GENERAL TEACHING PROGRAMME

SPEAKOUT

2nd Edition

ELEMENTARY

AREA: Foreign Languages (English)

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PROJECT

1. THEORETICAL JUSTIFICATION FOR THE PROJECT

The aim of *Speakout Second Edition* project is to ensure that students acquire the necessary skills on the competence of linguistic communication. To achieve that, it offers engaging topics and authentic BBC materials and at the same time a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation.

As the name of the course might suggest, speaking activities are prominent, but that is no at the expenses of the other core skills of reading, writing and listening, which are developed systematically throughout.

2. METHODOLOGY

Speakout Second Edition is a six-level method, clearly designed and easy to use. The aim has been to create a course book full of "lessons that really work" in practice.

Topic and Content

The topics in *Speakout Second Edition* are relevant to student's lives and are global in nature. The authenticity is important to learners, and many texts come from the BBC's rich resources as well as other real-world sources.

Grammar

Recognise and use grammatical structures is central to develop the ability to communicate. Clear grammar presentations are followed by written and oral practice. In *Speakout Second Edition* you will find:

- ⇨ Grammar in context
- ⇨ Focus on noticing.
- ⇨ Cross-references to Language bank, as well as a summary of rules within the unit.
- ⇨ Plentiful and varied practice.

Vocabulary

Developing a wide range of vocabulary is key to increasing communicative effectiveness, developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. Equally vital is learner-training, equipping students with the skills to record, memorize and recall vocabulary for use.

We include vocabulary in almost all lesson, whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a DVD clip or a listening or reading text. At lower levels, the Photo Bank also extends the vocabulary taught in the lessons, using memorable photographs and graphics to support students' understanding. Vocabulary have been selected according to their usefulness with a strong focus on the following:

- ⇨ Vocabulary "chunks": how words fit together with other words.
- ⇨ Vocabulary systems: word building skills. At higher levels the *Vocabulary Plus* sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- ⇨ Recycling: Practice exercises: within the lessons, on the *Lookback page*, in subsequent lessons and in the *Photo bank/Vocabulary bank* at the back of

the book. Additional vocabulary practice is also provided in the Workbook and in *Speakout Extra.*

- ⇨ Learner training: highlight vocabulary-learning strategies, aiming to build good study skills that will enable students to gain and retain new language.

Functional Languge

Manage communication in a wide variety of encounters, and know what's appropriate to say in given situations. These can be transactional exchanges or interactional exchanges.

The third lesson in every unit is *Speakout Second Edition* looks at one such situation, and focuses on the functional language needed. Learners hear or see the language used in context and then practice it in mini-situations, in both a written and a spoken context. Each of these lessons also includes a *Learn to* section, which highlights and practices a useful strategy for dealing with both transactional and interactional exchanges.

Speaking

Each speaking section contains, different speaking tasks like short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text or a presentation or a presentation where a student might speak uninterrupted for a minute or more.

In *Speakout Second Edition* there is a strong focus on:

- ⇨ **Communicative practice**; in a variety of activities which focus on communication as wellas accuracy. These included personalized exchanges, dialogues, flow-charts and role-plays.
- ⇨ **Fluency development**. Responding to a series of questions, to comment on a BBC DVD clip, interview or text, or to take part in conversations, discussions and role-plays.
- ⇨ **Speaking strategies and sub-skills**. In the third lesson of each unit, students are encouraged to notice in a systematic way features which will help them improve their speaking.
- ⇨ **Extended speaking task**. In the BBC DVD lesson, as well as in other speaking tasks.

Listening

Listening is developed effectively through well-structured materials. The listening strands in *Speakout Second Edition* focus on:

- ⇨ **Authentic material.** Each unit includes a DVD extract from a BBC documentary, drama or light entertainment programme as well as a BBC interview filmed on location with real people giving their opinions.
- ⇨ **Sub-skills and strategies;** listening for global meaning and more detail, scanning for specific information, becoming sensitized to possible misunderstandings and noticing nuances of intonation and expression.
- ⇨ **Texts as a context for new language.**
- ⇨ **Texts as a model for speaking.** In the third and fourth lessons of each unit the recordings serve as models for speaking tasks.

Reading

The reading strands in *Speakout Second Edition* focus on:

- ⇨ **Authentic texts.**

- **Sub-skills and strategies;** summarizing, extracting specific information, reacting to an opinion or following an anecdote, decoding texts, guessing the meaning of unknown vocabulary, understanding pronoun referencing and following discourse makers**.**
- **Noticing new language.**
- **Texts as a model for writing.**

Writing

There four strands to writing in *Speakout Second Edition* which focus on:

- **Genres**: in every unit there is a section that focuses on a genre of writing. It provides a model to show the conventions of the genre and then ask the students to produce their own piece of writing. We also focus on the process of writing, including brainstorming, planning and checking
- **Sub-skills and strategies;** paragraphing, organizing content and using linking words and pronouns, while strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing.
- **Development of fluency.**
- **Writing as a classroom activity.**

Pronunciation

In *Speakout Second Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items and functional language.

Each input lesson looks at a specific feature of pronunciation and the following strands are covered:

- Sentence stress
- Word stress
- Intonation
- Connected speech
- Individual sounds.

2.1 Unit organization

Speakout Second Editions Students' Book is clearly designed and easy to use. Each unit follows the same pattern with an introductory page, two main input lessons covering grammar, vocabulary, pronunciation and skills work, a functional lesson and a skills-consolidation lesson based on a clip from a BBC programme. The unit culminates with a page of Lookback exercises and there is a detailed Language Ban, Photo Bank and Communication Bank at the back of the book.

- Strinking images provoke interest in the topic.
- Language focus and outcomes clearly stated at the start of each lesson.
- BBC interviews provide models of authentic language.
- Grammar presented in context with clear explanations and plenty of practice.
- Learners referred to Language bank at the back of the book for further practice.
- Key lexis introduced in context and expanded in Photo bank at the back of the book.
- Special pronunciation sections in each lesson.
- Focus on reading and/or listening in every spread.
- Writing sections focus on different genres and sub-skills.
- Focus on useful functional language.
- Learn to sections develop listening/speaking skills.
- Useful learning tips in each unit.

2.2 Course Components

Student's Book with DVD-ROM

- ⇨ 10 units
- ⇨ Comprehensive Language Bank with detailed explanations and extra practice.
- ⇨ Photo Bank to expand vocabulary.
- ⇨ Audio material for use in class.
- ⇨ DVD content
- ⇨ Audio and video scripts

Class Audio CDs

Workbook

- ⇨ Additional grammar, vocabulary and pronunciation exercises.
- ⇨ Additional functional language practice exercises.
- ⇨ Additional reading, listening and writing practice.
- ⇨ Regular review sections.
- ⇨ With-an without key versions.

Workbook Audio

MyenglishLab

Learning Mangament System that provides:

- ⇨ Intercative workbook
- ⇨ Extra practice in grammar, vocabulary and skills.
- ⇨ Unit and achievement tests
- ⇨ Mid-and end of course tests
- ⇨ BBC interviews and interactive exercises.

Teacher's Book with resource and assessment disc

- ⇨ Teacher's notes for every unit
- ⇨ Generic teaching tips on useful areas.
- ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit.
- ⇨ Class audio and video scripts.
- ⇨ BBC interviews, worksheets and scripts.
- ⇨ Unit and achievement tests.
- ⇨ Mid-and end of course tests.
- ⇨ Test audio, audio scripts and answer keys.

Activeteach.

Software for classroom use to help teachers get the most out of the course.

- ⇨ Integrated audio and video content
- ⇨ Answer-reveal feature
- ⇨ Large extra resources section
- ⇨ Grammar and vocabulary review games
- ⇨ BBC interviews and worksheets.
- ⇨ Assessment package containing all the course tests.
- ⇨ A host of useful classroom tools.

Website and Speakout Extra.

- ⇨ Information about the course
- ⇨ Sample materials
- ⇨ Placement test
- ⇨ Teaching tips and ideas
- ⇨ Free downloadable worksheets.
- ⇨ Extra video-exploitation activities.

3. ATTENTION TO DIVERSITY AND MIXED ABILITY

Teachers must consider the student's diversity as a principle and adapt the educational practice to the student's personal characteristics, needs, interests and cognitive style, due to the importance of pace and maturity process.

The educational system will establish procedures to help identify those features which may have an effect on the student's academic evolution. Furthermore, they will help coordinating all sectors involved in taking care of these students.

The reinforcement and extension activities which allow for individualized attention to pupils, depending on their needs and learning rhythm. Every lesson in our project includes ideas to help teachers respond to the different situations which arise in the classroom.

Among the teacher's material, the *Teacher's Book* suggests reinforcement and consolidation activities for students as well as notes for the teacher to deal with the different demands presented by students.

3.1 Reinforcement activities

Student's Book

- ⇨ Speakout Game.

Teacher's Book

- ⇨ Warm up activities
- ⇨ Optional extra activities
- ⇨ Teaching tips
- ⇨ Homework ideas

Workbook

- ⇨ Additional grammar, vocabulary and pronunciation exercises.
- ⇨ Additional functional language practice exercises.
- ⇨ Additional reading, listening and writing practice.

3.2 Extension activities

Student's Book

- ⇨ Lookback section; communicative revision activities for each unit.
- ⇨ Irregular verbs list.
- ⇨ Language Bank activities: grammar and practice.
- ⇨ Vocabulary Bank activities.
- ⇨ Communication Bank activities.

Teacher's Book

- ⇨ Project.
- ⇨ Alternative approach.
- ⇨ *Watch out*! Activities.
- ⇨ Teaching tips.
- ⇨ Homework ideas.
- ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit.

DVD Clips

BBC Interviews

MyEnglishLab: extra practice activities in grammar, vocabulary and skills.

Activeteach
Website: www.pearsonELT.com/speakout.
Speakout extra: downloadable grammar, vocabulary, pronunciation and skills practice worksheets.

4. ASSESSMENT

Student learning should be evaluated systematically and periodically, both individually to measure their level of acquisition (**summative assessment** at different moments during the year) and to introduce into the educational process those changes required by the situation (when students' learning fails to respond, *a priori,* to what is expected of them). Apart from this summative assessment, which we tend to identify with the end of term and year (ordinary and extraordinary, when appropriate), there will be further assessment, including initial (ungraded) and final and, above all, **continuous or formative**, which is performed throughout the learning-teaching process which insists upon the guiding and diagnostic character of teaching.

The procedures and instruments of assessment, in the case of that continuous assessment, will be systematic observation and monitoring of students, in other words, they will take into account all the *productions* which develop, both individually and collectively: written work, oral presentations and debates, class activities, readings and summaries, research, attitude to learning, accuracy in expression, self-assessment... And those of summative assessment, termly written tests.

4.1 Assessment resources

Formative assessment

- ⇨ Continuous assessment during the classes.
- ⇨ SB, Lookback, for each unit.
- ⇨ SB, Consolidation (4 during the year)
- ⇨ WB, Completion of the exercises , Unit
- ⇨ WB, Review 1

Sumative assessment

- ⇨ TRF Unit Tests
- ⇨ TRF End-of-course Test.

4.2 Assessment criteria

Block 1- Comprehension of oral texts

- ⇨ Understand the gist and the most relevant specific information of oral texts in different communication contexts related to the contents of the unit:

Block 2: Production of oral texts: expression and interaction

- ⇨ Express oneself and interact correctly and fluently in different communicative situations:

Block 3: Comprehension of written texts

- ⇨ Understand the information contained in written texts from various sources.

Block 4: Production of written texts

- ⇨ Write clear and detailed texts with different objectives and using various media

Knowledge of the language

- ⇨ Vocabulary; Learn and extend vocabulary
- ⇨ Grammar; Understand and use correctly the grammatical structures learnt in the unit.
- ⇨ Phonetics; Apply acquired knowledge regarding pronunciation
- ⇨ Assess use of basic strategies which favour progress in learning.
- ⇨ Reflection upon learning.

Sociocultural aspects and intercultural awareness

5. KEY COMPETENCES

The Key Competences for Lifelong Learning – A European Framework is an annex of a recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the *Official Journal of the European Union* on 30 December 2006/L394.

The Recommendation is one of the outcomes of the joint work of the European Commission and the Member States within the Education and Training 2010 Work Programme. The Work Programme is the over-arching framework for policy cooperation in the area of education and training, and is based on commonly agreed objectives, indicators and benchmarks, overlearning and dissemination of best practice. For more information, please see: http://ec.europa.eu/education/index_en.html.

Key competences

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences.

1. Communication in the mother tongue (1)

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an

appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

2. Communication in foreign languages (2)

Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing)in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

3. Mathematical competence and basic competences in science and technology

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

4. Digital competence

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

5. Learning to learn

Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and

making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

6. Social and civic competences

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and **knowledge** of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socioeconomic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

Civic competence is based on **knowledge** of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

7. Sense of initiative and entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

8. Cultural awareness and expression

This competence involves learning about, appreciating, understanding and evaluating a variety of cultural and artistic statements, and treating them as a

source of pleasure and personal enrichment and as part of the cultural patrimony of different societies. Appreciation and enjoyment of art and other cultural statements and an open and receptive attitude to the variety of art forms lead to the conservation of a common cultural legacy and encourages the student's own creative capacity.

5.1 key competences directly related to *speakout* method

Competence in linguistic communication

⇨ All the activities of the unit use the language as an instrument of communication.

Data processing and digital competence

Every unit includes:

⇨ Uses the digital components of the course: MyEnglishLab, Active Teach.
⇨ Uses technology to learn to look for information about the unit topic.
⇨ The Speakout Extra and other teacher's resources at: www.pearsonELT.com/speakout.
⇨ Activities for optional use with the DVD.
⇨ BBC Worldwide and BBC English.

Social and civic competence

All these social skills will be developed and reflected in our educational project, throughout the entire course.

⇨ Participate in oral interactions developing communication skills.
⇨ Learn to respect the differences and similarities between people.
⇨ Understand and respects socio-economic aspects of other cultures, societies and identities.
⇨ The lesson 4 in each unit provides a good understanding of other social and cultural situations around the world.

Cultural and artistic competence

This competence is developed in each unit by:

⇨ Every unit encourages and increase specific cultural comprehension through a variety of text and topics.
⇨ Studentes can think about their own culture and compare it with that of English-speaking countries.
⇨ Some units involves knowing, understanding, appreciating and critically evaluating cultural and artistic statements pertaining to the heritage of other countries.
⇨ Express oneself creatively making projects and piece of writing.

Learning-to-learn

This competence is developed in each unit by:

- ⇨ Check the meaning of words. Students use the dictionary to find words and classify them according to category.
- ⇨ Discover and deduce rules of formation (**Rule** boxes)
- ⇨ Practice strategies for learning languages; learn to hypothesise and make deductions.
- ⇨ Learn to extend vocabulary.
- ⇨ Use reference materials.
- ⇨ Learn strategies for thinking, organizing and memorizing information**:** using the **Speakout TIPs**, using the **Rule** boxes, using the **Key phrases** boxes.
- ⇨ Use intellectual working resources and techniques.
- ⇨ Plan, organize and check pieces of work.
- ⇨ Be conscious of what has been learnt and what needs to be learnt.
- ⇨ Develop criteria for reflection.
- ⇨ Develop strategies for problem-solving, analysis, organization, execution of work, etc.
- ⇨ Complete the WB activities autonomously.
- ⇨ Learn to self-evaluate, being conscious of what one knows and what one needs to learn.
- ⇨ This competence can also be practiced in the Workbook where students evaluate their own progress.

