

Programación

La programación que a continuación presentamos responde a las exigencias de la Ley Orgánica de Educación, en la que la adquisición de unas competencias básicas se considera un componente fundamental en la formación de los alumnos. Su logro les permitirá realizarse como personas, vivir en sociedad y estimular su deseo de seguir aprendiendo en el futuro.

Es evidente que tanto los períodos temporales programados como las actividades complementarias y extraescolares y los recursos son meras sugerencias condicionadas a la propia programación de cada centro.

Starter Unit: Welcome back!

OBJECTIVES

1. To remind students of the book characters and introduce a new one.
2. To introduce students to the new course through a fun song.
3. To review basic vocabulary and instructions.
4. To learn to recognize and use target vocabulary.
4. To follow and give directions.
5. To comprehend a text and answer questions.
6. To complete descriptions about people and places.
7. To learn about schooling in other countries.
8. To develop good learning strategies.

CONTENTS

Speaking and Comprehension

- Can greet and introduce themselves.
- Can understand spoken instructions on the CD and from the teacher.
- Can talk about the characters and what they remember from the previous year.
- Can listen and recognize familiar vocabulary in a song.
- Can appreciate rhyme through a song.
- Can check answers by listening to the audio CD.
- Can listen to a description of a school and follow directions.
- Can listen to a conversation and identify favourite subjects.
- Can use target language and vocabulary to give personal information.

Reading and Writing

- Can follow written instructions in the course book.
- Can read and match rooms and subjects.
- Can read to check if information is correct.
- Can read a factual text and respond to written questions.
- Can complete descriptions of a person and a place.
- Can read and follow directions round a school plan.
- Can spell of new vocabulary.
- Can write about favourite school subjects and provide a reason for preference.

Knowledge and Use of the Language

Grammar & Structures:

- *There is / are*
- Present Simple
- Question structures: *Where is/are ...? What's your favourite subject?*
- Directions: *Turn left/right, go straight on*

Vocabulary:

- School: *computer room, art room, music room, science lab., playground*
- School equipment: *atlas, globe, posters, skeleton, microscope, library books*
- School subjects: *art, music, gym, French, English*

Learning Strategies

- Using a song to review vocabulary.
- Using a song to appreciate rhyming words.
- Using an audio CD to check and review answers.
- Recycling new vocabulary with visuals and first letters.
- Using sentence starters to aid speaking and writing.
- Personalizing information to make subjects meaningful.
- Organizing and planning work in order to work autonomously.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use vocabulary from the previous course book.
- Can identify and use vocabulary to describe a person and a place.
- Can follow directions with a plan.
- Can listen to and follow directions.
- Can check own answers with the audio CD.
- Can check information in a visual representation.
- Can comprehend information in a short factual text and answer questions.
- Can use key language constructions accurately.
- Can personalize information.
- Is able to transfer the information in the course book to real life.

SOCIO-CULTURAL ASPECTS

- Shows a willingness to use and speak in English.
- Learns about different schooling in parts of Australia.
- Is willing to share information.

ATTITUDES AND VALUES

- Shows enthusiasm to start new course.
- Shows a respectful attitude towards his/her classmates.
- Makes an effort to speak in a second language and give an example to others.

Unit 1: School time

OBJECTIVES

1. To review vocabulary associated with school.
2. To review daily routine verbs.
3. To use 3rd person "s" in the present simple.
4. To review telling the time.
5. To use and respond appropriately to present simple question forms.
6. To review and use prepositions of place appropriately.
7. To learn to recognize and use target vocabulary.
8. To read and comprehend a story.
9. To develop accuracy and fluency.
10. To improve pronunciation.
11. To develop learning strategies.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can identify if aural information is true or false.
- Can identify information on the CD and match with a corresponding picture.
- Can differentiate between two pieces of information on an audio CD.
- Can interact with classmates and maintain a simple conversation in English.
- Can use target questions to interview a classmate.
- Can listen to, recognize and repeat target vocabulary.
- Can describe pictures using target vocabulary.
- Can listen to and comprehend the story with picture prompts.
- Can improve pronunciation with the help of a rap.

Reading and Writing

- Can follow written instructions.
- Can identify and produce target language correctly.
- Can read and understand sentences describing a picture.
- Can read and complete sentences with the appropriate information.
- Can read and answer comprehension question about a story.
- Can read and answer true/false statements about a factual text.
- Can describe events in a story.
- Can plan and write a brief piece of writing about their daily routine.
- Can plan and write a newspaper page about family.
- Can integrate target language into own writing.
- Can integrate the 4 skills.

Knowledge and Use of the Language

Grammar & Structures:

- Present Simple for daily routines.
- Third person “s”.
- Question structures: *Where is/are ...? Where do ...? What do ...?*
- There is/there are.
- Prepositions of place.
- Telling the time.

