulary and expressions.	Perseverance.
Read texts in a comprehensive way.	- Reading texts.	Responsibility and perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Answer questions related to a text	- Answering questions related to a text	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to numbers and dates.	- Reading dates and numbers (PB and AB).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for	- Using the Picture Dictionary.	Respect and responsibility.

learning to learn English using a visual dictionary and the grammar appendix at the end of the book.		
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about New Year's Eve.	Responsibility.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learns about a cultural topic.	Solidarity, tolerance and empathy.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make simple arts and crafts compositions	- Let's make party hats for New Year's Eve!	Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance
Learn about the culture in English speaking countries.	- Learning about the New Year's Eve in English-speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an	- Through oral activities recognises words related to	Solidarity, tolerance and empathy.

English speaking country.	New Year's Eve.	
Make an arts and crafts activity.	-Arts and crafts activity. <i>Let's make party hats!</i>	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ FESTIVAL 2. ST. PATRICK'S DAY

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to St. Patrick's Day.

Listening to and singing a song.

Listening to a text.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text about St. Patrick's Day.

Arts and Crafts activity. *Let's make paper shamrocks!*

Finding words in a crossword (AB).

Putting words in order to make sentences (AB).

CONTENT

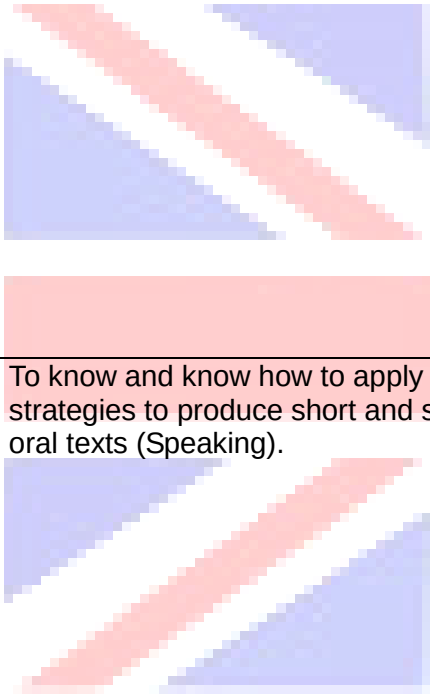
Vocabulary

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

Structures

- Revision present simple.
- Revision past simple.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in	The student: - Understands the teacher's instructions

short oral texts (<i>Listening</i>) 	related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies vocabulary about the festival. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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 the general meaning of increasingly difficult oral instructions and explanations. - Uses 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. - Understands songs.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Understands, imitates and repeats fluently the structures used by the teacher in the drills.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and units. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (<i>Reading</i>).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork.
To produce very simple written texts	- Writes the vocabulary and the

copying the words and structures that have been studied.	grammar. - Prepares simple texts based on the content taught. - Understands simple written instructions related to school tasks. - Shows interest in writing clearly. - Writes words in capital letters (the months and festivities).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries 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.
To show interest in learning about other countries culture.	-Learns about a festivity and the customs.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to St. Patrick's Day .	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills. - Listening to and identifying simple sentences.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures.	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit vocabulary and expressions.	Perseverance.
Read texts in a comprehensive way.	- Reading texts.	Responsibility and perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Answer questions related to a text	- Answering questions related to a text	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to numbers and dates.	- Reading dates and numbers (PB and AB).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the	- Using the Picture Dictionary.	Respect and responsibility.

grammar appendix at the end of the book.		
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about St. Patricks Day .	Responsibility.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learns about a cultural topic.	Solidarity, tolerance and empathy.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make simple arts and crafts compositions	- Let's make paper shamrocks!	Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance
Learn about the culture in English speaking countries.	- Learning about the St. Patricks Day in English-speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to St. Patricks Day .	Solidarity, tolerance and empathy.
Make an arts and crafts	-Arts and crafts activity. <i>Let's</i>	Patience, responsibility

activity.	<i>make paper shamrocks!</i>	perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ FESTIVAL 3. MIDSUMMER'S DAY

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to the Midsummer's Day.

Listening to and singing a song.

Listening to a text and answering some questions.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text about Midsummer's Day and answering some questions.

Arts and Crafts activity. *Let's make paper roses!*

Choosing pictures relate to Midsummer's Day and describing them (AB).

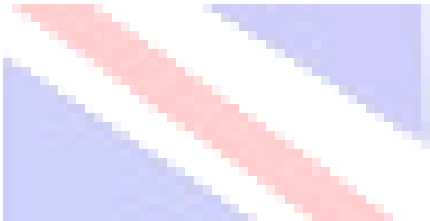
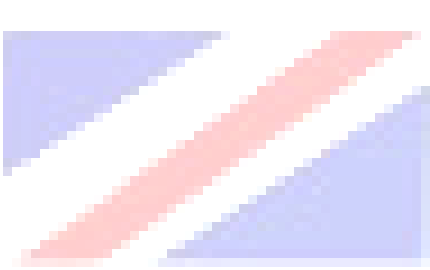
Reading a text and correcting sentences about it (AB).

CONTENT

Vocabulary

- Main vocabulary: Evil spirits, garden. medieval, rose, to rise

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary).

	- Knows the alphabet. - Identifies vocabulary about the festival. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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 the general meaning of increasingly difficult oral instructions and explanations. - Uses 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. - Understands songs.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). 	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Understands, imitates and repeats fluently the structures used by the teacher in the drills.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and units. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar. - Prepares simple texts based on the content taught. - Understands simple written instructions

	related to school tasks. - Shows interest in writing clearly. - Writes words in capital letters (the months and festivities).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries 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.
To show interest in learning about other countries culture.	-Learns about a festivity and the customs.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to Midsummer's Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills. - Listening to and identifying simple sentences.	Responsibility.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures.	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions. - Participating in the games proposed in the TG.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit vocabulary and expressions.	Perseverance.
Read texts in a comprehensive way.	- Reading texts.	Responsibility and perseverance.
Writing		
Write words.	- Writing the vocabulary of the unit.	Perseverance and responsibility.
Answer questions related to a text	- Answering questions related to a text	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to numbers and dates.	- Reading dates and numbers (PB and AB).	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the	- Using the Picture Dictionary.	Respect and responsibility.

grammar appendix at the end of the book.		
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about Midsummer's Day.	Responsibility.

• Social and civic competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learns about a cultural topic.	Solidarity, tolerance and empathy.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make simple arts and crafts compositions	- <i>Let's make paper roses!</i>	Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance
Learn about the culture in English speaking countries.	- Learning about the Midsummer's Day in English-speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to Midsummer's Day.	Solidarity, tolerance and empathy.
Make an arts and crafts	-Arts and crafts activity. <i>Let's</i>	Patience, responsibility

activity.	<i>make paper roses!</i>	perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ STORY

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

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to the story.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

CONTENT

Includes the vocabulary and syntactical structures studied during the year

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

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts and to apply the best strategies to understand the main information of the text (<i>Listening</i>).	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and structures studied orally using visual support (Picture Dictionary). - Understands the basic information in oral texts. - Listens actively. - Understands the main information of orally reproduced texts. - Understands the vocabulary and structures that have been studied in previous years and units..
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (<i>Reading</i>).	- Is able to read words and sentences studied in class. - Is capable of saying what a text is about by quickly reading through some basic elements (key vocabulary, title).
To copy the pronunciation, intonation, rhythm and stress to produce oral texts.	- Copies sounds. - Tries to pronounce correctly.
To show interest and confidence to learn colloquial expressions in English.	- Shows interests in using English colloquial expressions.

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		
Identify vocabulary studied during the course	- Listening to and identifying unit vocabulary and expressions	Responsibility, perseverance
Identify simple sentences related to topics studied throughout the course	- Listening to and identifying simple sentences	Responsibility
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures	Responsibility
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to a text	Respect and perseverance
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility
Reading		
Read words and expressions previously presented in the different units	- Reading the key vocabulary of the course and previous courses.	Perseverance
Read the dialogues of a story in a comprehensive way.	- Reading a story.	Perseverance

• Mathematical competences and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to numbers	- Listening to and reading numbers	Perseverance

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG	Respect and responsibility
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary and the grammar appendix.	
Value English as a learning tool for topics of interest	- Reading a comic.	Responsibility

- **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship
Value 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

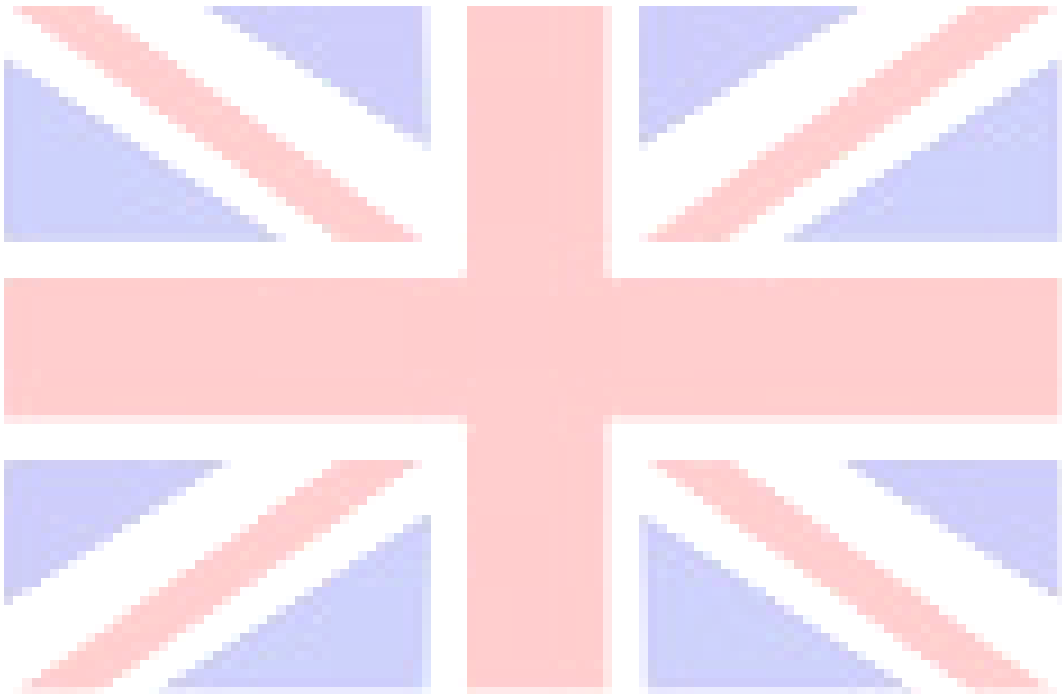
- **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening to and reading colloquial expressions	- Listening to and reading colloquial expressions.	Perseverance

- **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Show independence and confidence in reading the story	- Confidence and interest in reading the story.	Perseverance

Understand the general meaning of the story and more specific information.	- Confidence in understanding the general meaning and more specific information of the story.	Perseverance