Mathematical competence

This competence is developed in each unit by;

- ⇨ Using numbers, figures, symbols and mathematical representations to express measurements (Km, population, percentages, etc.)
- ⇨ Using mathematical reasoning to produce and interpret information, data and arguments.
- ⇨ Many of the units introduce data which students have to analyze to draw their own conclusions and use the information obtained in a way appropriate to the task in question.

Competence in knowledge of and interaction with the physical world

- ⇨ Every unit will help students, especially in the Reading section to know about the human body, nature, and the interaction of mankind with nature, discussing rationally the consequences of different lifestyles and take decisions about a healthy physical and mental way of life in a healthy and safe environment.
- ⇨ The lesson 4 in each unit provides a good understanding of other social and cultural situations around the world.

Autonomy and personal initiative

The acquisition of this competence implies creativity, innovation, responsibility and a critical approach to the development of individual or group projects. As students acquire vocabulary and structures in the new language, they become more autonomous.

This competence is developed in each unit by;

- ⇨ Plan, organize and check pieces of work.

- ⇨ Complete the WB activities autonomously.
- ⇨ Cooperate in group work, being assertive, negotiating and using dialogue.
- ⇨ Develop a critical and reflexive attitude.
- ⇨ Organize and complete projects.

5.2 Subcompetences

The competences by their very nature are generic. To use them as a reference for pedagogical actions and to really demonstrate the competences acquired by the students, they need to be broken down into more specific objectives related to other elements of the curriculum. We have called these objective *subcompetences,* and without covering all the possibilities, they do include those most closely related to the subject curriculum and most prominent in all subjects on account of their interdisciplinary nature.

COMPETENCE ASSESSMENT RUBRICS

DESCRIPTORS-COMPETENCES	ASSESSMENT TOOLS						ATTAINMENT LEVELS				
							F	D	C	B	A
											Complete...
1. LINGUISTIC COMMUNICATION											
LISTENING											
Understand the key information, the main points and the most relevant details in oral texts.											
Understands and is able to apply the most appropriate strategies for oral comprehension.											
Understands sociocultural and sociolinguistic aspects of the language and uses them to improve comprehension.											

DESCRIPTORS-COMPETENCES	ASSESSMENT TOOLS						ATTAINMENT LEVELS				
							F	D	C	B	A
											Completely
Distinguishes the most relevant communicative function or functions of the text.											
Recognises common lexis and infers meaning from the context, and, with visual support, the meaning of less frequent or more specific words.											
Discriminates common stress, rhythm and intonation patterns.											
SPEAKING/CONVERSING											
Produces brief comprehensible texts using simple language.											
Asks for and exchanges information.											
Understands and applies the most appropriate strategies for producing oral texts.											
Incorporates sociocultural and sociolinguistic knowledge into oral production.											
Demonstrates control of a limited range of common structures.											
Understands and uses a sufficient range of lexis for communication.											
Pronounces and uses intonation clearly.											
READING											

DESCRIPTORS-COMPETENCES	ASSESSMENT TOOLS						ATTAINMENT LEVELS				
							F	D	C	B	A
Identifies the essential information, the most relevant points and the important details in written texts.											
Understands and is able to apply the most appropriate strategies for written comprehension.											
Understands sociocultural and sociolinguistic aspects of the language and uses them to improve comprehension.											
Distinguishes the most relevant communicative function or functions of the text.											
Recognises syntactic structures typical of written communication and their meaning to understand the text.											
Recognises common lexis and infers meaning from the context, and, with visual support, the meaning of less frequent or more specific words.											
Recognises typical spelling and punctuation conventions, and common symbols and abbreviations and their meanings.											
WRITING											
Writes brief texts with a clear structure (on paper or electronic media) about everyday topics.											
Understands and is able to apply the most appropriate strategies for producing simple structured texts.											

DESCRIPTORS-COMPETENCES	ASSESSMENT TOOLS						ATTAINMENT LEVELS				
							F	D	C	B	A
Understands sociocultural and sociolinguistic aspects of the language and uses them in writing.											
Uses the functions necessary for the communicative purpose.											
Demonstrates control of a limited range of common structures.											
Understands and uses a sufficient range of lexis for communication of information and brief opinions.											
Understands and applies simple punctuation and spelling rules appropriately in order to be understood.											
2. MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY											
Understands uses and sees the relation between numbers in the foreign language.											
Orders data according to classification criteria.											
Interprets and expresses information, data and arguments in tables and graphics etc.											
Relates particular lifestyles with health.											
Recognizes the scientific method and technological products and processes and the importance of science and technology in our lives and in society.											

DESCRIPTORS-COMPETENCES	ASSESSMENT TOOLS						ATTAINMENT LEVELS				
							F	D	C	B	A
3. DIGITAL COMPETENCE											
Searches for, compiles and organizes information from the Internet.											
Use information and communication technologies as tools for language learning.											
4. COMPETENCE IN LEARNING TO LEARN											
Uses learning to learn strategies like the use of bilingual or monolingual dictionaries or other reference material.											
Uses receptive or interactive strategies to resolve communication problems.											
Reflects on and identifies what is understood and what it is necessary to learn, through self-evaluation activities.											
Learns to plan, organize, produce and revise written and oral productions.											
Organises the capacity for making an effort, and completes the proposed homework activities (Workbook)											
5. SOCIAL AND CIVIC COMPETENCE											
Accepts and practices the established rules of coexistence.											
Works in pairs and groups accepting the given role in this kind of work.											

DESCRIPTORS-COMPETENCES	ASSESSMENT TOOLS						ATTAINMENT LEVELS				
							F	D	C	B	A
Values the foreign language as a tool for communication with others and shows curiosity and interest in those that speak the foreign language.											
Understands and respects the characteristics of other cultures and societies and what each one can offer.											
6. SENSE OF INITIATIVE AND ENTREPRENEURSHIP											
Chooses with personal criteria and a critical attitude.											
Investigates, compiles and organizes information from different media.											
Enjoys Reading age-appropriate texts autonomously and shows a positive attitude towards reading.											
Develops simple planning and checking strategies with the work completed.											
Cooperates appropriately in group-work.											
7. CULTURAL AWARENESS AND EXPRESSION											
Shows initiative, creativity and imagination.											
Knows, understands and values, different artistic and cultural statements.											

DESCRIPTORS-COMPETENCES	ASSESSMENT TOOLS						ATTAINMENT LEVELS				
							F	D	C	B	A
Shows curiosity and interest in information about cultural elements of the countries and cultures where the foreign language is spoken.											
Uses artistic techniques for the presentation of projects o written documents.											

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 1: WELCOME

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read about travelling light (1.2.Travel light).

Listening/DVD
- ⇨ Listen to people introduce themselves (1.1. Nice to meet you).
- ⇨ Understand people in tourist situations (1.3. Can I have a coffee?).
- ⇨ Watch an extract from a sitcom about a hotel (Fawlty Towers).

Speaking
- ⇨ Introduce yourself and others (1.1 Nice to meet you).
- ⇨ Identify objects (1.2. Travel light).
- ⇨ Make requests (1.3. Can I have a coffee?).
- ⇨ Check into a hotel (1.4. Fawlty Towers).

Writing
- ⇨ Improve your use of capital letters (1.1 Nice to meet you).
- ⇨ Complete a registration form at a hotel (1.4. Fawlty Towers).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ Present simple*: be (1.*1. Nice to meet you).
- ⇨ *This/that, these/those; possessives* (1.2. Travel light).

⇨ Making requests (1.3. Can I have a coffee?).

B. Vocabulary
To learn vocabulary related to the unit topic:
⇨ Countries and nationalities (1.1. Nice to meet you).
⇨ Objects (1.2. Travel light).
⇨ Tourist places (1.3. Can I have a coffee?).

C. Pronunciation
To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
⇨ Word stress (1.1. Nice to meet you).
⇨ Word stress; *this, that, these, those* (1.2. Travel light).
⇨ Polite intonation; sentence stress (1.3. Can I have a coffee?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 1.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; practising greeting people and making introductions (Warm up). ⇨ 1.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 1.3 Revision of language and vocabulary. ⇨ 1.3 LEARN TO: listening for key words. ⇨ 1.4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	CLC, LL, SCC, SIE
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 1.1 Learn greetings and introduction. ⇨ 1.3 Learn how to make polite requests. ⇨ 1.4 Identify a famous BBC TV comedy: Fawlty Towers. ⇨ 1.4 Learn how to check into a hotel.	CLC, LL, SCC, CAE
Communicative functions ⇨ 1.1 Listen to three conversations where people introduce themselves, p. 8, Ejs. 2. ⇨ 1.3 FUNCTION: Listen to three conversations making request and using polite intonation and complete some activities, p.12, Ejs. 2, 3 and 4. ⇨ 1.3 LEARN TO: listen to three conversations and understand people in tourist situations, listening for key words, p. 13, Ejs. 5 and 6.	CLC, LL, SCC, SIE, CAE
⇨ 1.4 Watch a BBC TV comedy; FAWLTY TOWERS, p.14 and understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p.14. Ej. 3. ⇨ 1.4 Listen to a conversation between a hotel receptionist and a guest in order to check into a hotel, p. 15, Ejs. 4 and 5. ⇨ BBC Interviews (*What's your name*?). Watch a video where people introduce themselves and talks about where they are from.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 1.1. Countries and nationalities, p. 9, Ejs. 4. ⇨ 1.2 Objects, p.10, Ejs. 1. ⇨ 1.3 Tourist places, p. 12, Ejs 1	CLC, LL, SIE, CAE

Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 1.1 Present simple*: be,* p. 8, Ej. 3. ⇨ 1.2 *This/that, these/those; possessives*, p.11, Ejs. 3 and 4. ⇨ 1.3 Making requests, p. 12. Ejs 2, 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 1.1 Word stress p. 9, Ej. 4c. ⇨ 1.2 Word stress; *this, that, these, those* p. 11, Ej. 4b. ⇨ 1.3 Polite intonation; sentence stress, p.12, Ej. 4a.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 1.4 (Planning) Study of a table with useful language and appropriate expressions for check into a hotel, giving the necessary information (KEY PHRASES) p. 15.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 1.1 Learn about greetings and introductions. ⇨ 1.3 Learning how to make polite request. ⇨ 1.4 Identify a famous BBC TV comedy: Fawlty Towers. ⇨ 1.4 Learn how to check into a hotel.	CLC, LL, SCC, CAE
Communicative functions ⇨ 1.1 Introduce yourself and others, p. 8. Ejs 1. ⇨ 1.1 Oral interaction guessing information about a country, p. 9, Ej. 8a. ⇨ 1.2 Oral interaction identifying objects, p. 11, Ejs. 6 y 7. ⇨ 1.3 FUNCTION: Make polite requests, p.12, Ejs. 4b. ⇨ 1.3 LEARN TO: Oral interaction making requests in pretending tourist situations, p.13, Ej. 7. ⇨ 1.3 Role play a conversation ordering food and drinks and making requests, p. 13, Ejs. 8b. ⇨ 1.4 Speakout: Learn and practice how to check into a hotel, acting between receptionist and a guest, p. 15, Ejs. 4 and 5.	CLC, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 1.1. Countries and nationalities, p. 9, Ejs. 4. ⇨ 1.2 Objects, p.10, Ejs. 1. ⇨ 1.3 Tourist places, p. 12, Ejs 1	CLC, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 1.1 Present simple*: be,* p. 8, Ej. 3. ⇨ 1.2 *This/that, these/those; possessives*, p.11, Ejs. 3 and 4. ⇨ 1.3 Making requests, p. 12. Ejs 2, 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 1.1 Word stress p. 9, Ej. 4c. ⇨ 1.2 Word stress; *this, that, these, those* p. 11, Ej. 4b.	CLC, LL, SIE

⇨ 1.3 Polite intonation; sentence stress, p.12, Ej. 4a.	
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 1.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic. ⇨ 1.2 Formulation of hypothesis and predictions on content and context by looking at images, p. 10, Ejs 2. ⇨ 1.2 Identification of the text type, p. 10. ⇨ 1.2 Reading and complete reading comprehensive exercises, p. 10. ⇨ 1.3 LEARN TO: listening for key words. ⇨ 1.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; a BBC TV comedy; Fawlty Towers , p.14 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 1.1 Identify information about countries in the world. ⇨ 1.2 Identify information about travelling light and things to carry on a bag on a plane. ⇨ 1.3 Learn how to make polite requests. ⇨ 1.4 Identify information about a legendary and famous BBC TV sitcom about a group of eccentric characters in a badly-run hotel: Fawlty Towers.	CLC, LL, CMST, SCC, CAE
Communicative functions ⇨ 1.1 Read and do a quiz about countries (Heart it see it taste it!), p.9. Ej 5 ⇨ 1.2 Read a text about important things to take in the carry-on bag on a plane, p. 10. Ejs. 2. ⇨ 1.3 Read a conversation making polite request, p. 13, Ej.5a. ⇨ 1.3 Read a menu, p. 13, Ejs. 8. ⇨ 1.4 Read a programme information about a famous BBC TV comedy: Fawlty Towers, p, 14, Ejs .1	CLC, LL, CAE
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 1.1. Countries and nationalities, p. 9, Ejs. 4. ⇨ 1.2 Objects, p.10, Ejs. 1. ⇨ 1.3 Tourist places, p. 12, Ejs 1	CLC, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 1.1 Present simple*: be,* p. 8, Ej. 3. ⇨ 1.2 *This/that, these/those; possessives*, p.11, Ejs. 3 and 4. ⇨ 1.3 Making requests, p. 12. Ejs 2, 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns. ⇨ 1.3 numbers and prices, p. 13, Ejs. 5 and 6.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 1.1 Learning of written strategies to improve the written skills: capital letters and completion of exercises p.9, Ejs 6.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 1.4 Learn how to write a form, p. 15.	CLC, LL, SIE
Communicative functions	CLC, LL, SIE, CAE

⇨ 1.1 To spell the names of people in the class and famous people, p. 9, Ej. 6c. ⇨ 1.2 Write the names of four countries and add information about a place, food and a famous person, p. 9, Ejs 7a. ⇨ 1.4 Writeback: complete a registration form at a hotel, p. 15, Ejs. 6.	
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 1.1. Countries and nationalities, p. 9, Ejs. 4. ⇨ 1.2 Objects, p.10, Ejs. 1. ⇨ 1.3 Tourist places, p. 12, Ejs 1	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 1.1 Present simple*: be,* p. 8, Ej. 3. ⇨ 1.2 *This/that, these/those; possessives*, p.11, Ejs. 3 and 4. ⇨ 1.3 Making requests, p. 12. Ejs 2, 3 and 4.	CLC, LL, SIE,CAE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation. ⇨ 1.1 To spell the names of people in the class and famous people, p. 9, Ej. 6c.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	CLC, LL, SIE
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*What's your name*?) **Student's Book** ⇨ Language Bank; LB1; Grammar and Practice. pp.128-129 ⇨ Photo Bank; PB1, p.152. ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 1 ⇨ Optional extra activities Unit 1 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145-146. 1.1 What do you need? 1.2 Meet and greet 1.3 Whose are these? 1.4 Can I have one…? **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises.	CLC, LL, SIE

Activeteach. ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 1, p. 16 ⇨ WB, Completion of the exercises , Unit 1 ⇨ WB, Review 1 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 2: LIFESTYLE

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read about local groups (2.1 Join us!).
- ⇨ Read leaflets about San Francisco (2.3 What time does it start?).