Vocabulary:

- School objects: *pencil, rubber, board, dictionary, atlas*
- School subjects: *history, art, music, sport*
- Languages: *English, French, Chinese, Portuguese*
- Prepositions: *in, on, next to, between, behind, in front of*
- Technology: *computer, laptop, printer, hard drive, scanner, speakers, USB, CD*

Learning Strategies

- Using picture prompts to recall vocabulary.
- Using memory games to promote learning.
- Organizing and planning work in order to work autonomously.
- Using a story to integrate target language into a context.
- Improving pronunciation through use of a rap.
- Using a newspaper project to encourage use of new structures.
- Using real world information to stimulate interest and motivate learning.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use key vocabulary in the classroom.
- Can use key language constructions accurately.
- Can comprehend and talk about a story.
- Can comprehend information in a short factual text.
- Can respond appropriately to direct questions.
- Can produce longer pieces of writing incorporating some target structures.
- Can produce creative pieces of writing.
- Can initiate simple conversations with prompts.
- Is able to transfer information in the course book to real life.

SOCIO-CULTURAL ASPECTS

- Shows interest for learning about life in different parts of the world.
- Shows a willingness to use and speak in English.
- Learns about how children study in Australia.
- Realizes the importance of working together with classmates.
- Appreciates the importance of carrying out our personal hygiene regimes.

ATTITUDES AND VALUES

- Shows interest in their classmates creative work.
- Shows a respectful attitude towards his/her classmates.
- Shows interest in the unit of study.
- Motivates others.

Unit 2: What's your job?

OBJECTIVES

1. To build on vocabulary about jobs and work places.
2. To match people, place and equipment.
3. To ask and respond appropriately to what they want to be/do in the future.
4. To talk and write about people's work.
5. To read and comprehend texts about jobs and the emergency services.
6. To read and comprehend a story.
7. To develop accuracy and fluency.
8. To improve pronunciation and phonetic awareness.
9. To integrate the four skills.
10. To develop good learning strategies.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can listen and use target vocabulary to complete a description.
- Can talk about where people work and the equipment they need.
- Can listen to a conversation and answer questions.
- Can brainstorm ideas with a partner in English.
- Can comprehend and describe events in the story with picture prompts.
- Can listen and complete a recipe.
- Can interact with classmates and complete a table.
- Can listen to order events.
- Can listen to check answers.
- Can listen and make notes about people's jobs and clothes.
- Can listen to play a Bingo game.
- Can develop phonetic recognition and production with a tongue-twister.

Reading and Writing

- Can follow written instructions and identify target vocabulary.
- Can read and complete sentences or a text with target vocabulary.
- Can read and understand a text about the emergency services.
- Can read and answer comprehension questions about a story.
- Can make notes about people's professions.
- Can read and match information and expand notes.
- Can complete a table and make appropriate notes on the information.
- Can read clues to complete a crossword.
- Can plan and write a brief piece of writing about what they want to be.
- Can write information about a person's profession on a cut out.

Knowledge and Use of the Language

Grammar & Structures:

- Present Simple
- Want to
- *Question structures: What does he do? What's her job? What do you want to be?*

Vocabulary:

- *Jobs: scientist, vet, doctor, hairdresser, cook, pilot, teacher, firefighter*
- *Equipment: fire extinguisher, radar, microscope, thermometer, salt and pepper*
- *Places: hairdresser's, fire station, hospital, laboratory, restaurant*

Learning Strategies

- Making deductions about photos.
- Organizing and planning work in order to work autonomously.
- Simplifying information in tables.
- Using crosswords and jumbled words to focus on spelling.
- Creating a cut out to inspire writing.
- Working together to find out information.
- Using tongue-twisters to improve pronunciation and phonetic awareness.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use target vocabulary.
- Can use key language constructions accurately to complete sentences and information.
- Can ask questions to complete a questionnaire.
- Can talk about the job they want to do.
- Can comprehend and talk about a story.
- Can comprehend information in longer factual texts.
- Can produce longer pieces of writing incorporating some target structures.

SOCIO-CULTURAL ASPECTS

- Makes deductions about photos.
- Uses imagination to describe what people's jobs involve.
- Learns about people's jobs and the emergency services.
- Is aware of where the nearest emergency services are to home and school.
- Is aware of the importance of people's jobs in our society.

ATTITUDES AND VALUES

- Values people's roles in society.
- Listens to and respects classmates' aspirations.
- Participates actively in class.

Revision 1: Let's revise

OBJECTIVES

1. To follow oral and written instructions.
2. To revise target vocabulary from units 1 and 2.
3. To consolidate grammatical structures from units 1 and 2.
4. To use and respond appropriately to questions.
5. To revise with a partner.
6. To be aware of language and content covered in the units.
7. To be aware of one's learning needs.
8. To value the importance of self-evaluation and autonomous learning.
9. To reinforce ICT and investigation skills.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions.
- Can recognize and respond to questions about target vocabulary and content.
- Can use picture prompts to revise target structures and vocabulary.
- Can provide simple reasons why things are important.
- Can describe people's jobs and what they do.
- Can interact with a classmate to complete the revision quiz.
- Can ask for help when needed.
- Can tell the teacher what they need to revise.

Reading and Writing

- Can understand written instructions.
- Can provide a written description of people's jobs and what they do.
- Can finish sentences with target structures.
- Can match words and definitions.
- Can rewrite sentences with correct word order.
- Can use picture prompts to complete sentences.
- Can complete the self-evaluation form appropriately.
- Can respond well to questions about target language and content.