SCORING RUBRICS

Name: _____

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
LINGUISTIC COMMUNICATION					
Listening					
Identifies words					
Identifies simple sentences					
Gets the general idea in spoken texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context.					
Recognises the sound, rhythm and intonation of common expressions.					
Listens and checks.					
Speaking					
Sings a song using linguistic and paralinguistic elements.					
Reproduces grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.					
Participates with interest in language games, in the Game Time and in the games proposed in the TG.					
Works with the interrogative sentence.					
Reading					
Reads words and expressions previously introduced in an oral way.					
Reads words and expressions previously introduced in an oral way.					
Reads texts and stories.					
Writing					
Writes words and sentences.					
Writes simple texts following a template.					
Reads, understands and completes texts or sentences with blank spaces, choosing the correct option or placing words in the adequate space					
Answers questions related to an oral or written text					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY.					
Listens to the numbers while introducing the vocabulary.					
Reads the page numbers.					
Listens to the numbers when enumerating sentences in different activities.					
Reads and writes prices.					
Reads and writes numbers when reading and writing recipes.					
Digital competence					
Uses digital media in class to learn.					
Learning to learn					
Participates in the drills as an activity to learn and consolidate different structures in a natural way.					
Uses basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the teacher assistant to consolidate the vocabulary and the grammar of the unit and learns the correct pronunciation of the words.					
Finds and corrects mistakes in sentences and words.					
Values the English language as a learning tool.					
Uses IT to find and prepare a presentation.					
Uses his/her knowledge about the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story.					
Plays a linguistic game to consolidate the new vocabulary.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
Social and civic competence					
Participates and enjoys games with his/her classmates following the basic rules of behaviour.					
Pays attention to correctly understand and answer the drills.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interest to compare Spanish culture with an English speaking country culture.					
Cultural competence					
Sings songs.					
Participates in games and role plays.					
Learns a colloquial expression in each Reading.					
Learns about the culture in English speaking countries.					
Sense of initiative and entrepreneurship					
Identifies elements.					
Shows independence and self-confidence to talk about real situations.					
Shows independence and develops his/her imagination by writing about him/herself or about any other topic related to the unit.					
Shows self-confidence in finding mistakes and in writing and choosing correct sentences or words.					
Shows self-confidence in talking about him/her.					

6TH of Primary

➤ STARTER UNIT

The starter unit consists of two pages, two *Missions*.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the vocabulary and expressions of the unit through a speaking exercise.

Listening to an audio and copying the information in the notebook.

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and answering some questions.

Listening to an audio and copying the information in the notebook.

Diagnostic test to check the students' knowledge (TRB).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at two pictures and comparing them.

Listening to an audio and saying whether some sentences are true, false or it doesn't say.

Playing a game using the expressions learnt in previous years related to the weather. *Game Time!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and answering several questions that revise structures they have worked on in previous years; the present simple, the subjects, some adjectives and the comparative.

CONTENT

Main vocabulary:

- beach, clothes, dates, food, football stadium, months, numbers, sports, subjects, complicated, difficult, easy, fun, incredible, interesting, simple, to jog, to rollerblade, to watch, to wear

Structures

- Past simple and past continuous.
- The comparative.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues.
To identify the topic, the main sense and the main points and information of texts (<i>Reading</i>). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters.
To produce very simple written texts copying the words and structures that	- Writes the vocabulary and the grammar structures that have been studied

have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i> .
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak 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		
Identify words and simple sentences	- Listening to and identifying the unit vocabulary and expressions (Missions 1-2) - Listening to drills	Responsibility, perseverance
Get the general idea in spoken texts and identify 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). - Listening to a text and answering some questions (Mission 2).	Responsibility
Speaking		
Reproduce grammar structures through oral activities proposed by the Teacher's Guide and the drills, based on repetition and correction	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-2).	Perseverance and responsibility
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Mission 2)	Respect, fellowship

Reproduce grammar structures to compare pictures.	-Looking at some pictures and comparing them.	Responsibility.
Reading		
Read words and expressions previously introduced in an oral manner	- Reading questions and answering them (Mission 1). - Reading some sentences and deciding whether they are true or false (Mission 2).	Perseverance and responsibility.
Writing		
Write words and sentences.	- Writing words and sentences (Mission 1).	Responsibility and perseverance

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 2).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read dates.	-Reading and listening to dates (Mission 1).	Responsibility.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Play games	- Playing in Game Time and in games proposed in the TG (Missions 1-2).	Fellowship and respect

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate	- Participating in the drills proposed in the TG (Missions 1-2).	Respect and responsibility

different structures in a natural way.		

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Give a short description looking at a picture.	- Looking at and comparing two pictures (Mission 2).	Participation

➤ UNIT 1. TECH GADGETS!

UNIT 1

This unit (**Tech gadgets!**) focuses on learning vocabulary related to the new technologies.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary from the unit, 14 words related to new technologies, using a listening exercise.

Repeating the new vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. Find out (AB).

Practising interrogative sentences. Answering some questions.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary using a listening exercise.

Checking answers using an audio. *Listen and check.*

Listening to an audio and completing a text with the missing words in the notebook.

Identifying and reproducing the /i/ and /i:/ sounds. Listening to a text, comparing sounds and repeating words.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Matching sentences to create a dialogue.

Listening to an audio and completing a text in the notebook.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Enough + noun, too many/much + noun, too + adj, adj + enough*

Talking using the studied grammar structure.

Listening to an audio and completing a text with the missing words.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Technology!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Completing a text in the notebook while listening to an audio.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *the superlative.*

Talking in Game Time using the grammar structures studied in the unit.

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Ordering sentences in the notebook.

Practising the interrogative sentence. Reading some answers and writing questions. *Master the question.*

Learning how to write texts. Writing sentences about the topic of the unit. *Write in your notebook.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to the first part of a story with a comic design, which includes the vocabulary and the grammar previously studied.

Listening to the story and saying whether some sentences are true or false.

Becoming familiar with the rhythm and intonation of the English language by listening to a story.

Orally answering some questions about the story. *Verb time!*

Listening to the end of the story and saying the correct option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and saying whether some sentences are true or false.

Reading some questions and answering them using the verb to open.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5 (*Here we go!*).

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about *Apple and Steve Jobs* and answering some questions.

Web searching on a topic studied in the unit and answer some questions. *Web quest!*

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about Silicon and Valley and answering some questions about it.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the interrogative sentences using the structure: *Tell to ask*.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading a text and answering some questions about the topic.

Arts and Crafts activity. *Let's invent an application!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission I CAN

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at two pictures and describing them using the vocabulary and the grammar studied in the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Checking the answers to an exercise using an audio. *Then listen and check*.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some descriptions and writing the words.

Reading and completing some sentences.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: desktop, hard drive, headphones, keyboard, laptop, monitor, mouse, mouse mat, pen drive, smartphone, software, speakers, tablet, touch screen, cheap, expensive, high-tech, low-tech, user-friendly, numbers 1-1000
- Extra vocabulary: business, device, start-up, success, to found, to move, to wonder

Structures

- I haven't got enough money.
- I've got too many computer games/too much money.
- This computer is too big.
- This mobile phone isn't good enough.
- This is the cheapest tablet in the world.
- That's the most expensive laptop in the shop.

Culture

- **USA.** Apple and Steve Jobs
- **Expression:** *Here you go!*

Content and Language Integrated Learning (CLIL)

Social Science

- Silicon Valley.

Phonics

- The /i□/ vs. /I/ sounds.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos.

To be able to communicate in short and simple conversations.	
To interact with other people.	
To identify the topic, the main sense and the main points and information of texts (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class.
To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text.	- Understands short and simple correspondence. - Understands the main information in short notices and news.
To distinguish the communicative functions of the text.	- Understands the main information in short stories and identifies the main characters.
To recognise most common meanings, vocabulary and spelling marks.	- Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally.
To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the 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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2 and 8). - Listening to drills (Missions 1-8).	Responsibility, perseverance

Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 1-8). - Listening to and understanding the topic-related drills (Missions 1-8).	
Identify phonics	-Listening to and repeating words which include the phonics studied in the unit (Mission 2).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures. - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to a video. (Mission 8). - Listening to texts (Missions 2, 3, 5 and 7).	Responsibility, perseverance
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 2, 4 and 8).	Responsibility, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. (Mission 1).	Responsibility
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities(Missions 1-8).	Perseverance and responsibility
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences.	- Asking questions. <i>Master the question and Tell to Ask.</i> (Missions 4 and 7).	Perseverance
Give presentations about a topic related to the unit.	-Giving a short presentation about a topic studied in class. <i>Let's talk about...</i> (Mission 3).	Responsibility, autonomy.
Reading		

Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4).	Responsibility, perseverance
Read texts and stories.	- Reading stories and texts (Missions 1-7). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect
Writing		
Write words.	- Writing the unit vocabulary and expressions (Missions 2, 3, 4 and 7). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance
Write 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, 3, 4 and 6). - Writing exercises (TRB Mission 7).	Responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to and read the numbers from 1 to 1000.	- Listening to and reading the numbers (Missions 2, 3, 4 and 5)	Responsibility
Listen to and read the date.	- Listening to and reading the date (Missions 6 and 7).	Responsibility, perseverance
Read the numbers from 100 to 1000 and the ordinal numbers (1 st – 3 rd)	- Reading the numbers in the numbers section.	Responsibility and perseverance.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using the picture dictionary, the grammar appendix and the numbers section.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the numbers section.	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations about interesting or everyday topics by searching for information on the internet (Mission 6) .	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Make simple Arts and Crafts compositions	- Creating an application. <i>Let's invent an application!</i> (Mission 6).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance

Make an arts and crafts activity.	- Creating an application. <i>Let's invent an application!</i> (Mission 6).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 and 7).	Responsibility, respect, perseverance
Show confidence in finding mistakes and writing out the words or sentences correctly.	- Ordering words to make sentences (Mission 4). - Choosing the best option to complete some sentences (Mission 8). - Matching sentences to create dialogues (Mission 2)	Responsibility
Show autonomy and self-confidence to talk about familiar topics.	- Talking about previously studied topics. <i>Let's talk about...</i> (Mission 4).	Responsibility and autonomy.
Show autonomy and self-confidence to create texts about topics studied in class.	- Writing short texts. <i>Think and write</i> (Mission 4).	Responsibility and autonomy.
Self-assessment	- Completing the self-assessment activities in the Portfolio.	Responsibility, autonomy.

➤ UNIT 2. HAVE A NICE TRIP!

This unit (***Have a nice trip!***) focuses on learning vocabulary related to travelling.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary, 14 words related to travelling, using a listening exercise.

Repeating the unit vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and sound of English by a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. Find out!

Practising the interrogative form. Reading answers and writing the questions.
Master the question.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary.

Listening to an audio and answering some questions in the notebook.

Listening to and repeating words which contain the sound /v/.

Listening to a text and saying whether some sentences are true or false.

Identifying and reproducing the sounds /aʊ/ e /əʊ/. Listening to a text, comparing sounds and repeating them.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to an audio and answering some questions in the notebook.

Rewriting some sentences using different forms of the verb *to get*.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. *Have/has to, don't/doesn't have to, do/does + S + have to?, must*

Talking using the new structure. Answering some questions using *must or have to*.

Checking answers using an audio. *Listen and check.*

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Rules and responsibilities!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Completing a text in the notebook choosing the best option.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *want to, need to*.