Listening/DVD
- ⇨ Listen to people talk about their daily routines (2.2. High flyers).
- ⇨ Listen to people at a tourist information centre; check when you don't understand (2.3 What time does it start?).
- ⇨ Watch an extract from a programme about living with tribes (A visit to Panama)

Speaking
- ⇨ Talk about activities and groups (2.1. Join us!).
- ⇨ Talk about your daily routine and people's jobs (2.2. High flyers).
- ⇨ Ask questions at a tourist information centre (2.3. What time does it start?).
- ⇨ Talk about good guests and bad guests (2.4. A visit to Panama)

Writing
- ⇨ Link sentences with and, but and or (2.1. Join us!)
- ⇨ Write an email asking a friend for a place to stay (2.4. A visit to Panama).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ Present simple*: I/you/we/they (2*.1. Join us!).
- ⇨ Present simple*: he/she/it (2.2 High flyers).*
- ⇨ Asking for information (2.3. What time does it starts?).

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Activities (2.1. Join us!).
- ⇨ Daily routines; jobs (2.2. High flyers).
- ⇨ The time (2.3. What time does it start?).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Linking: *do you* (2.1. Join us!).
- ⇨ Third person 's' (2.2. High flyers).
- ⇨ Sentence stress; polite intonation (2.3. What time does it starts?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 2.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; daily routines (Warm up).	CLC, LL, SIE

⇨ 2.1 Revision of language and vocabulary. ⇨ 2.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 2.4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 2.1 Learn how to make new friends and start new groups and activities. ⇨ 2.2. Identify information about people daily routines. ⇨ 2.2 Identify information about "high flyers". ⇨ 2.4 Identify information about tribal life in remote communities in Panama in a BBC documentary series (*Tribal wives*)	CLC, LL, SCC, CAE
Communicative functions ⇨ 2.1 Listen to a radio programme about men and women who work in very high places around the world (high flyers) and complete some information, p.20 Ejs. 1. ⇨ 2.3 FUNCTION: Listen to a conversation asking for tourist information p.22 Ej.2b.	CLC, LL, SCC, SIE, CAE
⇨ 2.4 A VISIT TO PANAMA**.** Watch a extract from a BBC programme about living with tribes, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view). P, 24 Ejs. 3. ⇨ BBC Interviews (*What's your daily routine*?). Watch a video where people talk about their jobs and daily routines, including what they like and do not like about them.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 2.1 Activities, p. 18, Ejs. 2. ⇨ 2.2 Daily routines; jobs p. 20. Ejs. 1 y p. 21. Ejs. 9. ⇨ 2.3 The time, p. 22, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 2.1 Present simple*: I/you/we/they,* SB p.19, Ejs 3, 4 and 5. ⇨ 2.2 Present simple: *he/she/it*, p. 21 Ejs. 7 y 8. ⇨ 2.3 Asking for information, p. 22. Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 2.1 Linking: *do you* p. 19, Ej. 5a. ⇨ 2.2 Third person 's', p.20, Ej. 4b. ⇨ 2.3 Sentence stress; polite intonation p.22. Ejs 3b y p. 23, Ejs 4b.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Anticipate and rehearse how to communicate the important points. ⇨ Warming activities to activate language and knowledge; brainstorm ideas about how to make new groups and meet new people, p. 19. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 2.3 LEARN TO (show you don't understand); Indicating a lack of understanding and ask for confirmation or clarification in case of doubt. ⇨ 2.4 (Planning) Study of a table with useful language and appropriate	CLC, LL, SIE

expressions for talk about being a good guest (KEY PHRASES) p.25, Ej.5	
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 2.1 Learn how to make new friends and start new groups and activities. ⇨ 2.2 Lear about people's routines and jobs. ⇨ 2.3 Learn to ask for information and telling the time. ⇨ 2.3 Identify information about San Francisco in California. ⇨ 2.4 Identify information about tribal life in remote communities in Panama in a BBC documentary series (*Tribal wives*). ⇨ 2.4 Identify information about being a good guest.	CLC, CMST, LL, SCC, CAE
Communicative functions ⇨ 2.1 Talk about new groups and activities, p. 19, Ejs. 6. ⇨ 2.2 Oral interaction asking and answering questions in turns to practice the unit language, talking about daily routines and people's jobs, p.21, Ej.10. ⇨ 2.3 FUNCTION; asking for information, p. 22. Ejs 2 and 3. ⇨ 2.3 LEARN TO; show you don't understand using a polite intonation, p. 23, Ejs 4. ⇨ 2.3 Oral interaction asking and answering questions at a tourist information centre, to practice the unit language, p. 23, Ejs. 5. ⇨ 2.4 Speakout: Learn and practice how to talk about good guest and bad guests, p. 25, Ejs. 4 and 5.	CLC, CMST, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 2.1 Activities, p. 18, Ejs. 2. ⇨ 2.2 Daily routines; jobs p. 20. Ejs. 1 y p. 21. Ejs. 9. ⇨ 2.3 The time, p. 22, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 2.1 Present simple*: I/you/we/they,* SB p.19, Ejs 3, 4 and 5. ⇨ 2.2 Present simple: *he/she/it*, p. 21 Ejs. 7 y 8. ⇨ 2.3 Asking for information, p. 22. Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 2.1 Linking: *do you* p. 19, Ej. 5a. ⇨ 2.2 Third person 's', p.20, Ej. 4b. ⇨ 2.3 Sentence stress; polite intonation p.22. Ejs 3b y p. 23, Ejs 4b.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 2.1 Revision of vocabulary; word dictation (Warm Up). ⇨ 2.1 Activation of previous knowledge, discussing about a good way to meet people to prepare the reading topic, p. 18. Ejs. 5a. ⇨ 2.1 Formulation of hypothesis and predictions on content and context by looking at images, p. 18. ⇨ 2.1 Identification of the text type (Information from a website), p.18. ⇨ 2.1 Reading and answering questions about general and specific information p. 18, EjS 1b. ⇨ 2.3 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; the life with the Kuna Indians in Panama , p.24 (DVD preview).	CLC, DC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Show interest and respect for other cultures and people.	CLC, LL, CMST, SCC, CAE

⇨ 2.1 Identify information about good ways to meet people in a city, p. 18 ⇨ 2.3 Identify information about San Francisco in California. ⇨ 2.4 Identify information about tribal life in remote communities in Panama in a BBC documentary series (*Tribal wives*)	
Communicative functions ⇨ 2.2 Read and understand a text in a web site (*Group-meet Dublin*), p. 18. Ejs 1. ⇨ 2.4 Read a programme information about a BBC documentary series Tribal wives and six women who swap their lives for life as tribal wives in some remote communities in Panama, p. 24, Ejs.3. ⇨ 2.4 Read an email, p. 25, Esl 6a.	CLC, DC, LL, SCC, CAE, SIEE
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 2.1 Activities, p. 18, Ejs. 2. ⇨ 2.2 Daily routines; jobs p. 20. Ejs. 1 y p. 21. Ejs. 9. ⇨ 2.3 The time, p. 22, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 2.1 Present simple*: I/you/we/they,* SB p.19, Ejs 3, 4 and 5. ⇨ 2.2 Present simple: *he/she/it*, p. 21 Ejs. 7 y 8. ⇨ 2.3 Asking for information, p. 22. Ejs. 2 and 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 2.1 Learning of written strategies to improve the written skills: *and, but, or*, and complection of exercises p.19, Ejs.7.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 2.4 Learn how to write and answer an email asking a friend for a place to stay.	CLC, DC, LL, SIE,
Communicative functions ⇨ 2.1 Write a Group-meet website for your group using a website extracts to help, p. 19, Ej 7e. ⇨ 2.4 Writeback: Learn to write an email asking a friend for a place to stay, p. 25, Ejs.6c y 6d.	CLC, DC, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 2.1 Activities, p. 18, Ejs. 2. ⇨ 2.2 Daily routines; jobs p. 20. Ejs. 1 y p. 21. Ejs. 9. ⇨ 2.3 The time, p. 22, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 2.1 Present simple*: I/you/we/they,* SB p.19, Ejs 3, 4 and 5. ⇨ 2.2 Present simple: *he/she/it*, p. 21 Ejs. 7 y 8. ⇨ 2.3 Asking for information, p. 22. Ejs. 2 and 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
Reinforcement activities	CLC, LL, SIE

Teacher's Book ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	
Extension activities **Communicative revision activity** ⇨ BBC Interviews (*What' s your daily routine*?) **Student's Book** ⇨ Language Bank; LB2; Grammar and Practice. pp.130-131 ⇨ Photo Bank; PB2, p.153. ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 1 ⇨ Optional extra activities Unit 2 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145-146. 2.1 A good job? 2.2 Are you typical? 2.3 Working 9 to 5? 2.4 Tour operators **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 2, p. 26 ⇨ WB, Completion of the exercises , Unit 2 ⇨ WB, Review 2 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 3: PEOPLE

1. TEACHING OBJECTIVES

Communication Skills

Reading
⇨ Read about an unusual family (3.1. Big happy families).

Listening/DVD
⇨ Listen to people talk about their friends (3.2 Real friends?).
⇨ Learn to show interest when you listen (3.3. Are you free tonight?).
⇨ Watch an extract from a BBC programme showing the traditions of Diwali (Diwali celebrations).

Speaking
⇨ Talk about your family (3.1. Happy big families).
⇨ Describe someone you know and say why you like them (3.2. Real friends?).
⇨ Make arrangements to meet friends (3.3. Are you free tonight).
⇨ Talk about a special occasion (3.4 Diwali celebrations)

Writing
⇨ Improve your use of apostrophes; write about your family and friends (3.2 Real friends?).
⇨ Write a description of a special event (3.4. Diwali celebrations).

Knowledge of the language

A. Language and grammar functions
To understand and correctly apply the grammatical structures and linguistic content of the unit
⇨ *Have/has got* (3.1. Big happy families).
⇨ Adverbs of frequency (3.2. Real friends?).
⇨ Making arrangements (3.3. Are you free tonight?).

B. Vocabulary
To learn vocabulary related to the unit topic:
⇨ Family (3.1. Big happy families).
⇨ Personality (3.2 Real friends?)
⇨ Time expressions (3.3. Are you free tonight?)

C. Pronunciation
To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
⇨ Sentence stress (3.1. Big happy families).
⇨ Word stress (3.2 Real friends?).
⇨ Intonation to show interest (3.3. Are you free tonight?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 3.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; friends. ⇨ 3.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 3.3 Revise and practise time expressions. ⇨ 3.3 Dictogloss; students make notes of key words after reading a text and then reconstruct the text as closely as possible to the original. ⇨ 3.4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken.	CLC, LL, SCC, CAE

⇨ 3.2 Learn and reflect about friendship. ⇨ 3.2 Identify information about personality. ⇨ 3.3 Learn to show interest when you listen.	
Communicative functions ⇨ 3.2 Listen to three people talking about their friends. Match name and topic. Tick the correct answers, p. 30, Ejs 2. ⇨ 3.3 Listen a phone call between two persons and how they show interest, p. 32, Ejs 2. ⇨ 3.3 FUNCTION: Listen to a conversation making arrangements and complete some activities, p.32 Ejs. 5 and 6.	CLC, LL, SCC, SIE, CAE
⇨ 3.4 DIWALI CELEBRATIONS: Watch an extract from a BBC programme showing the traditions of Diwali, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view). P, 34 Ejs.4. ⇨ 3.4 Listen to someone talking about Hogmanay Festival, p. 34, Ej.5b ⇨ BBC Interviews (*What do you like doing with friends/family*?). Watch a video to consolidates and extends vocabulary around the topic of friends and family.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 3.1 family, p. 28, Ejs. 1. ⇨ 3.2 personality, p. 31 Ejs. 4 and 5. ⇨ 3.3 time expressions, p. 32, Ejs 2 and 3.	CLC, CMST, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 3.1 *Have/has got,* SB p. 29, Ejs. 3 and 4. ⇨ 3.2 Adverbs of frequency, p.33, Ejs. 5 and 6. ⇨ 3.3 Making arrangements	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 3.1 Sentence stress , p. 29, Ej. 3d. ⇨ 3.2 Word stress p. 31, Ej. 4c. ⇨ 3.3 Intonation to show interest, p.32, Ej. 4d.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 3.2 Formulation of hypothesis and predictions on content and context by looking at images, p. 30. Ejs 1a. ⇨ 3.2 Revision of language and vocabulary in a team game; questions forms (Warm Up). ⇨ 3.4 (Planning) Study of a table with useful language and appropriate expressions for talk about special occasions (KEY PHRASES) p. 35	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 3.1 Identify information life in a big family. ⇨ 3.2 Learn and reflect about friendship. ⇨ 3.2 Identify information about personality.	CLC, CMST, LL, SCC, CAE

⇨ 3.3 Learn how to make arrangements to meet friends. ⇨ 3.4. Identify information about the traditions of Diwali.	
Communicative functions ⇨ 3.1 Talk about your family, p. 29, Ejs. 5 and 6. ⇨ 3.1 Discuss about what do they call people in their families, p. 29. Ej.6b. ⇨ 3.2 Describe someone you know and say why you like them, p.30. Ejs. 1 ⇨ 3.2 Oral interaction to make arrangements to make friends, p.31, Ejs. 6. ⇨ 3.3 LEARN TO: learn to show interest when they are listening to a person, p. 32, Ejs 4. ⇨ 3.3 FUNCTION. Making arrangements, p.33. Ejs.5 and 6. ⇨ 3.3 Oral interaction acting a conversation; making arrangements to meet friends to see a film, to practice the unit language, p.33, Ejs. 7. ⇨ 3.4 Speakout: Learn and practice how to talk about special occasions, p. 35, Ejs. 5.	CLC, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 3.1 family, p. 28, Ejs. 1. ⇨ 3.2 personality, p. 31 Ejs. 4 and 5. ⇨ 3.3 time expressions, p. 32, Ejs 2 and 3.	CLC, CMST, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 3.1 *Have/has got,* SB p. 29, Ejs. 3 and 4. ⇨ 3.2 Adverbs of frequency, p.33, Ejs. 5 and 6. ⇨ 3.3 Making arrangements	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 3.1 Sentence stress , p. 29, Ej. 3d. ⇨ 3.2 Word stress p. 31, Ej. 4c. ⇨ 3.3 Intonation to show interest, p.32, Ej. 4d.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 3.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic, families, life in a big/small family. ⇨ 3.2 Formulation of hypothesis and predictions on content and context by looking at images, p. 28. ⇨ 3.2 Identification of the text type (An article), p. 28. ⇨ 3.2 Reading and answering questions about general and specific information p. 28, Ejs. 2. ⇨ 3.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; Diwali, the festival of light , p. 34 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 3.1 Identify information about life in a big family of sixteen. ⇨ 3.1 Learn how to make a family tree. ⇨ 3.4 Show interest and respect for other cultures and people. ⇨ 3.4 Identify information about the festival of light in Diwali. ⇨ 3.4 Identify information about Hogmanay Festival in Scotland on New Year's Day in January.	CLC, LL, CMST, SCC, CAE
Communicative functions ⇨ 3.2 Read an article about an unusual Australian family of sixteen (*Family welcomes; baby sixteen*) and complete some information, p. 28, Ej. 2. ⇨ 3.2 read a description of a person, p. 31. Ejs. 7. ⇨ 3.4 Read a programme information about the Festival of Light in Diwali (BBC), p. 34.	CLC, CMST, LL, SCC, CAE

⇨ 3.4 Read a description about Hogmanay Festival in Scotland, p. 35.	
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 3.1 family, p. 28, Ejs. 1. ⇨ 3.2 personality, p. 31 Ejs. 4 and 5. ⇨ 3.3 time expressions, p. 32, Ejs 2 and 3.	CLC, CMST, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 3.1 *Have/has got,* SB p. 29, Ejs. 3 and 4. ⇨ 3.2 Adverbs of frequency, p.33, Ejs. 5 and 6. ⇨ 3.3 Making arrangements	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns:	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 3.1 Learning of written strategies to improve the written skills: apostrophe 's, and completion of exercises p.31, Ejs. 7.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 3.2 Learn about personality.	
Communicative functions ⇨ 3.2 Write a description about a friend and a family member using apostrophe 's, p. 31. Ejs. 7. ⇨ 3.4 Writeback: Learn to write a description of a special event,p 35, Ejs. 6	CLC, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 3.1 family, p. 28, Ejs. 1. ⇨ 3.2 personality, p. 31 Ejs. 4 and 5. ⇨ 3.3 time expressions, p. 32, Ejs 2 and 3.	CLC, CMST, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 3.1 *Have/has got,* SB p. 29, Ejs. 3 and 4. ⇨ 3.2 Adverbs of frequency, p.33, Ejs. 5 and 6. ⇨ 3.3 Making arrangements	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	CLC, LL, SIE
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*What do you like doing with friends/family*?)	CLC, LL, SIE

Student's Book ⇨ Language Bank; LB3; Grammar and Practice. pp.132-133 ⇨ Photo Bank; PB3, p.154 ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 3 ⇨ Optional extra activities Unit 3 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145-146. 3.1 I'm Friendly Fred! 3.2 Late again! 3.3 Have you go it? 3.4 You've hit my television! **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 3, p. 36 ⇨ WB, Completion of the exercises , Unit 3 ⇨ WB, Review 3 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 4: PLACES

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read about two places in Malta (4.1. A place to stay).
- ⇨ Read about some unusual places in town (4.2. Around town)

Listening/DVD
- ⇨ Listen to a woman describing her apartment (4.1.A place to stay).
- ⇨ Understand conversations in shops (4.3 Can I help you?).
- ⇨ Watch an extract from a documentary about some amazing places (4.4 Favourite Places).