Knowledge and Use of the Language

Grammar & Structures:

- Present Simple
- Adverbs of frequency
- Present Continuous
- Question structures: *Why is ...?*
What do you ...? Do you ...?
- *What are they doing? What does he do? What's her job? What do you want to be?*
- Imperatives: *eat, do, have*
- Want to

Vocabulary:

- Health
- Food
- Exercise
- Jobs
- Equipment
- Places of work

Learning Strategies

- Giving reasons why things are important to us.
- Making deductions from photos.
- Unjumbling sentences to focus on word order.
- Using sentence starters for support.
- Organizing and planning work in order to work autonomously.
- Using a quiz to make revision motivating.
- Working with a partner to make learning fun.
- Reflecting on the learning procedure.
- Taking responsibility for learning.

EVALUATION CRITERIA

- Can follow spoken and written instructions.
- Can identify and use key vocabulary from units 1 and 2.
- Can use target language and structures accurately.
- Can respond accurately to questions asked.
- Can provide appropriate answers to questions about content.
- Can integrate target language and vocabulary into responses when working with a classmate.
- Can provide reasons why things are important to us.
- Can identify areas for improvement.
- Can evaluate own learning.

SOCIO-CULTURAL ASPECTS

- Shows a gaining of knowledge from unit contents.
- Understands why looking after ourselves is important.
- Understands how people's jobs are important.
- Understands the value of revision and evaluation.

ATTITUDES AND VALUES

- Values the importance of living a healthy life.
- Values people's roles in society.
- Draws on previous knowledge to help understanding.

Unit 3: 100 years ago

OBJECTIVES

1. To introduce new target vocabulary and language.
2. To learn to recognize and use target vocabulary and language.
3. To use and respond appropriately to questions about the past.
4. To compare life now with life a 100 years ago.
5. To talk and write about our grandparents' lives.
6. To read and comprehend texts on inventions and technology.
7. To organize information on a time line.
8. To read and comprehend a story.
9. To find out about technology around us and its purpose.
10. To develop accuracy and fluency.
11. To focus on the pronunciation of past word endings.
12. To integrate reading, writing, speaking and listening skills.
13. To develop good learning strategies.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can listen to a personal account and identify pictures.
- Can listen to answers to target questions about the past.
- Can recognize and respond to questions using short answers.
- Can listen to complete a text.
- Can talk about inventors and inventions.
- Can listen to and comprehend a story with picture prompts.
- Can talk about the events of a story.
- Can ask questions to a partner and note down their answers.
- Can use photos to brainstorm about modern machines.
- Can interview 10 classmates about their technology.
- Can repeat sentences with alliteration to practise past endings.

Reading and Writing

- Can follow written instructions.
- Can identify target vocabulary and language.
- Can read and relate information to the past or present.
- Can read and answer comprehension questions about a story.
- Can write down answers to questions on the CD or from a classmate.
- Can read and write information on a time line.
- Can read and comprehend an article on modern technology.
- Can fill gaps in a text with missing information.
- Can summarize information collected in a questionnaire with classmates.
- Can write down the differences between two pictures.
- Can plan and write a piece of writing about the difference between a grandparent's life and their own.

Knowledge and Use of the Language

Grammar & Structures:

- Past Simple – regular verbs
- Short answers: *Yes, he did / No, he didn't*
- Question forms: *Did you ...? How did she go to school? What toys did she play with? Who invented the ...?*
- Past form of the verb *to be*: *was/were*

Vocabulary:

- Household gadgets: *vacuum cleaner, dishwasher, washing machine, iron, microwave*
- Toys: *rag doll, hoop and stick, wind-up car, marbles*
- Modern technology: *Playstation, i-phone, MP3, e-mail, Internet, new generation*
- Inventions: *Velcro, ballpoint pen, microwave oven, bubble gum, crossword*

Learning Strategies

- Making learning relevant through questionnaires and investigations at home and school.
- Personalizing learning through sharing information about grandparents.
- Using alliteration to improve pronunciation of past endings.
- Physically showing time through a craft.
- Using a written model to help writing.

EVALUATION CRITERIA

- Can follow classroom instructions and identify and use target vocabulary.
- Can use key language constructions accurately in questions and statements.
- Can show understanding of a story through comprehension activities.
- Can answer comprehension questions on a short factual text.
- Can sequence information on a time line.
- Can name some inventors and their inventions.
- Can compare living a hundred years ago with the present.
- Can produce longer pieces of writing incorporating some target structures.
- Can find out information about technology around them.
- Can improve pronunciation of past endings through alliteration.

SOCIO-CULTURAL ASPECTS

- Shows interest and curiosity about the past.
- Is aware of the differences between life now and 100 years ago.
- Learns about how life was different for our grandparents.
- Is aware of all the modern technology we have around us.
- Knows how modern technology is useful.

ATTITUDES AND VALUES

- Learns to appreciate how life is more comfortable today.
- Values how we can learn from our grandparents.