Talking in Game Time using the new grammar structure.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Practising interrogative sentences. Putting words in order to make questions and answering them.

Writing sentences in third person (*he/she*).

Learning how to write texts. Writing sentences about the topic of the unit (brainstorming ideas). *Think and write in your notebook.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Listening to a story and saying whether some sentences are true or false.

Becoming familiar with the rhythm and the sound of the English language by a reading exercise.

Practising some verbs by answering some questions. *Verb time!*

Listening to the end of the story and choosing the best option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and decide whether some sentences are true or false.

Reading some questions and answering them using the verb to open.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in Mission 5 in the

Reading activity (*How long does it take...?*).

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about *Melting pot and Salad bowl theories* and answering some questions about it.

Web searching on a topic studied in the unit and answer some questions. *Web quest!*

Reading activities to improve and consolidate this skill (TRB Reading worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning.
Natural Science. *The environment in cities.*

Being able to understand and speak about other subjects.

Listening to a text about *The environment in cities* and answering some questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the structure: *Tell to ask.*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects.

Reading a text and answering some questions about the topic.

Arts and Crafts activity. *Let's make a city map!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and completing a text with the missing words.

Checking answers using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some descriptions and writing the words.

Reading and completing some sentences.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: check-in desk, departure gate, departure lounge, hand luggage, information desk, passport, travel guide, trip, crowded, to board, to check in, to get off, to get on, to get ready, to get to a place, to leave, to pack, to show
- Extra vocabulary: development, environment, melting pot, pollution, together, according to, even if,

to fix, to happen, to share, to support.

Structures

- Have to /Has to. Don't have to / Doesn't have to
- Do/Does + subject + have to...? Yes / No.
- Must
- I want to / I want you to + inf
- I need to / I need you to + inf

Culture

- **USA.** Melting pot and Salad bowl theories.
- **Expression:** *How long does it take to...?*

Content and Language Integrated Learning (CLIL)

Social Science

- The environment in cities.

Phonics

- The sounds /aʊ / vs /əʊ /

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented

To be able to communicate in short and simple conversations.	in the videos.
To interact with other people.	
To identify the topic, the main sense and the main points and information of texts (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters. - Understands translated sentences and works with them.
To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text.	
To distinguish the communicative functions of the text.	
To recognise most common meanings, vocabulary and spelling marks.	
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the 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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

- Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2 and 8). - Listening to drills (Missions 1-8).	Responsibility, perseverance

Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 1-8). - Listening to and understanding the topic-related drills (Missions 1-8).	
Identify phonics	-Listening to and repeating words which include the phonics studied in the unit (Mission 2).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures. - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to a video. (Mission 8). - Listening to texts (Missions 1, 5, 7 and 8).	Responsibility, perseverance
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 1, 3 and 8).	Responsibility, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. (Mission 1).	Responsibility
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities(Missions 1-8).	Perseverance and responsibility
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences.	- Making interrogative sentences in <i>Order and Answer</i> (Mission 4). - Asking questions. <i>Master the question and Tell to Ask.</i> (Missions 1 and 7).	Perseverance
Give presentations about a topic related to the unit.	-Giving a short presentation about a topic studied in class. <i>Let's talk about...</i> (Mission 4).	Responsibility, autonomy.
Reading		

Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4).	Responsibility, perseverance
Read texts and stories.	- Reading stories and texts (Mission 1, 2, 5, 6 and 7). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect

Writing

Write words.	- Writing the unit vocabulary and expressions (Missions 2, 3, 4, 6, 7 and 8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 3, 4 and 6). - Writing exercises (TRB Mission 7).	Responsibility, perseverance

• Mathematical competences and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listen to numbers and hours.	- Listening to numbers and hours (Missions 1, 2, 3, 5 and 7)	Responsibility
Read the numbers from 100 to 1000 and the ordinal numbers (1 st – 3 rd)	- Reading the numbers in the numbers section.	Responsibility and perseverance.

• Digital competence

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using the picture dictionary, the grammar appendix and the numbers section.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the numbers section.	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations about interesting or everyday topics by searching for information on the internet (Mission 6) .	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Responsibility, respect, perseverance
Make simple Arts and Crafts compositions	- Creating an application. <i>Let's make a city map!</i> (Mission 7).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Make an arts and crafts activity.	- Creating an application. <i>Let's make a map!</i> (Mission 6).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 and 7).	Responsibility, respect, perseverance

Show confidence in finding mistakes and writing out the words or sentences correctly.	- Ordering words to make sentences (Mission 4). - Choosing the best option to complete some sentences (Missions 3 and 8).	Responsibility
Show autonomy and self-confidence to talk about familiar topics.	-Talking about previously studied topics. <i>Let's talk about...</i> (Mission 3).	Responsibility and autonomy.
Show autonomy and self-confidence to create texts about topics studied in class.	-Writing short texts. <i>Think and write</i> (Mission 4).	Responsibility and autonomy.
Self-assessment	-Completing the self-assessment activities in the Portfolio.	Responsibility, autonomy.

➤ UNIT 3. ONCE UPON A TIME!

This unit (***Once upon a time...***) focuses on learning vocabulary related to fairy tales.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 9 words related to fairy tails, through a listening exercise.

Repeating the unit vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out (AB).*

Reading a text and answering some questions in the notebook.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary.

Repeating the new vocabulary.

Listening to a text and answering some questions in the notebook.

Identifying and reproducing the /t/ sound. Listening to and repeating a text.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to an audio and answering some questions in the notebook.

Ordering some words in order to make sentences.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. *Past simple, irregular verbs.*

Listening to an audio and completing a text with the missing words.

Telling a previously prepared story following very well-structured guidelines: *Let's tell... Fairy tales!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading a fairy tale.

Looking at two pictures, reading a story and saying whether they are true or false.

Listening to an audio and completing a text.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second grammar section through listening activities: *past simple, irregular verbs.*

Listening to an audio and answering some questions in the notebook.

Checking answers using an audio. *Listen and check.*

Playing a game using the new grammar structure studied in class and grammar studied in previous units. *Game time!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading a story to introduce the new grammar.

Listening to an audio and answering some sentences in the notebook.

Learning how to write texts. Writing sentences about the topic of the unit (brainstorming ideas). *Think and write in your notebook!*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to the first part of a story with a comic design, which includes the vocabulary and the grammar previously studied.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

Listening to the story and saying whether some sentences are true or false.

Listening to the end of the story and choosing the best option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and saying whether some sentences are true or false.

Reading the story and answering some questions in the notebook.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5 (*No way!*).

Being able to identify some English-speaking countries.

Showing interest in understanding and speaking about other countries culture.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Web searching about a topic studied in the unit and answering some questions. *Web quest.*

Reading a text about *Harry Potter* and answering some questions in the notebook.

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Social Science. *Fairy tales and other stories.*

Being able to understand and speak in English about other subjects.

Listening to a text about *Fairy tales and other stories* and answering some questions.

Practising the structure *Tell to ask* with the grammar studied in the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects.

Learning vocabulary about the contents of other subjects.

Reading a text and answering some questions.

Arts and crafts activity. *Let's make fairy tales puppets!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission 8

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a text and answering some questions.

Checking the answers using an audio. *Then listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Matching sentences and copying them in the notebook.

Completing a text with the correct form of the past simple.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

- **Main vocabulary:** broom, castle, dragon, fairy, ghost, giant, King, Kingdom, knight, monster, pirate, prince, princess, queen, servant, thief, troll, witch, wizard, loyal, mighty, to fight
- **Extra vocabulary:** main character, moral, value, fictional, beyond, in addition, either way, as well as, to appreciate, to be worth, to write down

Structures

- **Past simple of irregular verbs** (ate, bought, came, drank, felt, flew, gave, got, had, knew, made, put, read, rode, said, sang, saw, slept, sold, swam, thought, told, took, understand, went, woke up, wore, wrote).

Culture

- **The United Kingdom.** Harry Potter.
- **Expression:** *No way!*

Content and Language Integrated Learning (CLIL)

Social Science

- Fairy tales and other stories.

Phonics

- The /t/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about known topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos.
To identify the topic, the main sense and the main points and information of texts	- Is able to read words and sentences studied in class.

(Reading). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the 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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

- Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2 and 8). - Listening to drills (Missions 1-8).	Responsibility, perseverance
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 1-8). - Listening to and understanding the topic-related drills (Missions 1-8).	

Identify phonics	-Listening to and repeating words which include the phonics studied in the unit (Mission 2).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 4 and 5). - Listening to a text and copying words to complete a text (Missions 3 and 8). - Listening to a text and answering some questions about it (Missions 2, 4, 5 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to a video. (Mission 8). - Listening to texts (Missions 3, 4, 5, 7 and 8).	Responsibility, perseverance
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 3 and 8).	Responsibility, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. (Mission 1).	Responsibility
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences.	- Making interrogative sentences in <i>Order and Answer</i> (Mission 4). - Asking questions. <i>Master the question and Tell to Ask.</i> (Mission 7).	Perseverance

Tell a story.	- Creating and telling a story. <i>Let's tell... Fairy tales!</i> (Mission 3).	Responsibility, autonomy.
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4).	Responsibility, perseverance
Read texts and stories.	- Reading stories and texts (Mission 1, 3, 4, 5, 6, and 8). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect
Writing		
Write words.	- Writing the unit vocabulary and expressions (Missions 2, 3, 4, 6, 7 and 8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 3, 4 and 8). - Writing exercises (TRB Mission 7).	Responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read the numbers from 100 to 1000 and the ordinal numbers (1 st – 3 rd)	-Reading the numbers in the numbers section.	Responsibility and perseverance.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in	- Carrying out the activities	Participation and

class to learn	proposed in the digital book.	responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using the picture dictionary, the grammar appendix and the numbers section.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the numbers section.	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations about interesting or everyday topics by searching for information on the internet (Mission 6) .	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Missions 5 and 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in dialogues and in games proposed in the TG (Missions 3, 4 and 5).	Responsibility, respect, perseverance
Make simple Arts and Crafts compositions	- Creating puppets. <i>Let's make fairy tales puppets!</i> (Mission 7).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Make an arts and crafts activity.	- Making puppets. <i>Let's make a fairy tales puppets!</i> (Mission 6).	Responsibility, respect, perseverance

Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 and 7).	Responsibility, respect, perseverance
Show confidence in finding mistakes and writing out the words or sentences correctly.	- Ordering words to make sentences (Mission 2). - Choosing the best option to complete some sentences (Missions 1, 4, 5, 6, 7 and 8).	Responsibility
Show autonomy and self-confidence to talk about familiar topics.	-Creating and telling a story.. <i>Let's tell... fairy tales!</i> (Mission 3).	Responsibility and autonomy.
Show autonomy and self-confidence to create texts about topics studied in class.	-Writing short texts. <i>Think and write</i> (Mission 4).	Responsibility and autonomy.
Self-assessment	-Completing the self-assessment activities in the Portfolio.	Responsibility, autonomy.

➤ UNIT 4. LET'S TIDY UP!

This unit (***Let's tidy up!***) focuses on learning vocabulary related to housework; verbs, adjectives and nouns.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new unit vocabulary, 11 words related to housework, through a listening exercise.