Speaking
- ⇨ Describe a room in your home (A place to stay).
- ⇨ Talk about things you can do in your town (4.2. Around town)
- ⇨ Have a conversation in a shop (4.3. Can I help you?).
- ⇨ Talk about a favourite place (Favourite places).

Writing
- ⇨ Improve your use of commas; write a description of your home (4.1. A place to stay).
- ⇨ Write a blog about your favourite place (4.4 Favourite places).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ *There is/are (4*.1. A place to stay).
- ⇨ *Can* for possibility *(4.2. Around town)*.
- ⇨ Shopping (Can I help you?).

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Rooms and furniture; prepositions (4.1. A place to stay).
- ⇨ Places in town; prepositions (4.2. Around town).
- ⇨ Things to buy (4.3. Can I help you?).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Word stress; weak forms: *there's a, there are* (4.1. A place to stay).
- ⇨ World stress; weak forms: *can/can't* (4.2. Around town).
- ⇨ Polite intonation (4.3. Can I help you?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 4.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; rooms and furniture. (Warm up).	CLC, LL, SIE

⇨ 4.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 4. 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview). ⇨ 4.4 Create interest in the lesson, by showing a map of the world and talk about countries and special places.	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 4.1 Identify information about a friendly guides to look for places to stay. ⇨ 4.2 Identify information about places in towns and cities. ⇨ 4.3 Learn and reflect about shopping and how to buy things in them. ⇨ 4.4. Identify information about special and wonderful places in the world to visit like; Bangkok, Cape Town, The Grand Canyon, the Iguacu Falls, the Masai Mara, París, etc.	CLC, LL, SCC, CAE
Communicative functions ⇨ 4.1 Listen to a telephone conversation where a woman describes her apartment, p. 38, Ejs.3. ⇨ 4.3 FUNCTION: shopping, p.42. Ejs. 3 and 4. ⇨ 4.3 Listen to a conversation between customer and shop assistant and complete some activities, p.42,Ejs 3. ⇨ 4.3 LEARN TO: listen a conversation practising to say no politely in a shop, p. 43, Ejs. 5.	CLC, LL, SCC, SIE, CAE
⇨ 4.4 FOVOURITE PLACES; Watch a extract from a BBC documentary about some amazing places in the world, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p. 44, Ejs. 3. ⇨ 4.4 Listen to a woman talking about her favourite place, and answer some questions, p. 45. Ejs. 4c. ⇨ BBC Interviews (*Where do you live*?). Watch a video where people describe the place where they live and discuss what they like and do not like about i.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 4.1 Rooms and furniture; prepositions p. 38, Ejs. 1 and 2.. ⇨ 4.2 Places in town; prepositions, p. 40 Ejs. 2. ⇨ 4.3 Things to buy, p. 42, Ejs 1 and 2..	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 4.1 *There is/are,* p. 39, Ejs. 4, 5 and 6. ⇨ 4.2 *Can* for possibility, p.41, Ejs. 3 and 4. ⇨ 4.3 Shopping, p. 42, Ejs. 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 4.1 Word stress; weak forms: *there's a, there are* p. 38, Ejs. 2d. ⇨ 4.2 World stress; weak forms: *can/can't*, p. 40, Ej. 2c y p. 41, Ejs. 3c. ⇨ 4.3 Polite intonation, p.43, Ej. 5b	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Using the Speakout **TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language	CLC, LL, SIE

and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 4.4 (Planning) Study of a table with useful language and appropriate expressions for talk about a favourite place (KEY PHRASES) p. 45.	
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 4.2 Identify information about places in town and what to do in them. ⇨ 4.3 Learn and reflect about shopping and how to buy things in them. ⇨ 4.3 Learn to say *no* politely in a shop. ⇨ 4.4. Identify information about special and wonderful places in the world to visit like; Bangkok, Cape Town, The Grand Canyon, the Iguacu Falls, the Masai Mara, París, etc	CLC, LL, SCC, CAE
Communicative functions ⇨ 4.1 Describe a room in their house, p. 39. Ejs.9. ⇨ 4.1 discuss what is important for they in choosing a place to stay, p. 38. Ejs 3c. ⇨ 4.2 Talk about things they can do in their towns or cities, p. 41, Ejs. 6. ⇨ 4.3 Oral interaction asking and answering questions in turns to practice the unit language; shopping and things to buy, p. 42, Ejs. 1 and 2.. 3. ⇨ 4.3 FUNCTION: shopping, p.42. Ejs. 3 and 4. ⇨ 4.3 Oral interaction acting a conversation in a shop, pp. 42 y 43. ⇨ 4.3 LEARN TO: have a conversation in a shop practising to say no in a shop politely, p. 43 and 164, Ejs. 6. (Communication Bank) ⇨ 4.4 Speakout: Learn and practice how to talk about and describe a favourite place, p. 45, Ejs. 4.	CLC, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 4.1 Rooms and furniture; prepositions p. 38, Ejs. 1 and 2.. ⇨ 4.2 Places in town; prepositions, p. 40 Ejs. 2. ⇨ 4.3 Things to buy, p. 42, Ejs 1 and 2..	CLC, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 4.1 *There is/are,* p. 39, Ejs. 4, 5 and 6. ⇨ 4.2 *Can* for possibility, p.41, Ejs. 3 and 4. ⇨ 4.3 Shopping, p. 42, Ejs. 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 4.1 Word stress; weak forms: *there's a, there are* p. 38, Ejs. 2d. ⇨ 4.2 World stress; weak forms: *can/can't*, p. 40, Ej. 2c y p. 41, Ejs. 3c. ⇨ 4.3 Polite intonation, p.43, Ej. 5b	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 4.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic, places in town/city. ⇨ 4.2 Formulation of hypothesis and predictions on content and context by looking at images, p. 40, Ejs.1. ⇨ 4.2 Identification of the text type, p. 40. ⇨ 4.2 Reading and answering questions about general and specific information p. 40, Ejs. 1. ⇨ 4.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic and looking at photos; wonderful and	CLC, LL, SIE

special places in the world, p. 44 (DVD preview).	
Sociocultural and sociolinguistic aspects ⇨ 4.1 Identify information about Malta. ⇨ 4.2 Identify information about unusual places in towns and cities. ⇨ 4.4. Identify information about special and wonderful places in the world to visit like; Bangkok, Cape Town, The Grand Canyon, the Iguacu Falls, the Masai Mara, París, etc	CLC, LL, CMST, SCC, CAE
Communicative functions ⇨ 4.1 Read information about two places in Malta to stay in, p. 38, Ejs. 1b. ⇨ 4.2 Read a text about some unusual places in town (Around town) and complete some information, p. 40, Ejs. ⇨ 4.4 Read a programme information (BBC) about the 50 places to see before you die, p. 44, Ejs. 2, p. 36. ⇨ 4.4 Read a description of a place in a traveller blog, p. 45, Ejs. 5.	CLC, CMST, LL, SCC, CAE
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 4.1 Rooms and furniture; prepositions p. 38, Ejs. 1 and 2.. ⇨ 4.2 Places in town; prepositions, p. 40 Ejs. 2. ⇨ 4.3 Things to buy, p. 42, Ejs 1 and 2..	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 4.1 *There is/are,* p. 39, Ejs. 4, 5 and 6. ⇨ 4.2 *Can* for possibility, p.41, Ejs. 3 and 4. ⇨ 4.3 Shopping, p. 42, Ejs. 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns. ⇨ 4.1 commas p.38, Ejs. 7.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 4.1 Learning of written strategies to improve the written skills: commas and completion of exercises p.38, Ejs. 7.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 4.2 Identify information about places in a town. ⇨ 4.4. Identify information about special and wonderful places in the world in a traveller's blog.	
Communicative functions ⇨ 4.1 Write a description of their home, p. 39, Ejs. 7c. ⇨ 4.2 Write notes about a favourite place in your town, p. 41. Ej.6a. ⇨ 4.4 Writeback: Learn to write a description about a favourite place, p. 45, Ejs. 5.	CLC, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 4.1 Rooms and furniture; prepositions p. 38, Ejs. 1 and 2.. ⇨ 4.2 Places in town; prepositions, p. 40 Ejs. 2. ⇨ 4.3 Things to buy, p. 42, Ejs 1 and 2..	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 4.1 *There is/are,* p. 39, Ejs. 4, 5 and 6. ⇨ 4.2 *Can* for possibility, p.41, Ejs. 3 and 4. ⇨ 4.3 Shopping, p. 42, Ejs. 3.	CLC, LL, SIE

Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation. ⇨ 4.1 commas p.38, Ejs. 7.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	CLC, LL, SIE
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*Where do you live*?) **Student's Book** ⇨ Language Bank; LB4; Grammar and Practice. pp.134-135 ⇨ Photo Bank; PB4, p.155 y 156. ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 4 ⇨ Optional extra activities Unit 4 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145 and 146. 4.1 You've hit my television! 4.2 The ideal home 4.3 Dos and don'ts 4.4 Can I help you? **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 4, p. 46. ⇨ WB, Completion of the exercises , Unit 4. ⇨ WB, Review 4. **Sumative assessment** ⇨ TRF Unit and achievement tests	CLC, LL, SIE

⇨ Mid-and end of course tests	

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 5: FOOD

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read about a photographer's project (5.1. My fridge).
- ⇨ Read about eating and drinking habits (5.2 A lifetime in numbers)
- ⇨ Read a menu (5.3. Are you ready to order?)

Listening/DVD
- ⇨ Listen to a photographer talk about food (5.1. My fridge)
- ⇨ Listen to people ordering in a restaurant; learn to understand fast speech (5.3. Are you ready to order?).
- ⇨ Watch an extract from a cookery programme with a famous chef (5. 4.Beach Barbecue)

Speaking
- ⇨ Talk about your eating and drinking habits (5.1.My fridge).
- ⇨ Conduct a class food survey (5.2. A lifetime in numbers).
- ⇨ Order a meal in a restaurant (5.3 Are you ready to order?).
- ⇨ Describe your favourite special dish (5.4 Beach Barbecue).

Writing
- ⇨ Use paragraphs to write a short report about your class (5.2. A lifetime in numbers).
- ⇨ Write an email with a recipe (5.4 Beach Barbecue).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ Countable and Uncountable nouns (5.1. My fridge).
- ⇨ *How much/how many;* quantifiers (5.2 A lifetime in numbers).
- ⇨ Ordering in a restaurant (5.3. Are you ready to order?).

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Food and drink (5.1. My fridge).
- ⇨ Containers (5.2. A lifetime in numbers)
- ⇨ Restaurant words (5.3. Are you ready to order?).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Weak forms: *a, an, some, any* (5.1. My fridge).
- ⇨ Numbers (5.2. A lifetime in numbers)
- ⇨ Polite intonation; linking (5.3. Are you ready to order?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 5.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; food and drinks	CLC, LL, SIE

and eating and drinking habits (Warm up). ⇨ 5.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 5.3 LEARN TO: understand fast speech. ⇨ 5. 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 5.1 Identify about good eating and drinking habits and reflect about what a fridge can tell you about a person. ⇨ 5.2 Lear about healthy lifestyle. ⇨ 5.3 Learn how to order in a restaurant. ⇨ 5.4. Identify information about an English chef who loves cooking outside on a barbecue.	CLC, CMST, LL, SCC, CAE
Communicative functions ⇨ 5.1 Listen to an interview with a photographer talking about food, jp. 49, Ejs. 4. ⇨ 5.3 FUNCTION: Listen to a conversation between customer and waiter, ordering in a restaurant, p.52 Ejs 2 and 3. ⇨ 5.3 LEARN TO: listen to a conversation in a fast food restaurant, practising fast speech, p. 53, Ejs. 7	CLC, LL, SCC, SIE, CAE
⇨ 5.4 FOOD**.** Watch an extract from a BBC cookery programme with a famous chef, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p.54. ⇨ BBC Interviews (*What's your favourite dish*?). Watch a video where people describes their favourite kind of food and a favourite dish.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 5.1 food and drink, p. 48, Ejs. 1 ⇨ 5.2 Containers p. 50 Ejs. 1. ⇨ 5.3 Restaurant words, p. 52, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 5.1 Countable and Uncountable nouns, p. 48, Ejs. 2 and 3. ⇨ 5.2 *How much/how many;* quantifiers, pp, 50 y 51. Ejs. 3 and 4. ⇨ 5.3 Ordering in a restaurant, p. 52, Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 5.1 Weak forms: *a, an, some, any* p. 49, Ej. 5a. ⇨ 5.2 Numbers p. 50, Ej. 2c. ⇨ 5.3 Polite intonation; linking, p.52, Ej. 5b.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 5.4 (Planning) Study of a table with useful language and appropriate expressions for describing a favourite dish (KEY PHRASES) p. 55	CLC, LL, SIE
Sociocultural and sociolinguistic aspects	CLC, CMST, LL, SCC,

⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 5.1 Learn about food and drinks and about eating habits. ⇨ 5.2 Lear about healthy lifestyle. ⇨ 5.3 Learn how to order in a restaurant. ⇨ 5.4. Learn some recipes and dishes.	CAE
Communicative functions ⇨ 5.1 Conduct a class food survey about their eating habits, p. 49. Ejs. 7. ⇨ 5.2 Oral interaction asking and answering questions to complete a table and conduct a class survey about eating habits and healthy lifestyle, p. 51, Ejs. 5. ⇨ 5.3 FUNCTION. Ordering in a restaurant, p.52. Ejs.2 and 3. ⇨ 5.3 Oral interaction acting a conversation between customer and waiter, to practice ordering a meal in a restaurant, p.53, Ejs. 6. and 161/163 (Communication Bank). ⇨ 5.4 Speakout: Learn and practice how to describe a favourite dish, p. 55, Ejs. 6d y 6e.	CLC, CMST,LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 5.1 food and drink, p. 48, Ejs. 1 ⇨ 5.2 Containers p. 50 Ejs. 1. ⇨ 5.3 Restaurant words, p. 52, Ejs 1.	CLC, CMST, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 5.1 Countable and Uncountable nouns, p. 48, Ejs. 2 and 3. ⇨ 5.2 *How much/how many;* quantifiers, pp, 50 y 51. Ejs. 3 and 4. ⇨ 5.3 Ordering in a restaurant, p. 52, Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 5.1 Weak forms: *a, an, some, any* p. 49, Ej. 5a. ⇨ 5.2 Numbers p. 50, Ej. 2c. ⇨ 5.3 Polite intonation; linking, p.52, Ej. 5b.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 5.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic, eating and drinking habits. ⇨ 5.2 Revision of numbers. ⇨ 5.2 Identification of the text type, p.50. ⇨ 5.2 Reading and answering questions about general and specific information p. 50, Ejs. 2 ⇨ 5.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; food and cooking , p.54 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 5.1/5.2 Learn about good eating and drinking habits and how our fridges can tell about it. ⇨ 5.3 Identify information in a menu and learn how to order in a restaurant. ⇨ 5.4. Identify information about a BBC TV food series and an English chef who loves cooking outside on a barbecue. ⇨ 5.4 Learn recipes.	CLC, CMST, LL, CMST, SCC, CAE
Communicative functions ⇨ 5.1 Read a text about eating and drinking habits (*You are what you eat*),	CLC, CMST, LL, CAE

pp. 48 y 49. ⇨ 5.2 Read a text about the amount of food and drink an average person eat, (*The answer is a lot*!) p. 50, Ejs. 2. ⇨ 5.3 Read a menu, p. 53, Ejs 6a. ⇨ 5.4 Read a programme information about an English chef who loves cooking outside on a barbecue, Ainsley Harriott . (BBC), p. 54. ⇨ 5.4 Read an email with a recipe, p. 55, Ejs. 5.	
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 5.1 food and drink, p. 48, Ejs. 1 ⇨ 5.2 Containers p. 50 Ejs. 1. ⇨ 5.3 Restaurant words, p. 52, Ejs 1.	CLC, CMST, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 5.1 Countable and Uncountable nouns, p. 48, Ejs. 2 and 3. ⇨ 5.2 *How much/how many;* quantifiers, pp, 50 y 51. Ejs. 3 and 4. ⇨ 5.3 Ordering in a restaurant, p. 52, Ejs. 2 and 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 5.2 Numbers p. 50, Ej. 2 and prices, p. 53, Ejs.6.	CLC, CMST, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 5.3 Learning of written strategies to improve the written skills: paragraphs, and completion of exercises p.51, Ejs. 6.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 5.4 Learn how to write an email, p. 55, Ejs. 5c. ⇨ 5.4 Learn some recipes, p. 55, Ejs. 5.	CLC, CMST, LL, SIE
Communicative functions ⇨ 5.2 Write a report about healthy living, p. 51. Ej. 6e. ⇨ 5.4 Writeback: Learn to write an email with a recipe, p. 56. Ej. 5c.	CLC, DC, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 5.1 food and drink, p. 48, Ejs. 1 ⇨ 5.2 Containers p. 50 Ejs. 1. ⇨ 5.3 Restaurant words, p. 52, Ejs 1.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 5.1 Countable and Uncountable nouns, p. 48, Ejs. 2 and 3. ⇨ 5.2 *How much/how many;* quantifiers, pp, 50 y 51. Ejs. 3 and 4. ⇨ 5.3 Ordering in a restaurant, p. 52, Ejs. 2 and 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation. ⇨ 5.2 Numbers p. 50, Ej. 2 and prices, p. 53, Ejs.6.	CLC, CMST, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas	CLC, LL, SIE

⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*What's your favourite dish*?) **Student's Book** ⇨ Language Bank; LB5; Grammar and Practice. pp.136-137. ⇨ Photo Bank; PB5, p.157. ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 5. ⇨ Optional extra activities Unit 5. ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145 and 146. 5.1 Well, I like it! 5.2 What's in your dish? 5.3 How many calories? 5.4 Tea for two **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 5, p.56. ⇨ WB, Completion of the exercises , Unit 5. ⇨ WB, Review 5 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 6: THE PAST

1. TEACHING OBJECTIVES

Communication Skills

Reading
⇨ Read about time twins (6.2. Time twins).

Listening/DVD
⇨ Hear interesting facts about famous people's lives (6.1. In their past).
⇨ Listen to people talking about their weekends (6.3. What did you do?).
⇨ BBC Interviews: Nelson Mandela: The Fight For Freedom: watch an extract from a documentary about a great leader.

Speaking
⇨ Describe your favourite childhood things. (6. 1. In their past).
⇨ Talk about past events in your life (6.2. Time twins).
⇨ Talk about how your weekend was. (6.3. What did you do?).
⇨ Interview a special person. (6.4. Nelson Mandela).

Writing
⇨ Link sentences with because and so; (6.2. Time twins).
⇨ Write your life story in 100 words (6.2. Time twins).
⇨ Write a profile about a special person (6.4. Nelson Mandela).

Knowledge of the language

A. Language and grammar functions
To understand and correctly apply the grammatical structures and linguistic content of the unit
⇨ *Was/were* (6.1. In their past).
⇨ Past simple. (6.2. Time twins).
⇨ Asking follow-up questions. (6.3. What did you do?).

B. Vocabulary
To learn vocabulary related to the unit topic:
⇨ Dates and time phrases (6.1. In their past).
⇨ Life story collocations (6.2.Time twins).
⇨ Activities (6.3. What did you do?).

C. Pronunciation
To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
⇨ Weak forms: *was/were* (6.1. In their past).
⇨ Past simple verbs: *-ed* endings (6.2. Time twins).
⇨ Linking: *did you* (6.3. What did you do?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 6.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; about famous people.	CLC, LL, SIE

⇨ 6.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 6. 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview). ⇨ 6.4 Using a timeline to organize content.	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 6.1 Identify information about famous people; Oprah Winfrey, Taylor Swift, Quenting Tarantino, Michelle Yeoh, Benedict Cumberbatch, Lionel Messi, etc. ⇨ 6.2 Learn about weekend activities. ⇨ 6.4. Identify information about Nelson Mandela (DVD).	CLC, LL, SCC, CAE
Communicative functions ⇨ 6.1 Hear interesting facts about famous people's lives, s, 58, Ejs 1. ⇨ 6.3 FUNCTION. Listen to two different conversations in which people talk about what they did last weekend, p. 62, Ejs. 3.	CLC, LL, SCC, SIE, CAE
⇨ 6.4 NELSON MANDELA; THE FIGHT FOR FREEDOM**.** Watch a extract from a documentary BBC programme about a great leader; Nelson Mandela and understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p. 64 Ejs 2. ⇨ BBC Interviews (Did you go out last night?). Watch a video to consolidate language around the topic of going out in general.	CLC, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 6.1 Dates and time phrases p. 59, Ejs. 6, 7 y 8. ⇨ 6.2 Life story collocations, p. 61 Ejs.6. ⇨ 6.3 Activities, p. 62, Ejs 1 and 2..	CLC, LL, SCC,SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 6.1 *Was/were,* SB pp. 58 y 59, Ejs. 2, 3 and 4. ⇨ 6.2 Past simple, p.60 y 61, Ejs. 2, 3, 4, 5. ⇨ 6.3 Asking follow-up questions, pp. 62 y 63. Ejs. 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 6.1 Weak forms: *was/were* p. 58, Ej. 3d. ⇨ 6.2 Past simple verbs: *-ed* endings p. 60, Ej. 2b ⇨ 6.3 Linking: *did you*, p.62, Ej. 4.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 6.3 Revision of language playing a guessing game. ⇨ 6.3 LEARN TO: Extend conversation. ⇨ 6.4 (Planning) Study of a table with useful language and appropriate expressions to role-play an interview (KEY PHRASES) p.65.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities.	CLC, LL, SCC, CAE

⇨ Demonstrate understanding of other social and cultural situations. ⇨ 6.3 Learn and practice social skill of how to as follow-up questions and extend everyday social conversations. ⇨ 6.2 Learn about weekend activities.	
Communicative functions ⇨ 6.1 Describe your favourite childhood things, p. 59, Ejs. 5. ⇨ 6.2 Talk about past events in your life, p. 61, Ejs. 7. ⇨ 6.3 Oral interaction asking and answering questions in turns, to practice the unit language: asking questions about last weekend, p. 62, Ejs 1e. ⇨ 6.3 FUNCTION. Asking follow-up questions, p. 62, Ejs 3 and 4. ⇨ 6.3 LEARN TO, practice extending conversations, p. 63, Ej. 6a ⇨ 6.3 Oral interaction telling each other in a group about your weekend, p. 63, Ejs. 7. ⇨ 6.4 Speakout: Role-play an interview choosing one special people for it, someone admired o famous person, p. 65, Ejs. 3	CLC, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 6.1 Dates and time phrases p. 59, Ejs. 6, 7 y 8. ⇨ 6.2 Life story collocations, p. 61 Ejs.6. ⇨ 6.3 Activities, p. 62, Ejs 1 and 2..	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 6.1 *Was/were,* SB pp. 58 y 59, Ejs. 2, 3 and 4. ⇨ 6.2 Past simple, p.60 y 61, Ejs. 2, 3, 4, 5. ⇨ 6.3 Asking follow-up questions, pp. 62 y 63. Ejs. 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 6.1 Weak forms: *was/were* p. 58, Ej. 3d. ⇨ 6.2 Past simple verbs: *-ed* endings p. 60, Ej. 2b ⇨ 6.3 Linking: *did you*, p.62, Ej. 4.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 6.1 Activation of previous knowledge, asking and answering to questions to prepare the reading topic. ⇨ 6.2 Formulation of hypothesis and predictions on content and context by looking at images, p. 60 Ejs. 1. ⇨ 6.2 Identification of the text type, p. 60. ⇨ 6.2 Reading and answering questions about general and specific information pp. 60 y 61, Ej. 1. ⇨ 6.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; Nelson Mandela the leader, p. 64 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 6.2 Learn about life stories. ⇨ 6.3 Show interest and respect for other cultures and people. ⇨ 6.4 Identify information about Nelson Mandela and his fight against the apartheid system. ⇨ 6.4 Identify information about Fernanda Espinosa.	CLC, LL, SCC, CAE
Communicative functions ⇨ 6.2 Read a text about time twins, pp. 60 y 61, Ejs. 1a ⇨ 6.4 Read a programme information about Nelson Mandela and the fight from freedom, p. 64, Ejs. 1b. ⇨ 6.4 Read a profile, p. 65, Ej. 4a.	CLC, LL, SCC, CAE
High frequency written lexis (reception)	CLC, LL, SCC, SIE

To learn vocabulary related to the unit topic: ⇨ 6.1 Dates and time phrases p. 59, Ejs. 6, 7 y 8. ⇨ 6.2 Life story collocations, p. 61 Ejs.6. ⇨ 6.3 Activities, p. 62, Ejs 1 and 2..	
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 6.1 *Was/were,* SB pp. 58 y 59, Ejs. 2, 3 and 4. ⇨ 6.2 Past simple, p.60 y 61, Ejs. 2, 3, 4, 5. ⇨ 6.3 Asking follow-up questions, pp. 62 y 63. Ejs. 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 6.1 dates and time, p. 59, Ejs. 6. ⇨ 6.2 Past simple verbs: *-ed* endings p. 60, Ej. 2b	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies <u>Planning</u> ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 6.2 Learning of written strategies to improve the written skills: because and so, and complection of exercises p.61, Ejs. 8a, 8b, 8c.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 6.4 Identify information about special people and learn to write a profile.	CLC, LL, SCC, SIE
Communicative functions ⇨ 3.1 Write six sentences about their favourite things when they were children, p. 59, Ejs. 5c y 5d. ⇨ 3.2 Write your life story in 100 words, p. 59, Ejs. 5c ⇨ 3.4 Writeback: Learn to write a profile of a special person, p. 65, Ej. 4b.	CLC, LL, SCC, SIE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 6.1 Dates and time phrases p. 59, Ejs. 6, 7 y 8. ⇨ 6.2 Life story collocations, p. 61 Ejs.6. ⇨ 6.3 Activities, p. 62, Ejs 1 and 2..	CLC, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 6.1 *Was/were,* SB pp. 58 y 59, Ejs. 2, 3 and 4. ⇨ 6.2 Past simple, p.60 y 61, Ejs. 2, 3, 4, 5. ⇨ 6.3 Asking follow-up questions, pp. 62 y 63. Ejs. 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation. ⇨ 6.2 Past simple verbs: *-ed* endings p. 60, Ej. 2b	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	CLC, LL, SIE

<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*Did you go out last night*?) **Student's Book** ⇨ Language Bank; LB6; Grammar and Practice. pp.138-139 ⇨ Photo Bank; PB6, p.158. ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 6 ⇨ Optional extra activities Unit 6 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145 and 146. 6.1 When was the party? 6.2 Before they were famous 6.3 Snapped! 6.4 The weekend started here **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 6, p. 66 ⇨ WB, Completion of the exercises , Unit 6 ⇨ WB, Review 6 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 7: HOLIDAYS

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read a quiz about travel (7.1. Travel partners)
- ⇨ Read an article about a bike tour across Asia (7.2. The longest bike ride)
- ⇨ Read about Liverpool (7.3 Can you tell me the way?).

Listening/DVD
- ⇨ Listen to people talk about how they like to travel (7.1. Travel partners).
- ⇨ Listen to a conversation with a traveller (7.3 Can you tell me the way…?).
- ⇨ Understand directions (7.3 Can you tell me the way?).
- ⇨ Watch an extract from a travel show about Hong Kong (Hong Kong)

Speaking
- ⇨ Talk about holidays (7.1 Travel partners).
- ⇨ Plan and talk about a long journey (7.2. The longest bike ride).
- ⇨ Give directions (7.3. Can you tell me the way?).
- ⇨ Describe part of a town/city you know (7.4. Hong Kong).

Writing
- ⇨ Check and correct information about a holiday (7.3.The longest bike ride).
- ⇨ Write a short travel article about a town/city (7.4 Hong Kong)

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ Comparatives *(7*.1. Travel partners).
- ⇨ Superlatives (7.2. The longest bike ride).
- ⇨ Giving directions (7.3. Can you tell me the way?).