Unit 4: A school trip

OBJECTIVES

1. To identify and use target vocabulary and structures.
2. To provide a clear context for language structure.
3. To respond appropriately to questions about a school trip.
4. To learn and be able to talk briefly about Ancient Egypt.
5. To find out and learn about other cultural museums and places of interest.
6. To read and comprehend a text about a city.
7. To read and comprehend a story.
8. To make a craft activity to help memorise irregular past verbs.
9. To produce a piece of writing integrating some target language.
10. To improve phonetic awareness and production through repeating a rhyme.
11. To develop accuracy and fluency.
12. To develop good learning strategies.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can listen and follow directions on a museum floor plan.
- Can listen for answers to questions using target language.
- Can ask questions to a partner using target language.
- Can listen to check answers and facts.
- Can listen to the results of a survey and make notes using a graph.
- Can listen to and comprehend the story with picture prompts.
- Can listen to match up pieces of information.
- Can listen for numerical information to complete a fact-file.
- Can develop phonetic recognition and production of /u:/ sound through listening and repeating a rhyme.

Reading and Writing

- Can follow written instructions.
- Can identify and use irregular verbs in the past.
- Can read and match information with illustrations or book titles.
- Can read and complete a report with target vocabulary and verbs.
- Can write appropriate answers to questions in the past.
- Can read and answer comprehension questions about a story.
- Can read information on a city in an article or leaflet and answer questions.
- Can read and circle correct facts.
- Can unjumble questions and rewrite with the correct word order.
- Can expand one word answers appropriately.
- Can plan and write a brief piece of writing about a school trip.
- Can read a leaflet and answer questions.

Knowledge and Use of the Language

Grammar & Structures:

- Irregular past verbs
- Question structures: *Where did they go? What did they see?*

Vocabulary:

- Museum: *Ancient Rome, Ancient Egypt, Ancient China, Jurassic World, restaurant, shop*
- Egypt: *pyramids, kings, gods, jewellery, wigs, garlic, figs, population, Mediterranean*
- Dinosaurs: *Stegosaurus, Triceratops, Tyrannosaurus, herbivores, carnivores*

Learning Strategies

- Using plans or graphs to help listening comprehension.
- Using different visual representations to break down information.
- Using different formats to appeal to different learners.
- Using models to provide support for writing.
- Making an artistic creation to help memorize irregular verb forms.
- Relating information to own city and museums.
- Unjumbling questions to focus on word order.
- Organizing and planning work in order to work autonomously.

EVALUATION CRITERIA

- Can identify and use target vocabulary and language.
- Can answer questions with the past form accurately.
- Can comprehend and talk about a story.
- Can comprehend information in factual texts.
- Can listen and complete factual texts with missing information.
- Can listen and identify correct pieces of information.
- Can produce a piece of writing about a school trip.
- Can interpret plans and graphs.
- Can talk about Egypt and the Egyptians.
- Can make a craft to help with memorizing irregular forms.
- Improves phonetic awareness and pronunciation with a rhyme.

SOCIO-CULTURAL ASPECTS

- Shows interest in Ancient Civilizations.
- Finds out about cultural aspects of own city or town.
- Learns about the Egyptians and Egypt.
- Talks about information presented in a graph.
- Participates willingly in class activities.
- Shows a willingness to work with a partner in a second language.

ATTITUDES AND VALUES

- Values the importance of learning about the past.
- Enjoys learning and finding out information.
- Shares information and works cooperatively with classmates.

Revision 2: Let's revise

OBJECTIVES

1. To follow oral and written instructions.
2. To revise target vocabulary from units 3 and 4.
3. To consolidate grammatical structures from units 3 and 4.
4. To use and respond appropriately to questions.
5. To revise with a partner.
6. To be aware of language and content covered in the units.
7. To be aware of learning needs and how to improve.
8. To value the importance of self-evaluation and autonomous learning.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions.
- Can recognize and respond to questions about yesterday.
- Can use picture prompts to compare life now with that of the past.
- Can use picture prompts to talk about life in Ancient Egypt.
- Can interact with a classmate to complete the revision quiz.
- Can ask for help when needed.
- Can tell the teacher what they need to revise.

Reading and Writing

- Can understand written instructions.
- Can write a list of modern machines.
- Can complete texts with the appropriate target language.
- Can respond to questions using accurate and appropriate answers.
- Can complete the self-evaluation form appropriately.
- Can respond appropriately to questions about target language and content.

Knowledge and Use of the Language

Grammar & Structures:

- Past Simple – regular and irregular forms
- Short answers: *Yes, he did / No, he didn't*
- Question forms: *Did you ... ?*
How did she go to school? What toys did she play with?
Who invented the ...? Where did they go? What did they see?
- Past form of the verb *to be*: was/were

Vocabulary:

- Household gadgets
- Toys
- Modern technology
- Inventions
- Museum
- Egypt
- Dinosaurs

Learning Strategies

- Breaking information down into a table to help learning.
- Giving reasons for choices (odd one out).
- Using photo prompts to stimulate writing.
- Organizing and planning work in order to work autonomously.
- Using a quiz to make revision motivating.
- Working with a partner to make learning fun.
- Reflecting on the learning procedure.
- Taking responsibility for learning.