Repeating the unit vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and the sound of the English language by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

Checking an exercise by listening to an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out!*

Practising interrogative sentences. Reading answers and writing questions.
Master the question.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary through listening activities.

Repeating the vocabulary.

Listening to a text and completing the missing words in the notebook.

Identifying and reproducing the /tʃ / sound. Listening to and repeating a text.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Completing a text while listening to an audio.

Ordering some words to make sentences and copying them in the notebook.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing grammar using a listening exercise and other oral activities. *I'm going to start + inf/gerund, I finished + gerund.*

Looking at some pictures and saying what they represent using the grammar and the vocabulary of the unit.

Giving a short, prepared presentation following very well-structured guidelines:

Let's talk about... Cleaning!

Checking an activity using an audio. *Listen and check.*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures, reading sentences and saying whether they are true or false according to the pictures.

Reading a text and choosing the best options to complete it.

Listening to an audio and completing a text in the notebook.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening activities: *after, before, might.*

Looking at a picture, reading a text and listening to it.

Listening to an audio and answering some questions in the notebook.

Checking answers using an audio. *Listen and check.*

Playing in Game Time using the vocabulary and the grammar of the unit.
Orally reproducing the structures of the unit and internalize them using the TG drills.
Revision of other grammar structures that have been studied in previous units or years and internalize and consolidate them using the TG drills.
Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reference to the Grammar appendix to read and internalize the new grammar learnt in the unit.
Reading a text to introduce the grammar of the unit.
Practicing the interrogative sentence. Reading answers and writing the questions. *Master the question.*
Listening to an audio and answering some questions in the notebook.
Learning how to write texts using linking words. Writing sentences about the topic of the unit. *Think and write in your notebook.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Listening to the story and answering some questions in the notebook.

Becoming familiar with the rhythm and the sound of the English language by reading a story.

Listening to the end of the story and choosing the correct option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and answering some questions in the notebook.

Reading some sentences, finding mistakes and correcting them.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5 (*I agree! I disagree!*).

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about *Head Boys y Head Girls* and answering some questions.

Web searching on a topic studied in the unit and answer some questions. *Web quest!*

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Being able to understand and speak in English about other subjects.

Listening to a text about *Recycling* and answering some questions in the notebook.

Practising the structure: *Tell to ask*.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Learning vocabulary about the contents of other subjects.

Reading a text and answering some questions in the notebook.

Arts and crafts activity. *Let's make recycled paper!*

Writing activities to improve this skill (TRB Writing Worksheets).

Mission I CAN

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at two pictures and describing them using the vocabulary and the structures of the unit.

Listening to an audio and answering some questions in the notebook.

Checking answers using an audio. *Listen and check*.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Choosing the correct answer to complete some sentences. Writing them in the notebook.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- **Main vocabulary:** armchair, bookshelf, chest of drawers, chores, coffee table, cupboard, curtains, mirror, rug, tablecloth, dusty, filthy, messy, smelly, stained, to do the shopping, to do the washing up, to polish, to set the table, to take out the rubbish.
- **Extra vocabulary:** event, factory, hard work, leadership, speech, awesome, day-to-day, in charge of, just, likely, to balance, to make sure, to require, to throw away.

Structures

- I'm going to start to set the table.
- I'm going to start setting the table.
- I finished cleaning the floor.
- Before you do that, do this.
- After you finish doing that, come over here.
- When you get home, call me, please.
- She might help you. She's a good woman.

Culture

- **The United Kingdom.** Head Boys and Head Girls
- **Expression:** *I agree! I disagree!*

Content and Language Integrated Learning (CLIL)

Natural Science

- Recycling

Phonics

- The /tʃ/ sound.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about known topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the

about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos.
To identify the topic, the main sense and the main points and information of texts (Reading). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the 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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

- Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2, 3, 4 and 5). - Listening to drills (Missions 1-8).	Responsibility, perseverance
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 1-8). - Listening to and understanding the topic-related drills (Missions 1-8).	
Identify phonics	-Listening to and repeating words which include the phonics studied in the unit (Mission 2).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 5 and 7). - Listening to a text and copying words to complete a text (Mission 2). - Listening to a text and answering some questions about it (Missions 4, 7 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to a video. (Mission 8). - Listening to texts (Missions 2, 4, 5, 7 and 8).	Responsibility, perseverance
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 1, 3, 4, 5 and 8).	Responsibility, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. (Mission 1).	Responsibility
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities(Missions 1-8).	Perseverance and responsibility

Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences.	- Making interrogative sentences in <i>Order and Answer</i> (Mission 4). - Asking questions. <i>Master the question and Tell to Ask.</i> (Mission 7).	Perseverance
Tell a story.	- Creating and telling a story. <i>Let's talk about...cleaning!</i> (Mission 3).	Responsibility, autonomy.
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4).	Responsibility, perseverance
Read texts and stories.	- Reading stories and texts (Mission 5, 6 and 7). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect
Writing		
Write words.	- Writing the unit vocabulary and expressions (Missions 1-8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance
Write 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, 3, 4 and 8). - Writing exercises (TRB Mission 7).	Responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read the numbers	-Reading the numbers in the	Responsibility and

from 100 to 1000 and the ordinal numbers (1 st – 3 rd)	numbers section.	perseverance.
Read and say the time-	-Reading and saying the time (Mission 3).	Responsibility.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using the picture dictionary, the grammar appendix and the numbers section.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the numbers section.	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations about interesting or everyday topics by searching for information on the internet (Mission 6) .	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time and in the games proposed in the TG (Mission 4). - Participating in dialogues (Missions 3, 4 and 5).	Responsibility, respect, perseverance
Make simple Arts and Crafts compositions	- Making recycled paper. <i>Let's make recycled paper!</i> (Mission 7).	Responsibility, respect, perseverance
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Make an arts and crafts activity.	- Making recycled paper. <i>Let's make recycled paper!</i> (Mission 7).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 and 7).	Responsibility, respect, perseverance
Show confidence in finding mistakes and writing out the words or sentences correctly.	- Ordering words to make sentences (Mission 2). - Answering questions after reading some texts (Missions 1, 4, 5, 6, 7 and 8). - Choosing the best option to complete some sentences (Missions 3 and 8). - Correcting sentences (Mission 5).	Responsibility
Show autonomy and self-confidence to talk about familiar topics.	-Talking about a familiar topic. <i>Let's talk about...cleaning!</i> (Mission 3).	Responsibility and autonomy.
Show autonomy and self-confidence to create texts about topics studied in class.	-Writing short texts. <i>Think and write</i> (Mission 4).	Responsibility and autonomy.
Self-assessment	-Completing the self-assessment activities in the Portfolio (Mission 8).	Responsibility, autonomy.

➤ UNIT 5. A STOP AT THE SHOPS

This unit (**A stop at the shops**) focuses on learning about shopping.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary of the unit, 12 words related to shopping, using listening exercises.

Repeating the unit vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Sing and clap.*

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out!*

Reading a text and answering some questions about it in the notebook.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, 6 words related to shopping, using a listening exercise.

Repeating the new vocabulary.

Listening to a text and answering some questions in the notebook.

Becoming familiar with the English sound through the audios.

Identifying and reproducing the / ə / sound. Listening to and repeating a text.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to an audio and answering some questions in the notebook.

Ordering words to make sentences. Copying them in the notebook.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. The present perfect.

Looking at some pictures and listening to dialogues introducing the new grammar structure.

Listening to a text and completing it with the missing words.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... Place we've travelled this year!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Looking at some pictures, reading some dialogues to introduce the grammar of the unit.

Looking at some pictures and answering some questions in the notebook.

Listening to an audio and completing a text in the notebook.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using listening and speaking activities. The present perfect.

Looking at some pictures and listening to dialogues introducing the grammar structure.

Checking answers using an audio. *Listen and check.*

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading some dialogues to introduce the grammar of the unit.

Ordering sentences to make sentences. Copying them in the notebook.

Reading answers and writing interrogative sentences. *Master the question.*

Learning how to write texts. Writing sentences about the topic of the unit. *Write in your notebook.*

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Listening to the story and answering some questions.

Becoming familiar with the rhythm and the sound of the English language through reading a story.

Listening to the end of the story and saying the correct option to complete some sentences.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and answering some questions.

Reading the story and correcting some false sentences to make them true.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5 (*What a bargain!*).

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about *The Black Friday* and answering some questions.

Web searching on a topic studied in the unit and answering some questions. *Web quest!*

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

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

Maths. *Discounts and Sales.*

Being able to understand and speak about other subjects.

Listening to a text about *the Black Friday* and answering some questions in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the structure: *Tell to ask.*

Practising the speaking skill playing a game. *Let's exchange!*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write in English about other subjects.

Reading a text and answering some questions about the topic.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission I CAN

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at two pictures and describing them using the grammar and the vocabulary of the unit.

Listening to an audio and answering some questions in the notebook.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to an audio and answering some questions in the notebook.

Matching sentences and writing them in the notebook.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and

vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Complete the pupil's portfolio.

CONTENT

Vocabulary

- Main vocabulary: aisle, basket, changing room, customer, escalator, lift, price tag, scales, shopping bag, till, trolley, to cost, to go window shopping, to pay for, to save, to spend, to try on, to weigh
- Extra vocabulary: ink, loss, owner, profit, sale, skill, busy, fixed, to haggle

Structures

- The present perfect
- I've played rugby this morning. She's never played rugby before.
- Have they ever played rugby?
- I've never done the shopping. We've never been to South Africa.
- Has he ever had a purple bike?
- Has she ever gone to that shop?

Culture

- The USA. Black Friday.
- Expression: *What a bargain!*

Content and Language Integrated Learning (CLIL)

Maths

- Discounts and Sales.