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Travel adjectives (7.1. Travel partners).
- ⇨ Places (7.2. The longest bike ride).
- ⇨ Places (7.3. Can you tell me the way?).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Word stress; sentence stress (7.1. Travel partners).
- ⇨ Weak form*; the* (7.2 The longest bike ride)
- ⇨ Sentences stress: correcting (7.3. Can you tell me the way?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 7.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; talk about	CLC, LL, SIE

holidays (Warm up). ⇨ 7.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 7. 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 7.1 Identify information about holidays activities and plans. ⇨ 7.3 Identify information about the city of Liverpool, in England. ⇨ 7.4. Identify information about Hong Kong.	CLC, LL, SCC, CAE
Communicative functions ⇨ 7.1 Listen to people talk about how they like to travel, doing a quiz, p. 69, Ejs. 3. ⇨ 7.3 FUNCTION: Listen to a conversation asking and giving directions and complete some activities, p. 72, Ejs. 3. ⇨ 7.3 LEARN TO; listen and learn to check and correct directions, p. 73, Ejs. 5	CLC, LL, SCC, SIE, CAE
⇨ 7.4 HONG KONG**.** Watch an extract of a BBC programme, a travel show about Hong Kong, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view). P, 74 Ej. 2. ⇨ BBC Interviews (*How was your last holiday*?). Watch a video where people talk about where they went on their last holiday and describe what it was like.	CLC, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 7.1 Travel adjectives, p. 68, Ejs. 1 ⇨ 7.2 Places, p. 70 Ejs. 1. ⇨ 7.3 Places, p. 72 Ejs 1.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 7.1 Comparatives, SB p.69, Ejs 4, 5, 6. ⇨ 7.2 Superlatives p.71, Ejs. 4 and 5. ⇨ 7.3 Giving directions, p.72, Ejs. 2, 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 7.1 Word stress; sentence stress p. 68, Ej. 1c. ⇨ 7.2 Weak form*; the*, p. 71, Ej. 4c. ⇨ 7.3 Sentences stress: correcting, p.73, Ej. 5b.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 7.3 LEARN TO; learn to check and correct directions. ⇨ 3.4 (Planning) Study of a table with useful language and appropriate expressions to describe a part of a town/city (KEY PHRASES) p. 75	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language,	CLC, LL, SCC, CAE

participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 7.1 Identify information about holiday activities and plans. ⇨ 7.2 Lear about long journeys to another countries. ⇨ 7.3 Identify information about the city of Liverpool, in England. ⇨ 7.3 Learn to use a map and give directions. ⇨ 7.4. Identify information about Hong Kong.	
Communicative functions ⇨ 7.1 talk about holidays, good and bad bad holidys they went on p.69, Ejs. 7. ⇨ 7.2 Plan and talk about a long journey, p. 71, Ejs. 6. ⇨ 7.3 FUNCTION. Giving directions, p. 72, Ejs. 3 and 4. ⇨ 7.3 Oral interaction asking and giving directions, to practice the unit language, p.72,and 165/168 (Communication Bank). ⇨ 7.3 LEARN TO; learn to check and correct directions, p. 73, Ejs. 5 ⇨ 7.3 Oral interaction asking and giving directions, choosing a starting point on a map and give directions to one place, p. 73, Ej. 6. ⇨ 7.4 Speakout: Learn and practice how to describe a part of a town/city they know, p.75.Ejs 4 and 5.	CLC, CMST, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 7.1 Travel adjectives, p. 68, Ejs. 1 ⇨ 7.2 Places, p. 70 Ejs. 1. ⇨ 7.3 Places, p. 72 Ejs 1.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 7.1 Comparatives, SB p.69, Ejs 4, 5, 6. ⇨ 7.2 Superlatives p.71, Ejs. 4 and 5. ⇨ 7.3 Giving directions, p.72, Ejs. 2, 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 7.1 Word stress; sentence stress p. 68, Ej. 1c. ⇨ 7.2 Weak form*; the*, p. 71, Ej. 4c. ⇨ 7.3 Sentences stress: correcting, p.73, Ej. 5b.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ Activation of previous knowledge, asking and answering to questions to prepare the reading topic. ⇨ Formulation of hypothesis and predictions on content and context by looking at images, p. 68 and 72 ⇨ Identification of the text type (A quiz), p. 68 (an article), p. 70 ⇨ 7.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; Hong Kong a city on the southern coast of China, p. 74 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 7.1 Identify information about holiday activities and plans. ⇨ 7.2 Identify information about the Silk Route Bike Tour in Asia. ⇨ 7.3 Identify information about the city of Liverpool, in England. ⇨ 7.4. Identify information about Hong Kong. ⇨ 7.4 Identify some information about London.	CLC, LL, SCC, CAE
Communicative functions ⇨ 7.1 Read a quiz about travel (Travel Quiz) and answer the questions, p. 68, Ejs. 2. ⇨ 7.2 Read an article about a bike tour across Asia and answer to	CLC, LL, SCC, CAE

questions. (BBC), p.70, Ejs. 2 and 3. ⇨ 7.3 Read a text about the city of Liverpool and places to go, p. 72. ⇨ 7.3 LEARN TO; read and learn to check and correct directions,p.73, Ejs 5 ⇨ 7.4 Read the programme description about Hong Kong (*Going local: Hong Kong*) and underline the correct alternative, p. 74, Ejs. 1b. ⇨ 7.4 Read a small article about London (*My London*) and answer some questions, p. 75, Ejs. 6.	
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 7.1 Travel adjectives, p. 68, Ejs. 1 ⇨ 7.2 Places, p. 70 Ejs. 1. ⇨ 7.3 Places, p. 72 Ejs 1.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 7.1 Comparatives, SB p.69, Ejs 4, 5, 6. ⇨ 7.2 Superlatives p.71, Ejs. 4 and 5. ⇨ 7.3 Giving directions, p.72, Ejs. 2, 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 7.2 Learning of written strategies to improve the written skills: checking and corrections and completion of exercises ,p.71, Ejs. 7.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 7.3 Learn about holidays and journeys. ⇨ 7.4 Identify some information about London.	CLC, LL, SIE, CAE
Communicative functions ⇨ 7.3 Write a small text about your last holiday. ⇨ 7.4 Writeback: Learn to write a short travel article about a tow/city, p. 75, Ejs. 6c.	CLC, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 7.1 Travel adjectives, p. 68, Ejs. 1 ⇨ 7.2 Places, p. 70 Ejs. 1. ⇨ 7.3 Places, p. 72 Ejs 1.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 7.1 Comparatives, SB p.69, Ejs 4, 5, 6. ⇨ 7.2 Superlatives p.71, Ejs. 4 and 5. ⇨ 7.3 Giving directions, p.72, Ejs. 2, 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach	CLC, LL, SIE

Workbook ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*How was your last holiday*?) **Student's Book** ⇨ Language Bank; LB7; Grammar and Practice. pp.140-141 ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 7 ⇨ Optional extra activities Unit 7 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145 and 146. 7.1 Lost 7.2 My car's better! 7.3 The longest journey 7.4 An English man in New York **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 7, p. 76 ⇨ WB, Completion of the exercises , Unit 7 ⇨ WB, Review 7 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 8: NOW

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read research about language people use on social networking sites (8.1 Having a great time)
- ⇨ Read a questionnaire about films (8.3.What do you recommend?).

Listening/DVD
- ⇨ Listen to people talk about actors (8.2. What a difference!).
- ⇨ Listen to a conversation about films (8.3.What do you recommend?).
- ⇨ Watch an extract from a BBC programme about shopping trends (8.4 Changing trends.)

Speaking
- ⇨ Talk about what are people doing (8.1.Having a great time).
- ⇨ Talk about what you wear (8.2. What a difference!).
- ⇨ Ask for and give recommendations (8.3. What do you recommend?).
- ⇨ Talk about a survey on trends (8.4. Changing trends).

Writing
- ⇨ Improve your use of pronouns; write comments on a photo (8. 1. Having a great time).
- ⇨ Write a summary of a survey (8.4 Changing trends).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ Present continuous (8.1. Having a great time).
- ⇨ Present simple and continuous (8.2. What a difference!).
- ⇨ *Recommending* (8.3. What do you recommend?).

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Verbs + prepositions (8.1. Having a great time).
- ⇨ Appearance (8.2. What a difference).
- ⇨ Types of film (8.3. What do you recommend).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Weak forms: prepositions and articles (8.1. Having a great time).
- ⇨ Intonation in questions (8.2.What a difference).
- ⇨ Word stress; linking (8.3. What do you recommend?).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 8.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; doing a quiz to revise comparatives and free times activities (Warm up).	CLC, LL, SIE

⇨ 8.1 Create interest and lead in to the topic by asking some questions. ⇨ 8.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 8. 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 8.1 Identify information about language people use on social networking sites. ⇨ 8.2. Identify information about actors; Christian Bale, Renée Zellweger, - etc. ⇨ 8.4 Identify information about shopping trends according with an expert; Robert Peston (BBC)	CLC, DC, LL, SCC, CAE
Communicative functions ⇨ 8.2 Listen to people talk about actors, p.80, Ejs. 1 ⇨ 8.3 FUNCTION: Listen to a conversation about films and recommendations, p.83, Ejs. 3, and 4.	CLC, LL, SCC, SIE, CAE
⇨ 8.4 CHANGING TRENDS**.** Watch an extract from a BBC programme about shopping trends, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p. 84, Ejs 3 and 4. ⇨ BBC Interviews (*What was the last film you saw?*). Watch a video where people talk about how often they go to the cinema and what kins of film they most enjoy.	CLC, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 8.1 Verbs + prepositions, p. 79, Ejs. 5. ⇨ 8.2 Appearance, p. 80, Ejs. 2. ⇨ 8.3 Types of film, p. 82, Ejs 2	CLC, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 8.1 Present continuous, SB pp. 78 y 79, Ejs. 3 and 4. ⇨ 8.2 Present simple and continuous, p.81, Ejs. 3 and 4. ⇨ 8.3 Recommending, p.83, Ej. 3, 4 and 5.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 8.1 Weak forms: prepositions and articles p. 79, Ej. 5c. ⇨ 8.2 Intonation in questions, p. 80, Ej. 2d. ⇨ 8.3 Word stress; linking, p.83, Ej. 6d y 3c.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 8.3 LEARN TO, learn about link words to speak faster. ⇨ 8.4 (Planning) Study of a table with useful language and appropriate expressions for talk about a survey on trends (KEY PHRASES) p. 85.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language,	CLC, LL, SCC, CAE

participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 8.1 Identify information about language people use on social networking sites. ⇨ 8.2 Learn about clothes people wear and their appearance. ⇨ 8.3 Identify information about types of films. ⇨ 8.4 Identify information about shopping trends according with an expert; Robert Peston (BBC)	
Communicative functions ⇨ 8.1 Talk about what people are doing in a particular moment, p. 79 and 165/168, Ejs 6 (Communication Bank). ⇨ 8.2 talk about what they wear, which clothes they usually wear, 81, Els 5 and 6. ⇨ 8.3 FUNCTION. Recommending, p.83. Ejs. 3, 4 and 5. ⇨ 8.3 LEARN TO, talk about films using link words to speak faster, p. 83, ejs. 7. ⇨ 8.3 Oral interaction asking and giving recommendations about films, p. 83, Ej. 8. ⇨ 8.4 Oral interaction discussing about positive and negative things about shopping in small shops, p. 84, Ej.4. ⇨ 8.4 Speakout: Learn and practice how to talk about survey on trends, 85, Ejs. 5 and 6.	CLC, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 8.1 Verbs + prepositions, p. 79, Ejs. 5. ⇨ 8.2 Appearance, p. 80, Ejs. 2. ⇨ 8.3 Types of film, p. 82, Ejs 2	CLC, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 8.1 Present continuous, SB pp. 78 y 79, Ejs. 3 and 4. ⇨ 8.2 Present simple and continuous, p.81, Ejs. 3 and 4. ⇨ 8.3 Recommending, p.83, Ej. 3, 4 and 5.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 8.1 Weak forms: prepositions and articles p. 79, Ej. 5c. ⇨ 8.2 Intonation in questions, p. 80, Ej. 2d. ⇨ 8.3 Word stress; linking, p.83, Ej. 6d y 3c.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 8.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic, creating interest and lead in to the topic by asking some questions. ⇨ 8.2 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 8.2/8.3. Identification of the text type (An article), p. 78, (A questionnaire), p. 82. ⇨ 8.2/8.3 Reading and answering questions about general and specific information pp, 78 and 82. ⇨ 8.3 Revision of descriptions looking at people in film posters (Warm Up). ⇨ 8.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; trends in shopping over the years , p.83 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 8.1 Identify information about language people use on social networking	CLC, DC, LL, SCC, CAE

sites. ⇨ 8.3 Identify information about types of films. ⇨ 8.4 Identify information about shopping trends according with an expert; Robert Peston (BBC) ⇨ 8.4 Learn how to do a survey.	
Communicative functions ⇨ 8.2 Read research about language people use on social networking sites and do some exercises to show comprehension, p, 78, Ejs. 1 and 2. ⇨ 8.3 Read and complete a questionnaire about films (*Moviewatch*), p.82, Ejs. 1a. ⇨ 8.4 Read a programme information about shopping trends (*Robert Peston Goes Shopping*) (BBC), p. 84, Ej. 2. ⇨ 8. 4. Read a summary of the results of a class survey, p. 85, Ejs. 7a.	CLC, DC, LL, SCC, CAE
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 8.1 Verbs + prepositions, p. 79, Ejs. 5. ⇨ 8.2 Appearance, p. 80, Ejs. 2. ⇨ 8.3 Types of film, p. 82, Ejs 2	CLC, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 8.1 Present continuous, SB pp. 78 y 79, Ejs. 3 and 4. ⇨ 8.2 Present simple and continuous, p.81, Ejs. 3 and 4. ⇨ 8.3 Recommending, p.83, Ej. 3, 4 and 5.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 8.1 Learning of written strategies to improve the written skills: improve the use of pronouns, p. 79. Ejs. 7.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 8.4 learn to do a survey. ⇨ 8.4 Identify information about shopping trends.	CLC, LL, SCC, CAE
Communicative functions ⇨ 8.2 Write a comment to go with a photo, p. 79. Ej. 7d y 7e. ⇨ 8.4 Writeback: Learn to write a summary of a survey, p.85. Ej. 7c.	CLC, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 8.1 Verbs + prepositions, p. 79, Ejs. 5. ⇨ 8.2 Appearance, p. 80, Ejs. 2. ⇨ 8.3 Types of film, p. 82, Ejs 2	CLC, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 8.1 Present continuous, SB pp. 78 y 79, Ejs. 3 and 4. ⇨ 8.2 Present simple and continuous, p.81, Ejs. 3 and 4. ⇨ 8.3 Recommending, p.83, Ej. 3, 4 and 5.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
Reinforcement activities	CLC, LL, SIE

Teacher's Book ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	
Extension activities **Communicative revision activity** ⇨ BBC Interviews (*What was the last film you saw*?) **Student's Book** ⇨ Language Bank; LB8; Grammar and Practice. pp.142-143 ⇨ Photo Bank; PB8, pp.159 ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 8 ⇨ Optional extra activities Unit 8 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145 and 146. 8.1 What do they look like? 8.2 I'm on the phone! 8.3 What do you usually do? 8.4 It's recommended **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 8, p. 86 ⇨ WB, Completion of the exercises , Unit 8 ⇨ WB, Review 8 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 9: TRANSPORT

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read an article about Mexico City's EcoBici (9.1 Citybikes).
- ⇨ Read about transport in different places (9.2. Free ride).
- ⇨ Read excuses for being late (9.3 Sorry I'm late).

Listening/DVD
- ⇨ Listen to a man talk about travelling for free (9.2. Free ride).
- ⇨ Listen to a woman talk about her problems getting to work (9.3. Sorry I'm late).
- ⇨ Watch an extract from a documentary about a day at Heathrow airport (Airport)

Speaking
- ⇨ Talk about transport in different cities (9. 1. Citybikes).
- ⇨ Talk about types of transport (9.2. Free ride).
- ⇨ Apologise for being late (9.3. Sorry I'm late).
- ⇨ Deal with problems when flying (9.4. Airport).

Writing
- ⇨ Write a story using linkers (9.3 Sorry I'm late).
- ⇨ Write a website entry about problems when flying (9.4 Airport).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ *Can/can't, have to/don't have to* (9.1. Citybikes).
- ⇨ *Articles: a/an, the, no article* (9.2. Free ride).
- ⇨ Apologising (9.3. Sorry I'm late).