EVALUATION CRITERIA

- Can follow spoken and written instructions.
- Can identify and use key vocabulary from units 3 and 4.
- Can use target language and structures accurately.
- Can respond accurately to questions asked.
- Can provide appropriate answers to questions about content.
- Can integrate target language and vocabulary into responses when working with a classmate.
- Can talk about differences between the past and the present.
- Can identify areas for improvement and evaluate own learning.

SOCIO-CULTURAL ASPECTS

- Gains knowledge of ancient civilizations.
- Gains insights into changes in lifestyles between the past and present.
- Brings own world knowledge and shares it in class.
- Understands that life was different for grandparents.
- Understands the value of revision and evaluation.
- Shows interest in participating and improving.

ATTITUDES AND VALUES

- Enjoys subject matter of unit and sharing own knowledge.
- Values working with a partner and pooling information.
- Appreciates differences between generations and talking to grandparents.

Unit 5: Our solar system

OBJECTIVES

1. To identify and use target vocabulary.
2. To provide a clear context for language structure.
3. To use target language appropriately and accurately.
4. To learn about planets.
5. To compare and write about imaginary planets.
6. To make a booklet to describe the planets.
7. To read and comprehend a story.
8. To compare members of a family.
9. To develop ICT and investigation skills.
10. To improve phonetic awareness and production through a limerick.
11. To use other media to find out more information about the topic.
12. To develop good learning strategies.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can listen to an extended description on CD and answer questions about the planets.
- Can listen to expanded notes on CD and talk about planet differences.
- Can listen to CD and match up information.
- Can listen and correct facts about an imaginary planet.
- Can listen to an astronaut's account and identify correct information.
- Can listen for dates to complete a text and order information.
- Can listen for numerical information to complete facts.
- Can listen to and repeat the /əʊ/ sound in a limerick.
- Can ask and respond to questions comparing family members.
- Can listen to and comprehend the story with picture prompts.

Reading and Writing

- Can follow written instructions.
- Can read and identify target language.
- Can complete sentences with accurate use of target language.
- Can read factual texts and answer questions.
- Can read and complete texts with appropriate information.
- Can label a diagram.
- Can read and answer comprehension questions about a story.
- Can unjumble letters to write an acrostic poem.
- Can make a booklet and write information about the planets.
- Can plan and write a brief piece of writing about an imaginary planet.
- Can write a quiz for classmates with a partner.
- Can integrate reading, writing, speaking and comprehension skills.

Knowledge and Use of the Language

Grammar & Structures:

- Comparative and superlative forms.
- Question structures: *What is hotter ...? What is the fastest ...? Who is the tallest ...?*
- Review ordinal numbers.

Vocabulary:

- Planets: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus, Solar system*
- Aliens: *scaly skin, oval heads, long face, flat feet, pointed heads, short, hairy*
- Geography: *rocky, craters, deserts, dunes, mountains, frozen lakes*

Learning Strategies

- Using rhythm in a limerick to improve pronunciation.
- Writing a quiz for others to provide practice for target language.
- Completing sequencing and labelling to show understanding.
- Using different media to find information.
- Using a mnemonic device to help memory.
- Using an acrostic poem to gain confidence with language use.
- Using a craft project to consolidate content and language learning.
- Organizing and planning work in order to work autonomously.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use target structures accurately.
- Can repeat a limerick to improve rhythm and pronunciation.
- Can comprehend and sequence a story.
- Can comprehend information in factual texts.
- Can respond appropriately to questions comparing planets or family.
- Can produce a piece of writing about an imaginary planet.
- Can produce a booklet with information about the solar system.
- Can talk about the planets.
- Can compare different geographical features in the world.

SOCIO-CULTURAL ASPECTS

- Shows interest and curiosity about our solar system.
- Learns facts and compares geographical/manmade features in the world.
- Can appreciate and compare members of a family.
- Enjoys reading and listening to authentic material.
- Enjoys learning and reciting a limerick.
- Participates willingly in class activities.
- Shows a willingness to work with a partner in a second language.

ATTITUDES AND VALUES

- Enjoys learning facts about our world and solar system.
- Values working with a partner and cooperating with others.
- Takes pride in written work.

Unit 6: School camp

OBJECTIVES

1. To review and introduce new vocabulary and language.
2. To identify and use the target structure in a clear context.
3. To talk about plans and school camps.
4. To learn about National Parks.
5. To make a poster and give advice on behaviour in National Parks.
6. To talk and write about the weekend and summer plans.
7. To read and comprehend a text with information.
8. To read and comprehend a story.
9. To complete a Venn diagram, a table and a questionnaire.
10. To develop accuracy and fluency.
11. To learn a song to develop phonetic awareness and production.
12. To find out about protecting the environment and recycling rubbish.
13. To develop good learning strategies.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can listen to the CD and answer questions.
- Can listen and match pictures with instructions.
- Can listen to check information.
- Can listen and complete diary entries.
- Can give advice from own poster design.
- Can listen to a conversation to check answers.
- Can talk about their own and others' plans for the summer.
- Can interview classmates about their plans.
- Can listen to and comprehend the story with picture prompts.
- Can improve pronunciation of /aw/ sound through repeating a song.
- Can develop phonetic awareness through circling sounds.
- Can play a board game with a partner.