Phonics

- The /ə/ sound

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher

	uses in class.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos.
To identify the topic, the main sense and the main points and information of texts (Reading). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the 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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

- Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2 and 8). - Listening to drills (Missions 1-8).	Responsibility, perseverance
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 1-8). - Listening to and understanding the topic-related drills (Missions 1-8).	
Identify phonics	-Listening to and repeating words which include the phonics studied in the unit (Mission 2).	
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying pictures (Missions 3, 4 and 5). - Listening to a text and copying words to complete a text (Mission 3). - Listening to a text and answering some questions about it (Missions 1, 5 and 8). - Listening activities using the vocabulary and the grammar of the unit (Mission 4 TRB). - Listening to a video (Mission 8).	Responsibility
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to a video. (Mission 8). - Listening to texts (Missions 3, 4, 5, 7 and 8).	Responsibility, perseverance
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check.</i> (Missions 4 and 5).	Responsibility, perseverance
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. (Mission 1).	Responsibility

Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and Correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance and responsibility
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Respect, fellowship
Practise interrogative sentences.	- Making interrogative sentences in <i>Order and Answer</i> (Mission 4). - Asking questions. <i>Master the question and Tell to Ask.</i> (Mission 7).	Perseverance
Tell a story.	- Talking about familiar topics. <i>Let's talk about...Places we've travelled!</i> (Mission 3).	Responsibility, autonomy.
Participate in games and act out.	- Participating in Game Time in the PB (Mission 4). - Participating in daily situations acts out. <i>Let's exchange!</i> (Mission 7).	
Reading		
Read words previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1).	
Read words previously introduced in an oral way.	- Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the unit grammar (Missions 3 and 4).	Responsibility, perseverance
Read texts and stories.	- Reading stories and texts (Mission 1, 3, 4, 5, 6 and 7). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect
Writing		
Write words.	- Writing the unit vocabulary and expressions (Missions 1-8). - Vocabulary exercises (TRB Mission 2).	Responsibility, perseverance

Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 3, 4 and 8). - Writing exercises (TRB Mission 7).	Responsibility, perseverance

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read the numbers from 100 to 1000 and the ordinal numbers (1 st – 3 rd)	-Reading the numbers in the numbers section.	Responsibility and perseverance.
Read about discounts and sales.	-Reading a text about <i>The Black Friday</i> (Mission 6). - Listening to and reading a text about discounts and sales (Mission 7).	Responsibility.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in class to learn	- Carrying out the activities proposed in the digital book.	Participation and responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using the picture dictionary, the grammar appendix and the numbers section.	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the numbers section.	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance

Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations about interesting or everyday topics by searching for information on the internet (Mission 6) .	Responsibility, perseverance
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in dialogues and in games proposed in the TG (Missions 1-8).	Respect and fellowship
Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time and in the games proposed in	Responsibility, respect, perseverance

	the TG (Mission 4). - Participating in dialogues (Missions 3, 4 and 5). - Acting out daily situations. <i>Let's exchange!</i> (Mission 7).	
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Show autonomy and self-confidence in creating daily situations dialogues.	-Creating dialogues (Missions 3, 4 and 7).	Responsibility, respect, perseverance
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 and 7).	Responsibility, respect, perseverance
Show confidence in finding mistakes and writing out the words or sentences correctly.	- Ordering words to make sentences (Mission 2 and 4). - Answering questions after reading some texts (Missions 1, 5, 6 and 7).	Responsibility
Show autonomy and self-confidence to talk about familiar topics.	-Talking about a familiar topic. <i>Let's talk about... Place we've travelled!</i> (Mission 3).	Responsibility and autonomy.
Show autonomy and self-confidence to create texts about topics studied in class.	-Writing short texts. <i>Think and write</i> (Mission 4).	Responsibility and autonomy.
Self-assessment	-Completing the self-assessment activities in the Portfolio (Mission 8).	Responsibility, autonomy.

➤ **UNIT 6. PROBLEMS IN HAPPY-VILLE.**

This unit (**Problems in Happy-ville**) focuses on learning vocabulary related to the jobs.

The unit contains 8 missions.

Each mission lasts sixty minutes.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the new vocabulary of the unit, 13 jobs, using a listening exercise.

Listening to and repeating the new vocabulary.

Identifying and using the unit vocabulary.

Listening to and singing a song. *Rap and clap.*

Becoming familiar with the rhythm and sounds of English by listening to a song.

Listening to a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find me!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a guessing game describing a word related to the new vocabulary and figuring out what it is. *Find out!*

Reading a text and answering some questions about it in the notebook.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the unit vocabulary, *dangerous y safe*, using a listening exercise.

Looking at a picture and reading and listening to some dialogues.

Listening to an audio and answering some questions in the notebook.

Identifying and reproducing the /dʒ / sound. Listening to and repeating a text.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Listening to an audio and answering some questions in the notebook.

Ordering words to make full sentences.

Vocabulary activities to improve and consolidate the acquired knowledge (TRB Vocabulary Worksheets).

Mission 3.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the grammar through listening and speaking activities. (*Future simple, Will/Won't*).

Looking at some pictures and reading some dialogues introducing the new grammar.

Listening to an audio and answering some questions in the notebook.

Giving a short, prepared presentation following very well-structured guidelines: *Let's talk about... What we think we'll be when we're older!*

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading a short story to introduce the new grammar structure.

Reading a text and choosing the best option to complete it.

Completing a text while listening to an audio.

Mission 4.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Introducing the second part of the grammar using a listening exercise (*Question tags*).

Looking at some pictures and listening to some dialogues introducing the new grammar structure.

Checking answers using an audio. *Listen and check*.

Playing in Game Time using the vocabulary and the grammar of the unit.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Listening activities to improve this skill (TRB Listening Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

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

Reading a short dialogue to introduce the new grammar.

Practising the interrogative sentence. Ordering words to make questions.

Rewriting sentences using the new grammar.

Learning how to write texts. Writing sentences about the topic of the unit. *Write in your notebook*.

Mission 5.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a story with a comic design, which includes the vocabulary and the grammar previously studied.

Listening to the story and answering some questions in the notebook.

Becoming familiar with the rhythm and the sound of the English language by listening to a story.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Speaking activities using the vocabulary and the grammar studied in the unit (TRB Speaking Worksheet).

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story and answering some questions in the notebook.

Reading the story and correcting some sentences.

Mission 6. CULTURE

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to and saying the colloquial expression learnt in the Reading in the Mission 5 (*May I help you?*).

Showing interest in understanding and talking about the customs of other countries.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading a text about the *Canadian Mounted Police* and answering some questions.

Web searching on a topic studied in the unit and answering some questions. *Web quest!*

Reading activities to improve and consolidate this skill (TRB Reading Worksheets).

Mission 7.

UNDERSTANDING AND PRODUCING ORAL TEXTS

A page dedicated to non-linguistic content and language integrated learning. Music. *Rock 'n' Roll*.

Being able to understand and speak in English about other subjects.

Listening to a text about *Rock 'n' Roll* and answering some questions.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

Practising the structure: *Tell to ask*.

Singing a previously prepared *Rock 'n' Roll* song. *Let's rock 'n' roll!*

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Being able to read and write about other subjects.

Learning vocabulary about the contents of other subjects.

Reading a text about *Rock and roll* and answering some questions.

Writing activities to improve this skill (TRB Writing Worksheets).

Mission

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to an audio and completing a text in the notebook with the missing words.

Checking answers using an audio. *Listen and check*.

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

Revision of other grammar structures that have been studied in previous units or years and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and writing the vocabulary word they represent.

Making sentences by choosing the best option to complete them. Then, copying them in the notebook.

Translation challenge. They work on activities focused on the understanding of translated sentences or they translate sentences from Spanish to English and vice versa. (TRB).

Test to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Completing the pupil's portfolio.

CONTENT

Vocabulary

- **Main vocabulary:** actor, architect, cook, dentist, farmer, firefighter, football player, job, judge, lawyer, police officer, singer, taxi driver, vet, work, dangerous, safe.
- **Extra vocabulary:** break, meeting, sled, brave, either... or..., to protect, to suggest

Structures

- I'll call him.
- Will he answer the phone?
- He won't answer the phone.
- It's him, isn't it?
- They don't know, do they?
- They didn't answer, did they?
- He's entered the building, hasn't he?
- He'll do it, won't he?

Culture

- **Canada.** Canadian Mounted Police.
- **Expression:** *May I help you?*

Content and Language Integrated Learning (CLIL)

Music

- Rock 'n' Roll

Phonics

- The /dʒ/ sound

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos.
To identify the topic, the main sense and the main points and information of texts (<i>Reading</i>). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in

functions of the text. To recognise most common meanings, vocabulary and spelling marks.	short stories and identifies the main characters. - Understands translated sentences and works with them.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i> . - Copies the sounds presented in the 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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words	- Listening to and identifying the unit vocabulary and expressions (Missions 1, 2, 3, 5 and 8). - Listening to the drills (Missions 1-8).	Responsibility, perseverance, patience
Identify simple sentences related to the unit topic	- Listening to and identifying simple sentences (Missions 1-8) - Listening to and understanding the topic-related drills (Missions 1-8)	Responsibility, perseverance, patience

Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures (Missions 2, 3, 4 and 5). - Listening to a text and copying words to complete it (Mission 8). - Listening to texts and answering questions (Missions 2, 3, 5 and 7). - Listening to a video (Mission 8). - Listening exercises (Mission 4 TRB).	Responsibility, respect
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to and singing a song (Mission 1). - Listening to the story (Mission 5). - Listening to a video (Mission 8). - Listening to texts (Missions 1, 3, 4, 5, 7 and 8).	Responsibility, perseverance, tolerance, solidarity, self-esteem
Check the answers to activities through a listening exercise	- Correcting activities through a listening exercise. <i>Listen and check</i> (Missions 3,4 y 5).	Responsibility, perseverance, self-esteem
Speaking		
Sing a song using linguistic and paralinguistic elements	- Singing a song. <i>Rap and clap</i> (Mission 1).	Responsibility, empathy
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities (Missions 1-8).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Participate with interest in language games, Game Time and the ones proposed in the TG.	- Reproducing simple expressions (Missions 1-8). - Speaking activities (Mission 5 TRB).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude
Practise interrogative sentences.	- Practising the interrogative form. Question tags. (Mission 4). - Ordering words to make questions (Mission 4). - Practising the interrogative sentence. <i>Tell to ask</i> (Mission 7).	Perseverance, self-esteem, responsibility, patience, fellowship, solidarity, respect, gratitude, empathy
Talk about familiar topics.	-Speaking about a daily topic. <i>Let's talk about...</i>(Mission 3).	Responsibility and autonomy.

Play games and act out.	-Playing in Game Time (Mission 4). - Acting out dialogues in simulated daily situations. <i>Let's rock 'n' roll!</i> (Mission 7).	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary (Missions 1, 2) - Reading the vocabulary in the Picture Dictionary (Mission 1). - Reading the unit expressions (Missions 1– 8). - Reading the Grammar Appendix in order to internalise the grammar (Missions 3 and 4).	Responsibility, perseverance
		Responsibility, perseverance
Read texts and stories	- Reading stories and texts (Missions 1-8). - Reading and understanding translated sentences (TRB). - Reading exercises (TRB Mission 6).	Responsibility, perseverance, respect, empathy, tolerance, gratitude
Writing		
Write words	- Writing the unit words and expressions (Missions 1-8). - Vocabulary exercises (Mission 2 TRB).	Responsibility, perseverance, punctuality
Write very simple texts based on very structured models.	- Writing very short and simple texts using the vocabulary and structures previously studied in class (Missions 1, 3 and 4). - Writing exercises (TRB Mission 7).	Responsibility, perseverance, respect, empathy, tolerance, gratitude

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read about prices and discounts.	-Reading a text about <i>The Black Friday</i> (Mission 6). - Listening to and reading a text about sales and discounts (Mission 7).	Responsibility.
Read cardinal numbers (100-1000) and ordinal numbers (1 st – 31 st).	-Using the Numbers Section in the PB.	Responsibility and perseverance.

• **Digital competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Use digital media in	- Carrying out the activities	Participation and

class to learn	proposed in the digital book.	responsibility.

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the <i>drills</i> as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG (Missions 1-8)	Respect and responsibility
Use basic strategies for learning to learn English using a visual	- Using the Picture Dictionary (Mission 1). - Using the grammar appendix (Missions 3 and 4). - Using the Numbers Section in the PB.	Responsibility, perseverance
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc. (Missions 1-8).	Responsibility, perseverance
Value the English language as a learning tool for other subjects.	- Learning about other subjects using English (Mission 7).	Responsibility, perseverance
Use information technology to find information and prepare a presentation	- Giving presentations on interesting or everyday topics by searching for information on the internet (Mission 6).	Responsibility, perseverance, patience, solidarity, self-esteem, punctuality and gratefulness.
Use his/her previous knowledge of the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story in an audio.	- Listening to the end of the story (Mission 5).	Responsibility, patience, self-esteem, respect and perseverance.