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Adjectives (9.1 Citybikes).
- ⇨ Transport collocations (9.2. Free ride).
- ⇨ Excuses (9.3. Sorry I'm late).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Word stress; weak sound / / (9.1 Citybikes).
- ⇨ Weak forms; *a, an, the* (9.2. Free ride).
- ⇨ Intonation in apologies (9.3. Sorry I'm late).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 9.2 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; transport and travelling. ⇨ 9.2 Formulation of hypothesis and predictions on content and context by looking at images and discussing some questions. ⇨ 9. 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken.	CLC, CMST, LL, SCC, CAE, SIE

⇨ 9.1 Identify information about Mexico's bike revolution and reflect about free bikes can be used to reduce air/traffic pollution. ⇨ 9.2 Environmental Education: learn about problems heavy traffic can cause and about alternative transport to avoid pollution. Learn about travelling for free. ⇨ 9.3 Learn how to apologize and give excuses properly. ⇨ 9.4. Identify information about airports and flying. (BBC).	
Communicative functions ⇨ 9.1 Listen to a man talk about travelling for free, p, 90. Ejs. 3. . ⇨ 9.3 FUNCTION: Listen to a woman talking about her problems getting to work, p. 92, Ejs 2	CLC, CMST, LL, SCC
⇨ 9.4 AIRPORT**.** Watch an extract from a BBC documentary about a day at Heathrow airport, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p. 94, Ejs.4. ⇨ BBC Interviews (*How do you get to work*?). Watch a video where people talk about how they travel to work and what they like and don't like about their journey.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 9.1 Adjectives, p. 88, Ejs. 2 ⇨ 9.2 Transport collocations, p. 90 Ejs. 1 and 2.. ⇨ 9.3 Excuses, p. 92, Ejs 1.	CLC, CMST, LL, SCC SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 9.1 *Can/can't, have to/don't have to,* p. 89, Ejs. 4 and 5. ⇨ 9.2 *Articles: a/an, the, no article*, p.91, Ejs. 4, 5 and 6. ⇨ 9.3 Apologising, p. 92, Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 9.1 Word stress; weak sound p. 89, Ej. 4d. ⇨ 9.2 Weak forms; *a, an, the*, p. 91, Ej. 4c. ⇨ 9.3 Intonation in apologies, p.92, Ej. 2c.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ points. ⇨ Warming activities to activate language and knowledge. ⇨ 9.3 LEARN TO: learn to tell a long story. ⇨ 9.4 (Planning) Study of a table with useful language and appropriate expressions to deal with problems (KEY PHRASES) p. 95	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 9.1 Identify information about Mexico's bike revolution and reflect about free bikes can be used to reduce air/traffic pollution. ⇨ 9.2 Environmental Education: learn about problems heavy traffic can cause and about alternative transport to avoid pollution. Learn about travelling for free.	CLC, LL, SCC, CAE

⇨ 9.3 Learn how to apologize and give excuses properly. ⇨ 9.4. Identify information about airports and flying. (BBC).	
Communicative functions ⇨ 9.1 Oral interactions asking and answering questions about transport and traffic, p. 88, Ej.1 ⇨ 9.1 Talk about transport in different cities, p. 89 and 162/164/167, Ejs. 6. (Communication Bank). ⇨ 9.1 Oral interaction talking about travelling in two or three towns/cities they know and their transport system, p. 89, Ejs. 6c. ⇨ 9.2 Oral interaction discussing some ideas about different types of transport in different cities of the world, p.91, Ejs. 7. ⇨ 9.3 FUNCTION. Apologising, p.92. Ejs. 2 and 3. ⇨ 9.3 LEARN TO: learn to tell a long story, p. 93, Ejs. 4 ⇨ 9.3 acting a conversation telling stories to apologise for being late, p. 93, Ejs. 6. ⇨ 9.4 Speakout: Learn and practice how to deal with problems when flying, p. 95, Ejs 5.	CLC, CMST, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 9.1 Adjectives, p. 88, Ejs. 2 ⇨ 9.2 Transport collocations, p. 90 Ejs. 1 and 2.. ⇨ 9.3 Excuses, p. 92, Ejs 1.	CLC, CMST, LL, SCC SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 9.1 *Can/can't, have to/don't have to,* p. 89, Ejs. 4 and 5. ⇨ 9.2 *Articles: a/an, the, no article*, p.91, Ejs. 4, 5 and 6. ⇨ 9.3 Apologising, p. 92, Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 9.1 Word stress; weak sound p. 89, Ej. 4d. ⇨ 9.2 Weak forms; *a, an, the*, p. 91, Ej. 4c. ⇨ 9.3 Intonation in apologies, p.92, Ej. 2c.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 9.1 Activation of previous knowledge, asking and answering to questions to prepare the reading topic, traffic and transport. ⇨ 9.1 Formulation of hypothesis and predictions on content and context by looking at images, pp. 88 y 89. ⇨ 9.1 Identification of the text type (An article), p. 88; facts about transport, p. 91. ⇨ 9.1 Reading and answering questions about general and specific information p. 88, Ejs. 3 ⇨ 9.4 Activation of previous knowledge and create interest in the unit, asking and answering to questions to prepare the reading topic; Airports and flying, p. 94 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 9.1 Identify information about Mexico's bike revolution and reflect about free bikes can be used to reduce air/traffic pollution. ⇨ 9.2 Environmental Education: learn about problems heavy traffic can cause and about alternative transport to avoid pollution. Learn about travelling for free. ⇨ 9.3 Learn how to apologize and give excuses properly. ⇨ 9.4. Identify information about airports and flying. (BBC).	CLC, CMST, LL, SCC, SIEE
Communicative functions	CLC, DC, CMST, LL,

⇨ 9.1 Read an article (Mexico's bike revolution) about Mexico's City's EcoBici and do some comprehension exercises, p.88,j Ejs. 3. ⇨ 9.2 Read information about transports in different places (*Belive it or not!*) p. 91, ejs. 7a ⇨ 9.3 Read a text with excuses for being late (*Amazing excuses*), p. 92, Ejs. 2a. ⇨ 9.3 Read some online diary extracts telling stories, p. 93, ejs. 4a. ⇨ 9.4 Read a programme information about a day-to-day life at one of the busiest International airports in the world, London Heathrow (BBC), p.94 ⇨ 9.4 Read a website about problems when flying, p. 95.	SCC SIE
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 9.1 Adjectives, p. 88, Ejs. 2 ⇨ 9.2 Transport collocations, p. 90 Ejs. 1 and 2.. ⇨ 9.3 Excuses, p. 92, Ejs 1.	CLC, CMST, LL, SCC SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 9.1 *Can/can't, have to/don't have to,* p. 89, Ejs. 4 and 5. ⇨ 9.2 *Articles: a/an, the, no article*, p.91, Ejs. 4, 5 and 6. ⇨ 9.3 Apologising, p. 92, Ejs. 2 and 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 9.1 Learning of written strategies to improve the written skills: linkers	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 9.4. Identify information about airports and flying. (BBC).	CLC, CMST, LL, SCC SIE
Communicative functions ⇨ 9.3 Write a story thinking they are late for an important event and giving excuses and apologising about it, p 93, Ejs. 6. ⇨ 9.4 Writeback: Learn to write a website entry about problems when flyling, p.95, Ejs. 6.	CLC, DC, CMST, LL, SCC SIE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 9.1 Adjectives, p. 88, Ejs. 2 ⇨ 9.2 Transport collocations, p. 90 Ejs. 1 and 2.. ⇨ 9.3 Excuses, p. 92, Ejs 1.	CLC, CMST, LL, SCC SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 9.1 *Can/can't, have to/don't have to,* p. 89, Ejs. 4 and 5. ⇨ 9.2 *Articles: a/an, the, no article*, p.91, Ejs. 4, 5 and 6. ⇨ 9.3 Apologising, p. 92, Ejs. 2 and 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips	CLC, LL, SIE

⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*How do you get to work*?) **Student's Book** ⇨ Language Bank; LB9; Grammar and Practice. pp.144-145 ⇨ Photo Bank 9, p. 160 ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 9 ⇨ Optional extra activities Unit 9 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank, pp. 145-146 9.1 Fast planes 9.2 The trains in Spain… 9.3 Laws around the world 9.4 What happened was… **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 9, p. 96 ⇨ WB, Completion of the exercises , Unit 9 ⇨ WB, Review 9 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 10: PLANS

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read about a lottery winner (10. 1 Life's a lottery).
- ⇨ Read an article about nature's dangers (10.2 Survive)

Listening/DVD
- ⇨ Listen to a radio interview with lottery winners (10.1. Life's a lottery).
- ⇨ Watch an extract from a documentary about the wettest place in Europe (Wild Weather).

Speaking
- ⇨ Talk about your future plans/wishes (10.1 Life's a lottery).
- ⇨ Make predictions about situations (10.2. Survive).
- ⇨ Make and respond to suggestions for a day out (10.3.Let's do something new).
- ⇨ Describe unusual weather (10.4 Wild Weather).

Writing
- ⇨ Improve your use of linkers and write a short story (10.2. Survive).
- ⇨ Write a message forum notice about your city (10.4. Wild Weather).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ *Be going to; would like to (10.1 Life's a lottery).*
- ⇨ *Will, might (not), won't (10.2. Survive)*
- ⇨ Making suggestions *(10.3. Let's do something new).*

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Plans (10.1. Life's a lottery).
- ⇨ Phrases with *get* (10.2. Survive)
- ⇨ Art and culture (10.3. Let's do something new)

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Weak forms: *going to, would* (10.1. Life's a lottery).
- ⇨ Contractions (10.2. Survive)
- ⇨ Intonation: sounding positive (10.3. Let's do something new)

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 10.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; future plan and wishes.(Warm up). ⇨ 10.1 Formulation of hypothesis and predictions on content and context	CLC, LL, SIE

by looking at images. ⇨ 10.4 Making predictions on content and context by looking some photos and discussing some questions (DVD Preview).	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 10.1 Learn and reflect about winning the lottery. ⇨ 10.2. Identify information about mother nature and dangers and how to survive in special occasions. ⇨ 10.3 Learn how to make suggestions properly. ⇨ 10.3 Identify information about art and culture alternatives. ⇨ 10.4 Identify information about wild weather and the wettest place in Europe (BBC). Learn about weather forecast.	CLC, CMST, LL, SCC, CAE
Communicative functions ⇨ 10.1 Listen to a radio interview with lottery winners, p. 98, Ejs 1. ⇨ 10.3 FUNCTION: listen some suggestions sounding positive, and complete some activities, p.102, Ejs. 2 and 3. ⇨ 10.3 LEARN TO; listen to some extracts from a conversation, making suggestions, p. 103, Ejs. 4.	CLC, CMST, LL, SCC, SIE, CAE
⇨ 10.4 WILD WEATHER, watch an extract from a BBC documentary about the wild weather and the wettest place in Europe, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), P. 104 Ejs. 3. ⇨ 10.4 Listen to a woman talk about her time in Italy and her experience of the sirocco wind, p. 105, Ej. 4b. ⇨ BBC Interviews (*What are your plans for the future?*). Watch a video where people talk about their plans and wishes for the future.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 10.1 Plans, p. 99, Ejs. 4. ⇨ 10.2 Phrases with *get*, p.100, Ejs. 1. ⇨ 10.3 Art and culture, p. 102, Ejs 1.	CLC, CMST, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 10.1 *Be going to; would like to* p. 98, Ejs, 2 and 3. ⇨ 10.2 *Will, might (not), won't*, p. 101, Ejs 3. ⇨ 10.3 Making suggestions, pp. 102 y 103, Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 10.1 Weak forms: *going to, would* p. 98, Ej. 2a. ⇨ 10.2 Contractions p. 101, Ej. 3b ⇨ 10.3 Intonation: sounding positive p.103 Ej. 3a.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 10.4 (Planning) Study of a table with useful language and appropriate expressions for talk weather (KEY PHRASES) p. 105.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language,	CLC, CMST, LL, SIE, CAE

participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 10.1 Learn and reflect about winning the lottery. ⇨ 10.2. Identify information about mother nature and dangers and how to survive in special occasions. ⇨ 10.3 Learn how to make suggestions properly. ⇨ 10.3 Identify information about art and culture alternatives. ⇨ 10.4 Identify information about wild weather and the wettest place in Europe (BBC). Learn about weather forecast.	
Communicative functions ⇨ 10.1 Oral interaction discussing about how they think a couple will spend their lottery money and about their future plans, p. 98, Ejs. 1c and 1e. ⇨ 10.1 Oral interaction asking and answering questions in turns to practice the unit language; talking about future plans and wishes, p. 99, Ejs. 5. ⇨ 10.2 Oral interaction making predictions about different situations, p. 101, Ejs. 4. ⇨ 10.3 Oral interaction asking and answering questions about art and culture, p. 102, Ej. 1d and 1 e. ⇨ 10.3 FUNCTION; making suggestions, p. 103, Ejs. 3. ⇨ 10.3 LEARN TO; make suggestions about weekend activities, p.103,Ej.4c ⇨ 10.3 oral interaction making and responding to suggestions for a day out, p. 103, Ejs. 5. ⇨ 10.4 Speakout: Learn and practice how to describe experiences of unusual weather, p.105, Ejs. 4 and 5.	CLC, LL, SCC, CAE, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 10.1 Plans, p. 99, Ejs. 4. ⇨ 10.2 Phrases with *get*, p.100, Ejs. 1. ⇨ 10.3 Art and culture, p. 102, Ejs 1.	CLC, CMST, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 10.1 *Be going to; would like to* p. 98, Ejs, 2 and 3. ⇨ 10.2 *Will, might (not), won't*, p. 101, Ejs 3. ⇨ 10.3 Making suggestions, pp. 102 y 103, Ejs. 2 and 3.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 10.1 Weak forms: *going to, would* p. 98, Ej. 2a. ⇨ 10.2 Contractions p. 101, Ej. 3b ⇨ 10.3 Intonation: sounding positive p.103 Ej. 3a.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 10.1/10.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; survive in dangerous situations. ⇨ 10.1/10.2/10.3 Formulation of hypothesis and predictions on content and context by looking at images, p. 100, Ej. 3. ⇨ 10.1/10.2 Identification of the text type (a newspaper extract), p.98 and (article), p. 100. ⇨ 10.1/10.2 Reading and answering questions about general and specific information pp. 98 and 100. ⇨ 10.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; wild weather (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 10.1 Learn and reflect about winning the lottery. ⇨ 10.2. Identify information about mother nature and dangers and how to	CLC, LL, CMST, SCC, CAE

survive in special occasions. ⇨ 10.3 Learn how to make suggestions properly. ⇨ 10.3 Identify information about art and culture alternatives. ⇨ 10.4 Identify information about wild weather and the wettest place in Europe (BBC). Learn about weather forecast.	
Communicative functions ⇨ 10.1 Read a newspaper extract about a lottery winner (*Money grows on trees*!) and answer some questions, p. 98, Ej 1b. ⇨ 10.2 Read an article about nature's dangers (*Mother Nature's dark side*) and check preview ideas, p.100, Ejs. 2. ⇨ 10.3 Read a website for people who want to do something different in London, pp. 102 and 103, Ejs. 2 and 3. ⇨ 10.4 Read a programme information about wild weather and an intrepid adventurer Donal MacIntyre (BBC), p.104, Ej. 3a. ⇨ 10.4 Read a weather forecast from Dublin, p. 104, Ej. 2b. ⇨ 10.4 Read a message forum from a travel website and answer some questions, p. 105, Ejs. 6a.	CLC, DC, CMST, LL, SIE, CAE
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 10.1 Plans, p. 99, Ejs. 4. ⇨ 10.2 Phrases with *get*, p.100, Ejs. 1. ⇨ 10.3 Art and culture, p. 102, Ejs 1.	CLC, CMST, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 10.1 *Be going to; would like to* p. 98, Ejs, 2 and 3. ⇨ 10.2 *Will, might (not), won't*, p. 101, Ejs 3. ⇨ 10.3 Making suggestions, pp. 102 y 103, Ejs. 2 and 3.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 10.2 Learning of written strategies to improve the written skills*: too, also*, *as well* and completion of exercises p.101, Ejs. 5.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 10.4 learn to write a message forum. ⇨ 10.4 Identify information about wild weather and the wettest place in Europe (BBC). Learn about weather forecast.	CLC, DC, CMST, LL, SIE, CAE
Communicative functions ⇨ 10.2 Write about a dangerous situation, p. 100, Ej. 1c. ⇨ 10.2 finish a story with their own ideas, p. 101, Ejs. 5c. ⇨ 10.4 Writeback: Learn to write a message forum notice about your city, p. 105, Ej. 6b.	CLC, DC, CMST, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 10.1 Plans, p. 99, Ejs. 4. ⇨ 10.2 Phrases with *get*, p.100, Ejs. 1. ⇨ 10.3 Art and culture, p. 102, Ejs 1.	CLC, CMST, LL, SIE, CAE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 10.1 *Be going to; would like to* p. 98, Ejs, 2 and 3.	CLC, LL, SIE

⇨ 10.2 *Will, might (not), won't*, p. 101, Ejs 3. ⇨ 10.3 Making suggestions, pp. 102 y 103, Ejs. 2 and 3.	
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	CLC, LL, SIE
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*What are your plans for the future*?) **Student's Book** ⇨ Language Bank; LB10, Grammar and Practice. pp.146-147 ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 10 ⇨ Optional extra activities Unit 10 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank, pp. 145-146 10.1 The best plans 10.2 Planning ahead 10.3 The future is ours to see 10.4 What shall we do? **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 10, p. 106 ⇨ WB, Completion of the exercises , Unit 10. ⇨ WB, Review 10. **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 11: HEALTH

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read an article about multi-tasking (11.2 One thing at a time).
- ⇨ Read about helpful cities (11.3 Help!).