Reading and Writing

- Can follow written instructions.
- Can use picture prompts to write instructions, and make deductions.
- Can read and interpret a table of information.
- Can categorize information into a Venn diagram.
- Can complete a table with things you can and can't do in a park.
- Can design a poster with advice on how to protect the environment.
- Can read and comprehend information about National Parks.
- Can transform sentences to make them true.
- Can read and answer comprehension questions about a story.
- Can write down a list of plans for the afternoon or weekend.
- Can plan and write a brief piece of writing about plans for the summer.

Knowledge and Use of the Language

Grammar & Structures:

- Going to
- Can /can't for permission
- Imperatives for advice
- Question forms: *Are you going to go ...? Is he going to come ...? What are they going to do?*

Vocabulary:

- School camp: *horse riding, discovering caves, riding mountain bikes, canoeing, cooking, having a picnic*
- National parks: *protect, leave rubbish, cut down trees, plant trees, throw rubbish, destroy, environmentally healthy*

Learning Strategies

- Using rhyme to develop awareness and production of /aw/ sound.
- Using tables and Venn diagrams to collate information.
- Using photos and pictures to stimulate brainstorming and lists.
- Helping assimilation and use of new language through interesting topics and articles.
- Using a board game to review the topic and make learning enjoyable.
- Carrying out a class questionnaire to practise question forms.
- Using a craft project to stimulate speaking and writing.
- Organizing and planning work in order to work autonomously.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use target vocabulary structures accurately.
- Can comprehend and answer questions on texts.
- Can respond appropriately to questions about weekend/summer plans.
- Can formulate appropriate questions about future plans.
- Can produce a piece of writing about summer plans.
- Can design a poster with advice for visiting a National Park.
- Can talk about a school camp and activities.
- Can find out and present information about the environment and recycling.
- Can show awareness for protecting the environment.

SOCIO-CULTURAL ASPECTS

- Can talk about and describe activities on school camps.
- Learns about National Parks and their importance.
- Is aware of correct and incorrect behaviour outdoors.
- Designs a poster with advice on appropriate behaviour in National Parks.
- Participates willingly in class activities.
- Shows a willingness to work with a partner in a second language.

ATTITUDES AND VALUES

- Values the importance of respecting nature and the environment.
- Shows responsible behaviour when participating in questionnaires and board games.
- Has a positive attitude to working in a second language.

Revision 3: Let's revise

OBJECTIVES

1. To follow oral and written instructions.
2. To revise target vocabulary from units 5 and 6.
3. To consolidate grammatical structures from units 5 and 6.
4. To use and respond appropriately to questions.
5. To revise with a partner.
6. To be aware of language and content covered in units.
7. To be aware of learning needs.
8. To value the importance of self-evaluation and autonomous learning.
9. To develop ICT and investigation skills.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions.
- Can recognize and respond to questions about target vocabulary and content.
- Can compare and talk about two places using target structures.
- Can talk about places and animals using the superlative form correctly.
- Can talk about plans for the summer.
- Can interact with a classmate to complete the revision quiz.
- Can ask for help when needed.
- Can tell the teacher what they need to revise.

Reading and Writing

- Can understand written instructions.
- Can respond to questions in writing using appropriate forms.
- Can complete sentences with target structure.
- Can describe and compare two aliens.
- Can write instructions for signs indicating appropriate outdoor behaviour.
- Can write about plans for the summer.
- Can complete the self-evaluation form appropriately.
- Can respond appropriately to questions about target language and content.

Knowledge and Use of the Language

Grammar & Structures:

- Comparative and superlative forms
- Review ordinal numbers
- Going to
- *Can /can't for permission*
- Imperatives for advice
- Question structures: *What is hotter/the fastest? Who is the tallest ...? Are you going to go ...? Is he going to come ...? What are they going to do?*

Vocabulary:

- Planets
- Aliens
- Geography
- School camp
- National parks

Learning Strategies

- Using picture prompts to stimulate speaking.
- Using mnemonic devices to help memory and learning.
- Appealing to the imagination to be creative.
- Personalizing information and questions.
- Organizing and planning work in order to work autonomously.
- Using a quiz to make revision motivating.
- Working with a partner to make learning fun.
- Reflecting on the learning procedure.
- Taking responsibility for learning.

EVALUATION CRITERIA

- Can follow spoken and written instructions.
- Can identify and use key vocabulary from units 5 and 6.
- Can use target language and structures accurately.
- Can respond accurately to questions asked.
- Can provide appropriate answers to questions about content.
- Can ask questions using the target language.
- Can integrate target language and vocabulary into responses when working with a classmate.
- Can identify areas for improvement and evaluate own learning.

SOCIO-CULTURAL ASPECTS

- Builds knowledge about planets and the solar system.
- Brings own world knowledge and imagination to the class topic.
- Can ask and give information about weekend/summer plans.
- Understands the value of revision and evaluation.
- Shows interest in participating and improving.
- Realizes the importance of working and sharing knowledge with others.