• **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate and enjoying playing games and acting out in class.	- Participating in Game Time, in dialogues and in the games proposed in the TG (Missions 1-8).	Respect and fellowship

Show interest and concentration in order to understand the teacher's drills and to provide the correct answers.	- Saying and consolidating the <i>drills</i> (Missions 1-8).	Responsibility, respect, perseverance
Value 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). - Learning a colloquial expression (Missions 5 and 6).	Responsibility, respect, perseverance
Show interest in communicating with English-speakers	- Reading texts about the culture of people who live in English speaking countries (Mission 6).	Responsibility, respect, perseverance

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs	- Singing a song (Mission 1).	Responsibility, respect, perseverance
Play games and act out.	- Participating in Game Time and in the games proposed in the TG (Mission 4). - Acting out dialogues (Missions 3, 4 and 5).	Responsibility, respect, perseverance, empathy, tolerance, self-esteem and punctuality.
Learn a colloquial expression in each Reading	- Learning a cultural expression (Missions 5 and 6)	Respect, solidarity and tolerance.
Learn about the culture in English speaking countries	- Learning about some English-speaking countries' customs (Mission 6)	Respect, solidarity and tolerance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding (Missions 1-8).	Responsibility, respect, perseverance
Make arts and crafts activities.	-Inventing and singing a song (Mission 7).	Responsibility, respect and perseverance.
Show independence and confidence when creating dialogues in real-life situations.	- Creating dialogues in real-life situations (Missions 3, 4 and 7)	Responsibility, respect, perseverance

Show independence when writing sentences and ordering words to make sentences.	- Ordering words to make sentences (Missions 2 and 4). - Answering questions about a text which has been previously read or listened to (Missions 1, 5, 6 and 7).	Responsibility.
Show autonomy and self-esteem when talking about familiar topics.	- Talking about a daily topic. <i>Let's talk about... What we think we'll do when we're older!</i> (Mission 3).	Responsibility and autonomy.
Show confidence when it comes to write about topic which has been studied in class.	- Writing short texts about familiar topics (Mission 4).	Responsibility, respect, perseverance
Self-assessment.	- Completing the self-assessment activities in the Portfolio (Mission 8).	Responsibility, autonomy.

➤ REVIEW 1

This review is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and understanding questions, orders and sentences. Doing different activities such as changing sentences, ordering words to make sentences or letters to make words, choosing the best option...

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a text and answering some questions in the notebook.

Looking at some pictures and comparing them orally.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading some definitions and writing the word.

Take a TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class (Pupil's book video, language assistant video and pronunciation video).
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos (Pupil's book video, language assistant video and pronunciation video).

To interact with other people.	
To identify the topic, the main sense and the main points and information of texts (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters.
To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text.	
To distinguish the communicative functions of the text.	
To recognise most common meanings, vocabulary and spelling marks.	
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the videos (Pupil's book video, language assistant video and pronunciation video).
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility, perseverance and patience.

Identifies simple sentences.	- Listening to and identifying simple sentences. - Listening to the drills.	Responsibility, perseverance and patience.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to texts and identifying pictures. - Listening to a text. - Listening to the different videos (Pupil's book video, language assistant video and pronunciation video).	Responsibility and respect.
Recognise the sound, rhythm and intonation of common expressions.	-Listening to texts. - Listening to the pupil's book video, the language assistant video and the pronunciation video.	Responsibility, perseverance and patience.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Practise the interrogative sentence (direct and indirect).	-Making and assimilating questions. - Practising the interrogative sentence (direct and indirect).	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Speak about familiar topics using the vocabulary and the grammar previously studied.	-Talking about familiar topics.	Responsibility and autonomy.
Participate in games and acts out.	-Participating in the games proposed in the TG.	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and expressions of the units. - Reading the key words of the unit.	Perseverance.
Read texts.	-Reading texts and stories. -Reading the Grammar appendix to assimilate the grammar.	Responsibility and perseverance.
Writing		
Write words.	- Writing the vocabulary and the expressions of the unit.	Perseverance, responsibility and punctuality.
Write short and simple texts.	-Writing simple and short texts using the unit vocabulary and expressions.	Responsibility, perseverance, respect, empathy, tolerance and gratefulness.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read comparative and quantifiers. Read and say the time.	-Listening to and reading sentences which contains the comparative, quantifiers and the time.	Responsibility.
Read the cardinal numbers (100 – 1000) and the ordinal numbers (1 st – 31 st).	-Reading the numbers in the Numbers section.	Responsibility and self-esteem.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Uses basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Grammar Appendix.	Respect and responsibility.
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a tool to learn about other subjects.	-Learning about other subjects in English.	Responsibility, perseverance and gratefulness.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pays attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.

Value 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. - Managing well in simple situations using the structures studied.	Responsibility, respect, perseverance and gratefulness.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in games and act out.	- Participating in the games proposed in the TG. - Acting out dialogues.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding.	Patience, responsibility perseverance.
Show confidence and self-esteem to create dialogues.	- Creating dialogues in real situations.	Patience, responsibility perseverance.
Show confidence in writing sentences and ordering words to make sentences.	- Ordering words to make sentences. - Answering questions after reading some texts.	Responsibility and autonomy.
Show autonomy and self-confidence to talk about familiar topics using the grammar and the vocabulary previously studied.	- Talking about familiar topics.	Responsibility and autonomy.
Show autonomy and self-confidence to create texts about topics studied in class.	- Writing short texts.	Responsibility and autonomy.

➤ REVIEW 2.

This review is focused on revising all the contents studied in the previous units. Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Looking at a picture and answering some questions using all the vocabulary and grammar structures studied in the previous units.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Answering some questions about a picture using different grammar structures.

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a text and answering some questions in the notebook.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Looking at some pictures and ordering letter to make words.

Changing sentences from present simple to past simple.

Take a TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>).	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class (Pupil's book video, language assistant video and pronunciation video).
To recognise the most common meanings of the basic structures used when speaking.	
To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>).	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations

To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos (Pupil's book video, language assistant video and pronunciation video).
To identify the topic, the main sense and the main points and information of texts (Reading). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the videos (Pupil's book video, language assistant video and pronunciation video).
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility, perseverance and patience.
Identifies simple sentences.	- Listening to and identifying simple sentences. - Listening to the drills.	Responsibility, perseverance and patience.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to texts and identifying pictures. - Listening to a text. - Listening to the different videos (Pupil's book video, language assistant video and pronunciation video).	Responsibility and respect.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to texts. - Listening to the pupil's book video, the language assistant video and the pronunciation video.	Responsibility, perseverance and patience.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Practise the interrogative sentence (direct and indirect).	- Making and assimilating questions. - Practising the interrogative sentence (direct and indirect).	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Speak about familiar topics using the vocabulary and the grammar previously studied.	- Talking about familiar topics.	Responsibility and autonomy.
Participate in games and acts out.	- Participating in the games proposed in the TG.	
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and expressions of the units. - Reading the key words of the unit.	Perseverance.
Read texts.	- Reading texts and stories. - Reading the Grammar appendix to assimilate the grammar.	Responsibility and perseverance.
Writing		

Write words.	- Writing the vocabulary and the expressions of the unit.	Perseverance, responsibility and punctuality.
Write short and simple texts following structured models.	-Writing simple and short texts using the unit vocabulary and expressions. - Answering some questions using the studied grammar.	Responsibility, perseverance, respect, empathy, tolerance and gratefulness.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and understand the time and the days of the week.	-Listening to and reading sentences which contain the time and the days of the week.	Responsibility.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Uses basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Grammar Appendix.	Respect and responsibility.
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a tool to learn about other subjects.	-Learning about other subjects in English.	Responsibility, perseverance and gratefulness.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES

Participates and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pays attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value 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. - Managing well in simple situations using the structures studied.	Responsibility, respect, perseverance and gratefulness.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding.	Patience, responsibility perseverance.
Show confidence and self-esteem to create dialogues.	-Creating dialogues in real situations.	Patience, responsibility perseverance.
Show confidence in writing sentences and ordering words to make sentences.	- Ordering words to make sentences. - Answering questions after reading or listening to some texts.	Responsibility and autonomy.
Show autonomy and self-confidence to talk about familiar topics using the grammar and the vocabulary previously studied.	-Talking about familiar topics.	Responsibility and autonomy.
Show autonomy and self-confidence to create texts about topics studied in class.	-Writing short texts.	Responsibility and autonomy.

➤ **REVIEW 3.**

This review is focused on revising all the contents studied in the previous units.

Each review has 2 Missions. We can also find a TERM TEST in the TRB.

Mission 1.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Playing a game to practise all the vocabulary and grammar structures studied in the previous units. Reading words and finding them in a picture.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading and finding words in a picture.
TERM TEST to practice the different skills (Reading, Writing, Listening and Speaking) (TRB TEST).

Mission 2.

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to a text and saying whether some sentences are true or false.
Checking answers using an audio. *Listen and check*.
Orally reproducing the structures of the unit and internalise them using the TG drills.
Revision of other grammar structures that have been studied in previous units and internalise and consolidate them using the TG drills.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Rewriting some sentences using question tags.
END-OF-YEAR TEST (TRB).

CONTENTS

Vocabulary

- Revision of the vocabulary studied in previous units.

Structures

- Revision of the structures studied in previous units.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>).	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions...
To recognise the most common meanings of the basic structures used when	- Understands the main information in

speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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 the videos the teacher uses in class (Pupil's book video, language assistant video and pronunciation video).
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues. - Is able to copy the structures presented in the videos (Pupil's book video, language assistant video and pronunciation video).
To identify the topic, the main sense and the main points and information of texts (Reading). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>. - Copies the sounds presented in the

	videos (Pupil's book video, language assistant video and pronunciation video).
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identifies words and vocabulary studied in previous units.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility, perseverance and patience.
Identifies simple sentences.	- Listening to and identifying simple sentences. - Listening to the drills.	Responsibility, perseverance and patience.
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to texts and identifying pictures. - Listening to a text. - Listening to the different videos (Pupil's book video, language assistant video and pronunciation video).	Responsibility and respect.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to texts. - Listening to the pupil's book video, the language assistant video and the pronunciation video.	Responsibility, perseverance and patience.
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.

Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Practise the interrogative sentence (direct and indirect).	- Making and assimilating questions. - Practising the interrogative sentence (direct and indirect).	Respect and fellowship, responsibility, patience, solidarity, respect and gratefulness.
Speak about familiar topics using the vocabulary and the grammar previously studied.	- Talking about familiar topics.	Responsibility and autonomy.
Participate in games and acts out.	- Participating in the games proposed in the TG.	

Reading

Read words and expressions previously introduced in an oral way.	- Reading the vocabulary and expressions of the units. - Reading the key words of the unit.	Perseverance.
Read texts.	- Reading texts and stories. - Reading the Grammar appendix to assimilate the grammar.	Responsibility and perseverance.

Writing

Write words.	- Writing the vocabulary and the expressions of the unit.	Perseverance, responsibility and punctuality.
Write short and simple texts following structured models.	- Writing simple and short texts using the unit vocabulary and expressions.	Responsibility, perseverance, respect, empathy, tolerance and gratefulness.

• Digital competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Uses digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• Learning to learn

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Uses basic strategies for learning to learn English using a visual dictionary.	- Using the Picture Dictionary. - Using the Grammar Appendix.	Respect and responsibility.
Uses basic understanding	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.

strategies with the help of linguistic and non-linguistic elements.		
Value the English language as a tool to learn about other subjects.	-Learning about other subjects in English.	Responsibility, perseverance and gratefulness.

• **Social and civic competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pays attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Value 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. - Managing well in simple situations using the structures studied.	Responsibility, respect, perseverance and gratefulness.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participates in games and act out.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify known elements.	- Through oral activities recognises objects from his/her surrounding.	Patience, responsibility perseverance.
Show confidence and self-esteem to create dialogues.	-Creating dialogues in real situations.	Patience, responsibility perseverance.
Show confidence in writing sentences and ordering words to make sentences.	- Ordering words to make sentences. - Answering questions after reading or listening to some texts.	Responsibility and autonomy.
Show autonomy and self-confidence to talk about familiar topics	-Talking about familiar topics.	Responsibility and autonomy.

using the grammar and the vocabulary previously studied.		

➤ END OF- YEAR TEST

At the end of the book, the teacher has an END-OF-YEAR TEST (classroom material in the TRB) where all the vocabulary and the structures which the student has studied in the book can be evaluated. This EYT is divided in 6 parts or skills. First, listening exercises. Second, the vocabulary which has been studied in all the units. The third one is focused on the grammar studied along the academic year. Fourth and fifth, the reading and writing skills are evaluated. And, the last one, it is prepared for the teacher to evaluate the speaking skill.

➤ FESTIVAL 1. COLUMBUS DAY

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to the *Columbus Day*.

Listening to and singing a song.

Listening to a text and answering some questions.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the *Picture Dictionary*.

Reading a text about the *Columbus Day* and answering some questions.

Arts and Crafts activity. *Let's make a treasure hunt!*

CONTENT

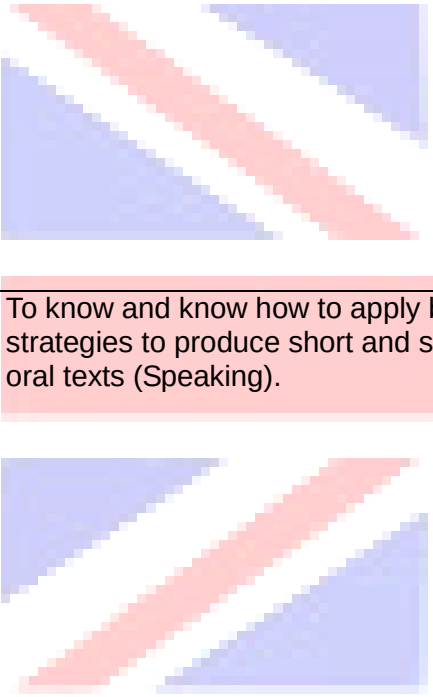
Vocabulary

- Main vocabulary: arrival, battle, crew, victory, to hope, to land, to trade

Grammar Structures

- Revision of the present simple.
- Revision of the past simple.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To use and understand the main grammar and vocabulary structures in short oral texts (<i>Listening</i>)	The student: - Understands the teacher's instructions related to common classroom activities. - Understands basic words and

	structures studied orally using visual support (Picture Dictionary). - Knows the alphabet. - Identifies vocabulary about the festival. - Understands the basic information in oral texts. - Understands the structures the teacher uses in the drills. - Listens actively. - Understands the main information of orally reproduced texts. - 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 the general meaning of increasingly difficult oral instructions and explanations. - Uses 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. - Understands songs.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking).	- Uses the basic vocabulary studied in previous years. - Learns and uses new vocabulary. - Produces very simple oral monologues or dialogues. - Works in team (games, dialogues, etc). - Answers adequately in simple communication situations. - Says hello and goodbye, please and thank you. - Makes sentences in present continuous. - Understands, imitates and repeats fluently the structures used by the teacher in the drills.
To internalise structures and acquire spoken fluency through repetition.	- Understands, copies and repeats fluently structures related to topics studied previous years and units. - Repeats words and structures asked for the auxiliary teacher in the videos.
To understand the main information in a text using their previous knowledge of vocabulary and syntactical structures (Reading).	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands simple written instructions connected to schoolwork.
To produce very simple written texts copying the words and structures that have been studied.	- Writes the vocabulary and the grammar. - Prepares simple texts based on the

	content taught. - Understands simple written instructions related to school tasks. - Shows interest in writing clearly. - Writes words in capital letters (the months and festivities).
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Memorises songs. - Tries 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.
To show interest in learning about other countries culture.	-Learns about a festivity and the customs.

COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Columbus Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills. - Listening to and identifying simple sentences.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.

Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit vocabulary and expressions.	Perseverance.
Read texts in a comprehensive way.	- Reading texts.	Responsibility and perseverance.
Writing		
Answer questions related to a text	- Answering questions related to a text	

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the Columbus Day in the USA.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.

Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learning about a cultural topic in the USA (the Columbus Day).	Solidarity, tolerance and empathy.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make simple arts and crafts compositions	- Making a treasure map. <i>Let's make a treasure hunt!</i>	Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance
Learn about the culture in English speaking countries.	- Learning about the Columbus Day in an English-speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Columbus Day.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	-Arts and crafts activity. <i>Let's make a treasure hunt!</i>	Patience, responsibility perseverance.
Use strategies to learn the meaning of words.	- Using the Picture Dictionary.	Patience, responsibility perseverance.

➤ FESTIVAL 2. MARTIN LUTHER KING

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to the Martin Luther King Day.

Listening to and singing a song. *Rap and clap.*

Listening to and reading a text. Answering some questions about it.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text and answering some questions.

Writing a speech. *Let's write a speech!*

CONTENT

Vocabulary

- Main vocabulary: activist, civil rights, segregation, spokesman, supporter, brave, inspiring, judged

Structures

- Revision present simple.
- Revision past simple.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>).	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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.
To recognise the most common meanings of the basic structures used when speaking.	
To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	
To know and know how to apply basic strategies to produce short and simple	- Produces very simple oral monologues or dialogues.

oral texts (Speaking). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues.
To identify the topic, the main sense and the main points and information of texts (Reading). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.
To copy the pronunciation, intonation, rhythm and stress to reproduce texts.	- Copies the sounds produced by the teacher in the <i>drills</i>.
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		

Identify words and vocabulary related to the Martin Luther King Day.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills. - Listening to and identifying simple sentences.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song. <i>Rap and clap.</i>	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit vocabulary and expressions.	Perseverance.
Read texts in a comprehensive way.	- Reading texts.	Responsibility and perseverance.
Writing		
Write sentences.	- Answering questions related to a text.	Perseverance and responsibility.
Write texts.	- Writing a speech. <i>Let's write a speech!</i>	Responsibility and autonomy.

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to numbers in a song and in a text.	- Listening to and reading numbers in a song and in a text.	Perseverance, responsibility and patience.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the Martin Luther King Day.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.
Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learns about a cultural topic.	Solidarity, tolerance and empathy.
Show interest in communicating with people from English-speaking countries.	- Reading texts about the customs and culture in English-speaking countries.	Perseverance, responsibility and patience.

• **Cultural competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make written	- Writing a speech! <i>Let's write a</i>	Patience, solidarity, tolerance,

compositions	<i>speech!</i>	empathy, self-esteem, respect, perseverance
Learn about the culture in English speaking countries.	- Learning about the Martin Luther King Day in the USA.	Tolerance, empathy, self-esteem and respect.

• **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Martin Luther King Day.	Solidarity, tolerance and empathy.
Show autonomy in writing a speech.	- Writing a speech. <i>Let's write a speech!</i>	Patience, responsibility perseverance.

➤ **FESTIVAL 3. DAY OF RECONCILIATION**

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

Mission 1

UNDERSTANDING AND PRODUCING ORAL TEXTS

Identifying vocabulary related to the Day of Reconciliation.

Listening to and singing a song. *Sing and clap.*

Listening to a text and answering some questions.

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

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

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Introducing the unit vocabulary using the Picture Dictionary.

Reading a text about the Day of Reconciliation and answering some questions.

Arts and Crafts activity. *Let's make a the Day of Reconciliation poster!*

CONTENT

Vocabulary

- Main vocabulary: apartheid, blood, deal, pass, race, proud, to forgive, to take place.

Structures

- Revision of the present simple.
- Revision of the past simple.
-

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary	The student: - Understands the teacher's instructions regarding common classroom activities.

<i>(Listening).</i> To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	- Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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.
To know and know how to apply basic strategies to produce short and simple oral texts (Speaking). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues.
To identify the topic, the main sense and the main points and information of texts (Reading). To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	- Is able to read words and sentences studied in class. - Understands simple written texts containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations. To copy the pronunciation, intonation,	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails. - Copies the sounds produced by the

rhythm and stress to reproduce texts.	teacher in the <i>drills</i> .
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 daily situations.	- Shows interests in using English to communicate with people from other cultures and countries. - Feels confident about his/her ability to speak in English.

COMPETENCES

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

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify words and vocabulary related to the Day of Reconciliation.	- Listening to and identifying the vocabulary. - Listening to the drills.	Responsibility and perseverance.
Identify simple sentences.	- Listening to the drills. - Listening to and identifying simple sentences.	Responsibility.
Recognise the sound, rhythm and intonation of common expressions.	- Listening to and singing a song. - Listening to a text.	Responsibility, respect and perseverance.
Speaking		
Sing a song using linguistic and paralinguistic elements.	- Listening to and singing a song.	Responsibility.
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility.
Show interest when participating in language games proposed in the TG.	- Saying simple expressions.	Respect and fellowship.
Reading		
Read words and expressions previously introduced in an oral way.	- Reading the unit vocabulary in the Picture Dictionary. - Reading the unit vocabulary and expressions.	Perseverance.
Read texts in a comprehensive way.	- Reading texts.	Responsibility and perseverance.
Writing		

Answer questions related to a text	- Answering questions related to a text	Perseverance and responsibility.
Arts and crafts activity.	- Making a poster with information about the Day of Reconciliation. <i>Let's make a Day of Reconciliation poster!</i>	

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

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to dates in a text.	- Reading and listening to dates in a text.	Responsibility and perseverance.

• **Digital competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Use digital media in class to learn.	- Carrying out the activities proposed in the digital book.	

• **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participation in the drills proposed in the TG.	Respect and responsibility.
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary.	Respect and responsibility.
Use basic understanding strategies with the help of linguistic and non-linguistic elements.	- Identifying the meaning of words using flashcards, etc.	Respect and responsibility.
Value the English language as a learning tool for other subjects.	- Learning about the Day of Reconciliation.	Responsibility.

• **Social and civic competence**

DESCRIPTORS	CONCRECIÓN EN ACTIVIDADES	RELATED VALUES
Participate and enjoys playing games and acting out in class	- Participating in the games proposed in the TG.	Respect and fellowship.