ATTITUDES AND VALUES

- Draws on previous knowledge to help understanding.
- Values the importance of self-evaluation.
- Values the importance of working with a partner to enhance learning.

Halloween

OBJECTIVES

1. To learn to review and recognize vocabulary associated with Halloween.
 2. To brainstorm and build on what students already know.
 3. To read definitions and recall vocabulary.
- F. To learn a rhyme to learn factual information about pumpkins.
- G To read about the story behind the Jack-o'-Lantern.
- H To learn some Halloween Jokes.
- I . To learn about traditions in other cultures.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can reproduce a song to improve rhythm and pronunciation.
- Can memorize information about pumpkins through a rhyme.
- Can talk about what they already know about Halloween and its traditions.
- Can listen to check information.
- Can retell some Halloween jokes.
- Can talk about Halloween traditions.

Reading and Writing

- Can follow written instructions.
- Can read definitions and recall vocabulary.
- Can read and comprehend a text on Jack-o'-Lanterns.
- Can read and match jokes with answers.
- Can integrate listening and reading skills.

Knowledge and Use of the Language

Grammar & Structures:

- Present Simple
- Past simple
- *Was / were*
- Question structures: *What do ...? Where did ...? What was ...?*

Vocabulary:

- Halloween: *witches, ghosts, bats, black cats, spiders, skeletons, candle, broomsticks*
- Pumpkins: *round, vitamin A, desserts, stews, soups, pies, Jack-o'-lantern, legend, Irish, turnip, evil spirits*

Learning Strategies

- Using rhythm and rhyme to introduce facts about pumpkins.
- Retelling information in own words.
- Recalling information from memory.
- Completing crosswords with target vocabulary.
- Comparing ideas and checking information.
- Speculating answers to jokes.
- Creating a fun environment and being imaginative with language.
- Using different types of activities to appeal to different learners.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use target vocabulary.
- Can identify vocabulary from their definitions.
- Can memorize a song and retell information about pumpkins.
- Can improve rhythm and intonation through the song.
- Can talk about Halloween and its traditions.
- Can check information by listening to the audio CD.
- Can respond appropriately to questions about Halloween.

SOCIO-CULTURAL ASPECTS

- Shares and builds on knowledge of Halloween.
- Learns some facts about pumpkins.
- Learns the story behind Jack-o'-lantern.
- Learns some Halloween jokes in English.
- Realizes not all cultures celebrate Halloween.

ATTITUDES AND VALUES

- Enjoys building on knowledge about a tradition.
- Values importance of working with and sharing knowledge.
- Has a positive attitude to different traditions and festivals.

Christmas

OBJECTIVES

1. To learn to review and recognize vocabulary associated with Christmas.
2. To learn a Christmas song and improve pronunciation.
3. To learn about St. Nicholas.
4. To talk about Christmas and its traditions based on previous knowledge and learning.
5. To write a letter to Santa asking for toys.
6. To make a creative card to give to others at Christmas.
7. To create a fun atmosphere and context to celebrate the festival.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can listen to the song and identify target vocabulary.
- Can listen to a story and identify an illustration for each paragraph.
- Can retell the story of St Nicholas from illustrations.
- Can recall and use target vocabulary to talk about Christmas.
- Can talk about what they want for Christmas.

Reading and Writing

- Can follow written instructions.
- Can recall and use target vocabulary.
- Can complete a song with appropriate vocabulary.
- Can read a story about St. Nicholas and identify illustrations for each paragraph.
- Can read statements and decide if information is true or false.
- Can write a letter to Santa indicating what they want for Christmas.
- Can make a Christmas card and write correct greetings.
- Can integrate listening and reading skills.

Knowledge and Use of the Language

Grammar & Structures:

- Present Simple
- Past Simple
- *Was / were*
- Question structures: *Who is ...?*
What can you see? What do you want?

Vocabulary:

- Christmas: *tree, chimney, presents, sack, lights, decorations, stocking, toys, snow, angels*
- Santa: *belly, cheeks, beard, merry, generous, saint, sleigh, reindeer*

Learning Strategies

- Using song to set the scene and use as a springboard.
- Using song to improve pronunciation.
- Using illustrations to brainstorm vocabulary.
- Writing authentic messages and letters.
- Using artistic creations to celebrate and review vocabulary.
- Using different types of activities to appeal to different learners.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use target vocabulary.
- Can follow and sing a song with some target vocabulary based on a Christmas theme.
- Can read and complete a description in a song.
- Can respond appropriately to questions about Christmas.
- Can talk about Christmas and St. Nicholas.
- Can write a letter to Santa Claus about presents.
- Can make a Christmas card and use appropriate greetings.

SOCIO-CULTURAL ASPECTS

- Shares knowledge about Christmas.
- Learns about the story behind Santa Claus.
- Realizes not all cultures celebrate Christmas.
- Learns about the tradition of writing a letter to Santa.
- Makes a Christmas card to give to others.
- Enjoys celebrating the festival with classmates.