Pay attention to correctly understand and answer the drills.	- Saying and learning the drills.	Responsibility, respect and perseverance.
Show interests in using English to communicate with people from other cultures and countries.	- Learns about a cultural topic.	Solidarity, tolerance and empathy.
Show interest in communicating with people from English-speaking countries.	-Reading texts about the customs and cultures of people from English-speaking countries.	Perseverance, responsibility and patience.

• Cultural competence

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Sing songs.	- Singing a song.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Participate with interest in language games, in the Game Time and the ones proposed in the TG.	- Participating in the games proposed in the TG.	Patience, tolerance, self-esteem, empathy, respect and perseverance.
Make simple arts and crafts compositions	- <i>Let's make a Day of Reconciliation poster!</i>	Patience, solidarity, tolerance, empathy, self-esteem, respect, perseverance
Learn about the culture in English speaking countries.	- Learning about the Day of Reconciliation in English-speaking countries.	Tolerance, empathy, self-esteem and respect.

• Sense of initiative and entrepreneurship

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Identify elements which are typical from an English speaking country.	- Through oral activities recognises words related to the Day of Reconciliation.	Solidarity, tolerance and empathy.
Make an arts and crafts activity.	-Arts and crafts activity. <i>Let's make a Day of Reconciliation poster!</i>	Patience, responsibility perseverance.

➤ STORY

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

UNDERSTANDING AND PRODUCING ORAL TEXTS

Listening to the story.

UNDERSTANDING AND PRODUCING WRITTEN TEXTS

Reading the story.

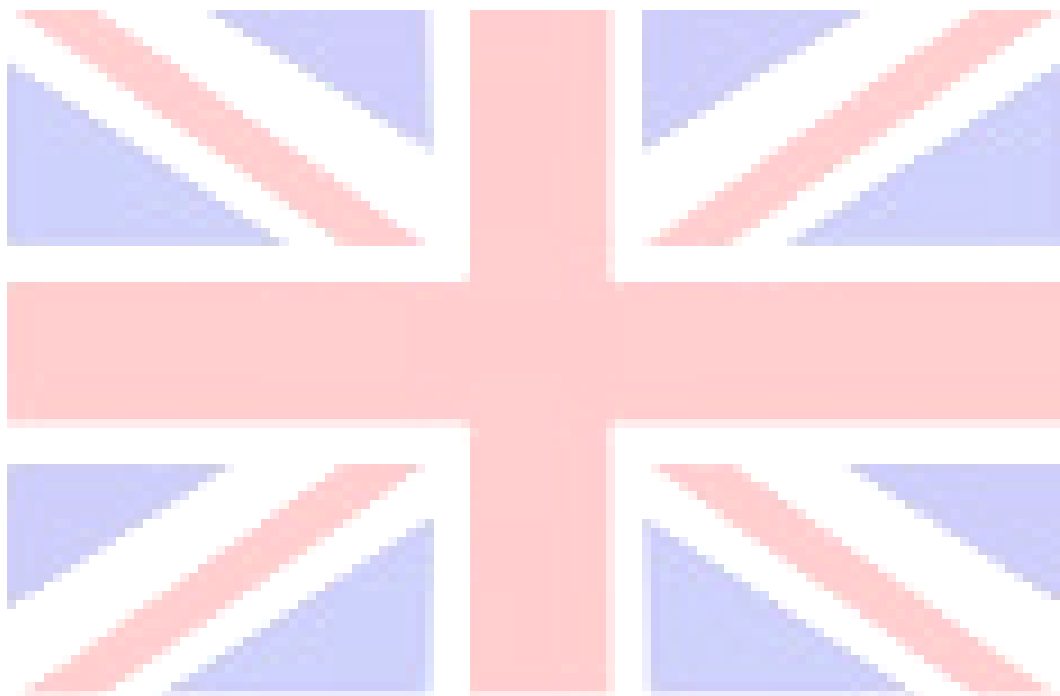
CONTENT

Includes the vocabulary and syntactical structures studied during the year

- Vocabulary: new technologies, travelling, fairy tales, home items, shopping, jobs.
- Reusing vocabulary: the time, adjectives, clothing and numbers.
- Grammar structures: Present continuous, present simple, past simple and past continuous, modals and the future.
- Reusing verb structures: have got, there's /there are..., can, the comparative, the superlative, imperative.

ASSESSMENT CRITERIA	LEARNING STANDARDS
To identify and understand the main sense, the main information and the main points in oral texts which use simple structures and daily vocabulary (<i>Listening</i>). To recognise the most common meanings of the basic structures used when speaking. To recognise a limited amount of vocabulary frequently used in daily situations and in common topics.	The student: - Understands the teacher's instructions regarding common classroom activities. - Understands the main information in short and simple conversations about know topics; for example, the family, the school, free time, descriptions... - Understands the main information in orally reproduced texts about daily topics. - Understands what it's said in simple conversations. - Listens actively. - Uses 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.
To know and know how to apply basic strategies to produce short and simple oral texts (<i>Speaking</i>). To assimilate structures and acquire fluency by repeating them. To participate in face to face dialogues about familiar topics. To know and know how to apply basic strategies to produce short and simple monologues or dialogues. To be able to communicate in short and simple conversations. To interact with other people.	- Produces very simple oral monologues or dialogues. - Gives short and simple presentations about familiar topics. - Knows the English alphabet and is able to spell simple words. - Understands, imitates and repeats fluently the structures used by the teacher in the drills. - Is able to speak with fluency in daily situations. - Participates in face to face dialogues.
To identify the topic, the main sense and the main points and information of texts (<i>Reading</i>).	- Is able to read words and sentences studied in class. - Understands simple written texts

To know and know how to apply basic strategies to understand the main sense, the main information and the main points of a text. To distinguish the communicative functions of the text. To recognise most common meanings, vocabulary and spelling marks.	containing the language studied in class. - Understands short and simple correspondence. - Understands the main information in short notices and news. - Understands the main information in short stories and identifies the main characters.
To produce very simple written texts copying the words and structures that have been studied. To make short and simple texts to talk about him/herself, his/her surroundings, daily routines and common situations.	- Writes the vocabulary and the grammar structures that have been studied orally. - Prepares simple texts based on the content taught. - Writes short and simple letters or emails.



COMPETENCES

CONTENTS AND ACTIVITIES SPECIALLY DESIGNED TO DEVELOP THEM

VALUES RELATED TO THE CONTENTS AND ACTIVITIES

• Linguistic communication

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening		
Identify vocabulary studied during the course	- Listening to and identifying unit vocabulary and expressions studied during the academic year.	Responsibility, perseverance
Identify simple sentences related to topics studied throughout the course	- Listening to and identifying simple sentences	Responsibility
Get the general idea in spoken texts and identify specific aspects with the help of linguistic and non-linguistic elements from the context.	- Listening to a text and identifying the corresponding pictures	Responsibility
Recognise the sound, rhythm, intonation and word stress of common expressions	- Listening to a text	Respect and perseverance
Speaking		
Reproduce grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.	- Reproducing expressions and vocabulary through repetition and correction activities.	Perseverance and responsibility
Reading		
Read words and expressions previously presented in the different units	- Reading the key vocabulary of the course and previous courses.	Perseverance
Read the dialogues of a story in a comprehensive way.	- Reading a story.	Perseverance

• Mathematical competences and basic competences in science and technology

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Read and listen to prices	- Listening to and reading prices.	Perseverance

- **Digital competences**

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

- **Learning to learn**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Participate in the drills as an activity to learn and consolidate different structures in a natural way.	- Participating in the drills proposed in the TG	Respect and responsibility
Use basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.	- Using the Picture Dictionary and the grammar appendix.	
Value English as a learning tool for topics of interest	- Reading a comic.	Responsibility

- **Social and civic competences**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Value 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 competence**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Listening to and reading colloquial expressions	- Listening to and reading colloquial expressions.	Perseverance

- **Sense of initiative and entrepreneurship**

DESCRIPTORS	IMPLEMENTING ACTIVITIES	RELATED VALUES
Show independence and confidence in reading the story	- Confidence and interest in reading the story.	Perseverance
Understand the general meaning of the story and more specific information.	- Confidence in understanding the general meaning and more specific information of the story.	Perseverance

SCORING RUBRICS

Name: _____

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
LINGUISTIC COMMUNICATION					
Listening					
Identifies words related to the topic of the unit.					
Identifies simple sentences related to the topic of the unit.					
Gets the general idea in spoken texts and identifies specific aspects with the help of linguistic and non-linguistic elements from the context.					
Recognises the sound, rhythm and intonation of common expressions.					
Listens and checks.					
Speaking					
Sings a song using linguistic and paralinguistic elements.					
Reproduces grammar structures through oral activities proposed in the Teacher's Guide, the drills, based on repetition and correction.					
Participates with interest in language games, in the Game Time and in the games proposed in the TG.					
Works with the interrogative sentence.					
Reading					
Reads words previously introduced in an oral way.					
Reads expressions previously introduced in an oral way.					
Reads texts and stories.					
Writing					
Writes words and sentences.					
Writes simple texts following a template.					
Makes and distinguishes affirmative, negative and interrogative sentences.					
Summarises the main information of a text.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY.					
Listens to the numbers while introducing the vocabulary.					
Reads the page numbers.					
Listens to the numbers when enumerating sentences in different activities.					
Reads and writes prices.					
Reads and writes numbers when reading and writing recipes.					
Digital competence					
Uses digital media in class to learn.					
Learning to learn					
Participates in the drills as an activity to learn and consolidate different structures in a natural way.					
Uses basic strategies for learning to learn English using a visual dictionary and the grammar appendix at the end of the book.					
Uses basic understanding strategies with the help of linguistic and non-linguistic elements.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the grammar and vocabulary videos to internalise the correct use of the grammar structures in a context and paying attention to the pronunciation and intonation.					
Uses the grammar and vocabulary videos to internalise the correct pronunciation and intonation of the words.					
Uses the language assistant to consolidate the vocabulary and the grammar of the unit and learns the correct pronunciation of the words.					
Finds and corrects mistakes in sentences and words.					
Values the English language as a learning tool.					
Uses IT to find and prepare a presentation.					
Uses his/her knowledge about the story, his/her linguistic knowledge and his/her motivation and interest to understand the end of the story.					
Plays a linguistic game to consolidate the new vocabulary.					

	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	FAIL
Social and civic competence					
Participates and enjoys games with his/her classmates following the basic rules of behaviour.					
Pays attention to correctly understand and answer the drills.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interests in using English to communicate with people from other cultures and countries.					
Shows interest to compare Spanish culture with an English speaking country culture.					
Cultural competence					
Sings songs.					
Participates in games and role plays.					
Learns a colloquial expression in each Reading.					
Learns about the culture in English speaking countries and its location in the map.					
Sense of initiative and entrepreneurship					
Identifies elements.					
Shows independence and self-confidence to talk about real situations.					
Shows independence and develops his/her imagination by writing about him/herself or about any other topic related to the unit.					
Shows self-confidence in finding mistakes and in writing and choosing correct sentences or words.					
Shows self-confidence in talking about him/her.					