ATTITUDES AND VALUES

- Enjoys learning about Christmas traditions and stories.
- Learns respect for different people's beliefs.
- Enjoys making something for others.

World Book Day

OBJECTIVES

1. To become familiar with and use target vocabulary.
2. To learn about an International celebrations.
3. To read and comprehend a longer text.
4. To be able to describe some events and activities that take place on this day.
5. To categorize story vocabulary.
6. To identify parts of a book or story.
7. To name a book and give reasons for liking it.
8. To write a short story using question prompts.
9. To read and listen to others' stories.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- Can identify and use target vocabulary.
- Can name a favourite book and give reasons.
- Can ask classmates about their favourite books.
- Can brainstorm typical elements/ingredients of a story.
- Can talk about World Book Day and events that take place on that day.
- Can talk about similar festivals in their own country.

Reading and Writing

- Can follow written instructions.
- Can read and comprehend a detailed text on World Book Day.
- Can add target vocabulary onto a word map.
- Can read and identify parts of a story (beginning, middle and end).
- Can read question prompts to build up a story.
- Can read the story out to a partner.

Knowledge and Use of the Language

Grammar & Structures:

- Present Simple
- Past Simple
- Question structures: *What happened? What's your favourite book?*

Vocabulary:

- World Book Day: *celebrate, events, activities, bookshops, libraries, characters, competitions, reading marathons*
- People and places: *UK, Catalonia, St. George, William Shakespeare, castles, palaces, cottages, caves, islands, pirates, Kings, Queens, magicians, giants*

Learning Strategies

- Summarizing Book Day celebrations.
- Sharing personal information and preferences with others.
- Grouping information on a word map.
- Identifying parts of a story.
- Creating a story with the help of question prompts.
- Drawing on imagination to produce a creative piece of writing.
- Using different types of activities to appeal to different learners.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and use target vocabulary.
- Can read and comprehend a longer text on World Book Day celebrations.
- Can respond appropriately to questions about World Book Day.
- Can describe some events and activities that take place on the day.
- Can name a favourite book and give reasons.
- Can talk about some similar festivals in their own country.
- Can add target vocabulary to a word map.
- Can identify parts of a story.
- Can produce a creative piece of writing using question prompts.

SOCIO-CULTURAL ASPECTS

- Learns about World Book Day celebrations and activities.
- Shares knowledge about similar festivals.
- Shows interest in the culture of others.
- Identifies ingredients and elements of a typical story.
- Names a book and gives reasons for choice.

ATTITUDES AND VALUES

- Appreciates learning about different celebrations.
- Listens to others' preferences and choices.
- Listens to others' stories.

International Children's Day

OBJECTIVES

1. To recognize and use target vocabulary.
2. To read and comprehend a longer text with information about International Children's Day, the flag and UNICEF.
3. To listen to and read a text and discriminate between two pieces of information.
4. To listen to and complete a poem.
5. To write a poem using sentence starters.
6. To find out where other classmates come from.
7. To learn about other cultures and children in different countries.

CONTENTS

Speaking and Comprehension

- Can understand spoken instructions by the teacher and on the CD.
- To listen to information relating to International Children's Day.
- Can use target vocabulary to talk about International Children's Day.
- Can respond to questions about the day with appropriate answers.
- Can listen to a personal account and underline correct information.
- Can listen to and complete a poem about being a child.
- Can find out where classmates come from and talk about different nationalities in the class.

Reading and Writing

- Can follow written instructions.
- Can read and comprehend a longer text with information.
- Can read and underline correct information.
- Can write a poem about childhood using sentence starters.
- Can integrate listening and reading skills.

Knowledge and Use of the Language

Grammar & Structures:

- Present Simple
- Past Simple
- Question structures: *What happens on ...? Where are you from?*
- Review: *have/don't have; can/can't; like/don't like; going to*

Vocabulary:

- International Children's Day: *celebrate, conference, organisation, children's rights, diversity, tolerance, hope, education*
- Miscellaneous: *nuts, fruit, water pump, donkey, goats*

Learning Strategies

- Breaking information into more manageable chunks for reading.
- Recycling language through a poem.
- Using sentence starters to support poem writing.
- Discriminating between two pieces of information.
- Using target language for genuine exchanges in class.
- Using different types of activities to appeal to different learners.

EVALUATION CRITERIA

- Can follow classroom instructions.
- Can identify and comprehend target vocabulary.
- Can read and comprehend a detailed text.
- Can discriminate between pieces of information.
- Can listen to and complete a poem.
- Can write a poem with the support of sentence starters.
- Can ask questions to classmates to find out nationalities.
- Can remember and talk about International Children's Day.

SOCIO-CULTURAL ASPECTS

- Learns about International Children's Day, its flag and UNICEF.
- Is aware that children have rights.
- Learns about other children's way of life in other countries.
- Is aware of differences that exist in children's lives.
- Is aware of some boundaries of childhood.
- Learns where classmates come from.

ATTITUDES AND VALUES

- Is aware of the need for tolerance and understanding towards others.
- Values the importance of diversity in and outside the classroom.
- Is open to learning about the world around them.