Listening/DVD
- ⇨ Listen to a radio programme about colds and flu (11.1. I don't feel well).
- ⇨ Listen to situations where people offer to help (11.3. Help!).
- ⇨ Watch an extract from a documentary about fat and sugar (Fat or Sugar?).

Speaking
- ⇨ Talk about what to do when you don't feel well (11.1. I don't feel well).
- ⇨ Talk about ways of reducing stress (11.2. One thing at a time)
- ⇨ Offer to help someone (11.3. Help!).
- ⇨ Talk about diets (11.4. Fat or Sugar?).

Writing
- ⇨ Make your stories more interesting with adverbs (11.2 One thing at a time).
- ⇨ Write some advice for a health forum (11.4 Fat or Sugar?).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ *Should/shouldn't* (11.1. I don't feel well).
- ⇨ *Adverbs* (11.2 One thing at a time).
- ⇨ Offering help (11.3 Help!).

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ The body; health (11.1. I don't feel well).
- ⇨ Communication (11.2. One thing at a time).
- ⇨ Verbs of movement (11.3. Help!).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Sentence stress; weak form: *should*
- ⇨ Sentence stress: adverbs
- ⇨ Intonation in offers

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 11.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; discussing about health problems (Warm up). ⇨ 11.1 Formulation of hypothesis and predictions on content and context by looking at images.	CLC, LL, SIE

⇨ 11. 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 11.1 Learn about health problems and the body. ⇨ 11.2 Identify information and reflect about being a multi-tasking person, (doing two or more tasks at the same time) and how to manage stress. ⇨ 11.3. Learn how to offer and thank people for their help. ⇨ 11.4. Identify information about health matters; fat and sugar (BBC)	CLC, CMST, LL, SCC,
Communicative functions ⇨ 11.1 Listen to a radio programme about colds and flu and do some comprehensive exercises, SB, p.108, Ejs.3. ⇨ 11.3 FUNCTION: Listen to situations where people offer to help, p. 113, Ejs 4c.	CLC, CMST, LL, SCC, SIE
⇨ 11.4 FAT OR SUGAR?**.** Watch an extract from a BBC documentary about fat and sugar, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p. 114, Ejs. 3. ⇨ 11.4 Listen to a discussion about diets specially sugar and fat problems, p. 115, Ejs 4b. ⇨ BBC Interviews (*Do you have a healthy lifestyle*?). Watch a video where people talk about health and fitness and how they maintain a healthy lifestyle.	CLC, CMST, LL, SCC, SIE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 11.1 The body; health p. 108, Ejs 1 and 2 ⇨ 11.2 Communication, p. 110, Ejs. 2. ⇨ 11.3 Verbs of movement, p. 112, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 11.1 *Should/shouldn't,* p. 108, Ejs. 4 and 5. ⇨ 11.2 *Adverbs*, p.111, Ejs. 3 and 4. ⇨ 11.3 Offering help, pp.112 and 113, Ejs. 2, 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 11.1 Sentence stress; weak form: *should* p. 109, Ej. 4d. ⇨ 11.2 Sentence stress: adverbs, p. 111, Ej. 3d. ⇨ 11.3 Intonation in offers, p.112, Ej. 3d.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 11.3 LEARN TO: Learn to thank someone. ⇨ 11.4 (Planning) Study of a table with useful language and appropriate expressions to talk about diets from a panel discussion (KEY PHRASES) p. 115.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language,	CLC, CMST, LL, SCC, SIE

participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 11.1 Learn about health problems and the body. ⇨ 11.2 Identify information and reflect about being a multi-tasking person, (doing two or more tasks at the same time) and how to manage stress. ⇨ 11.3. Learn how to offer and thank people for their help. ⇨ 11.4. Identify information about health matters; fat and sugar (BBC)	
Communicative functions ⇨ 11.1 Oral interaction talking about what to do when you don't feel well, p. 109, Ejs. 6 ⇨ 11.1 Role play a conversation in a pharmacy between customer and pharmacist, giving advice, p. 109, Ejs. 6b. ⇨ 11.2 Oral interaction asking and answering questions in turns to practice the unit language, talk about ways of reducing stress, p. 111 and 161/164, Ejs. 5 (Communication Bank) ⇨ 11.3 FUNCTION. Offering to help, p.113. Ejs. 2 and 3. ⇨ 11.3 LEARN TO: Role play a conversation thanking someone, p. 113, Ejs 5 and 6. ⇨ 11.3 Oral interaction offering to help someone in a difficult situation, p. 113, Ejs 7 and 8. ⇨ 11.4 Speakout: Learn and practice how to ask questions and talk about diets, p. 115, Ejs. 4.	CLC, CMST, LL, SCC, SIE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 11.1 The body; health p. 108, Ejs 1 and 2 ⇨ 11.2 Communication, p. 110, Ejs. 2. ⇨ 11.3 Verbs of movement, p. 112, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 11.1 *Should/shouldn't,* p. 108, Ejs. 4 and 5. ⇨ 11.2 *Adverbs*, p.111, Ejs. 3 and 4. ⇨ 11.3 Offering help, pp.112 and 113, Ejs. 2, 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 11.1 Sentence stress; weak form: *should* p. 109, Ej. 4d. ⇨ 11.2 Sentence stress: adverbs, p. 111, Ej. 3d. ⇨ 11.3 Intonation in offers, p.112, Ej. 3d.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 11.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic, multi-tasker, p.110. ⇨ 11.2 Formulation of hypothesis and predictions on content and context by looking at images, p. 110. ⇨ 11.2 Identification of the text type (An article), p. 110. ⇨ 11.2 Reading and answering questions about general and specific information p. 110. ⇨ 11.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; fact or sugar and healthy food habits, p. 114 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 11.1 Learn about health problems and the body. ⇨ 11.2 Identify information and reflect about being a multi-tasking person, (doing two or more tasks at the same time) and how to manage stress. ⇨ 11.3. Learn how to offer and thank people for their help.	CLC, CMST, LL, SCC, SIE

⇨ 11.4. Identify information about health matters; fat and sugar and about lifestyles in general (BBC)	
Communicative functions ⇨ 11.2 Read an article about multi-tasker people and what to do about it (*Are you a multi-tasker?)* and do the comprehensive exercises, p. 110, Ejs. 1. ⇨ 11.3 Read about helpful cities (*The most helpful city*) and do some comprehensive exercises, pp. 112 and 113, Ej.2. ⇨ 11.4 Read a programme information about a food experiment between fat or sugar (*Horizon: sugar versus fat*) (BBC), p. 114. Ej. 2 ⇨ 11.4 Read a forum posting or message in a website, p.115, Ej. 5.	CLC, DC,CMST, LL, SCC, SIE
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 11.1 The body; health p. 108, Ejs 1 and 2 ⇨ 11.2 Communication, p. 110, Ejs. 2. ⇨ 11.3 Verbs of movement, p. 112, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 11.1 *Should/shouldn't,* p. 108, Ejs. 4 and 5. ⇨ 11.2 *Adverbs*, p.111, Ejs. 3 and 4. ⇨ 11.3 Offering help, pp.112 and 113, Ejs. 2, 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 11.2 Learning of written strategies to improve the written skills: adverbs in stories and complection of exercises p.111, Ejs. 6.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 11.4. Identify information about health matters; fat and sugar (BBC) ⇨ 11.4 Learn how a forum posting works in a website.	CLC, DC, CMST, LL, SCC, SIE
Communicative functions ⇨ 11.2 Write the next part of a story using adverbs, p. 111, Ej 6d ⇨ 1.4 Writeback: Learn to write some advice for a health forum in a website, p. 115, Ej. 5.	CLC, DC, CMST, LL, SCC, SIE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 11.1 The body; health p. 108, Ejs 1 and 2 ⇨ 11.2 Communication, p. 110, Ejs. 2. ⇨ 11.3 Verbs of movement, p. 112, Ejs 1.	CLC, CMST, LL, SCC, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 11.1 *Should/shouldn't,*p. 108, Ejs. 4 and 5. ⇨ 11.2 *Adverbs*, p.111, Ejs. 3 and 4. ⇨ 11.3 Offering help, pp.112 and 113, Ejs. 2, 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
Reinforcement activities	CLC, LL, SIE

Teacher's Book ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach **Workbook** ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*Do you have a healthy lifestyle*?) **Student's Book** ⇨ Language Bank; LB11 Grammar and Practice. pp.148-149 ⇨ Photo Bank; PB11 p.159 ⇨ Communication Bank; pp. 161 to 168. **Teacher's Book** ⇨ Project Unit 11 ⇨ Optional extra activities Unit 11 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank, pp. 145-146 11.1 Name that illness! 11.2 Speed counselling 11.3 The mime game 11.4 Let me help you! **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 11, p.116. ⇨ WB, Completion of the exercises , Unit 11 ⇨ WB, Review 11 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE

Key Competences: CLC: Competence in linguistic communication; CMST: Competence in mathematics, science and technology, DC-Digital competence; LL-Learning to learn; SCC-Social and civic competences; SIE-Sense of initiative and entrepreneurship; CAE-Cultural awareness and expression

UNIT 12: EXPERIENCES

1. TEACHING OBJECTIVES

Communication Skills

Reading
- ⇨ Read about a dangerous job (12.2. Afraid of nothing).

Listening/DVD
- ⇨ Listen to people talking about their experiences (12.1 Great experiences)
- ⇨ Listen to phone conversations (12.3. Hello, I've got a problem).
- ⇨ Watch an extract from a documentary about sharks (Shark Therapy).

Speaking
- ⇨ Ask and answer questions about life experiences (12.1 Great experiences).
- ⇨ Describe how you feel about different situations (12.2. Afraid of nothing).
- ⇨ Make telephone calls and say telephone numbers (12.3 Hello, I've got a problem).
- ⇨ Talk about an exciting or frightening experience (12.4 Shark Therapy).

Writing
- ⇨ Write an email using linkers (12.1. Great experiences).
- ⇨ Write a story about an exciting or frightening experience (12.4 Shark Therapy).

Knowledge of the language

A. Language and grammar functions

To understand and correctly apply the grammatical structures and linguistic content of the unit
- ⇨ Present perfect (12.1. Great experiences).
- ⇨ Present perfect and past simple *(Afraid of nothing)*
- ⇨ Telephoning *(Hello, I've got a problem)*

B. Vocabulary

To learn vocabulary related to the unit topic:
- ⇨ Experiences (12.1 Great experiences).
- ⇨ Prepositions (12.2 Afraid of nothing).
- ⇨ Telephoning expressions (12.3. Hello, I've got a problem).

C. Pronunciation

To recognize and reproduce aspects of pronunciations such as rhythm, stress and intonation:
- ⇨ Sentence stress: present perfect (12.1 Great experiences).
- ⇨ Irregular past participles (12.2 Afraid of nothing).
- ⇨ Sentence stress (12.3 Hello, I've got a problem).

2. CONTENTS

Content block 1 – Comprehension of oral texts

Activities	Key Competences
Comprehension strategies: ⇨ 12.1 Activation of previous knowledge to predict what is going to hear; leading and creating interest in the topic of the lesson; unforgettable experiences (Warm up). ⇨ 12.1 Formulation of hypothesis and predictions on content and context by looking at images. ⇨ 12.4 4 Making predictions on content and context by looking some photos and discussing some ideas to activate language and knowledge (DVD Preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Identify customs and features of everyday life typical of other countries and cultures where the target language is spoken. ⇨ 12.1 Learn about unforgettable life experiences.	CLC, LL, SCC, CAE

⇨ 12.2 Identify information about a woman who is stunt double in films and do dangerous and difficult things (Eunice Huthart). ⇨ 12.3 Learn how to make a telephone call about both personal and business problems. ⇨ 12.4. Identify information about sharks (tiger shark) and shark therapy; Tanya Streeter (free-diver)and other frightening experiences (DVD).	
Communicative functions ⇨ 12.1 Listen to a survey about great experiences and complete some information and do some comprehensive exercises p. 118. Ejs. 2. ⇨ 12.3 FUNCTION: Listen to phone conversation using telephone expressions and telephone numbers, p. 122 and 123, Ejs. 3 and 4. ⇨ 12.3 LEARN TO; listen and understand telephone numbers, p. 123,Ejs 5.	CLC, LL, SCC, SIE,
⇨ 12.4 SHARK THERAPY**.** Watch an extract from a BBC documentary about sharks and about a famous diver who faces her worst and swims underwater with sharks, understanding the general idea and specific information in it, recognizing high frequency vocabulary and structures (DVD view), p.124 ⇨ BBC Interviews (*What's the most exciting thing you've done?*). Watch a video where people say whether or not they like London and give reasons.	CLC, CMST, LL, SCC, SIE, CAE
High frequency oral lexis (reception) Completion of exercises to learn and practice the unit vocabulary: ⇨ 12.1 Experiences, p. 118, Ejs. 1. ⇨ 12.2 Prepositions, p. 121 Ejs.5. ⇨ 12.3 Telephoning expressions, p. 122, Ejs 2.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 12.1 Present perfect, p.118, Ejs. 3 and 4. ⇨ 12.2 Present perfect and past simple, p.121, Ejs. 2, 3 and 4. ⇨ 12.3 Telephoning, pp.122 and 123, Ejs. 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 12.1 Sentence stress: present perfect, p. 119, ej. 3b. ⇨ 12.2 Irregular past participles p. 121, Ej. 4a. ⇨ 12.3 Sentence stress, p.122, Ej. 3e.	CLC, LL, SIE
Content block 2 - Production of oral texts: expression and interaction.	
Production strategies ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Warming activities to activate language and knowledge; revise language and vocabulary in a memory game. ⇨ Preparation for speaking and completion of the practice exercises. ⇨ Be aware of the adequacy of production to the specific situation. ⇨ 12.3 LEARN TO; say telephone numbers. ⇨ 12.4 (Planning) Study of a table with useful language and appropriate expressions for talk about frightening or exciting experiences (KEY PHRASES) p.125.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ Learn basic forms of social relationship in the target language, participating in different classroom activities. ⇨ Demonstrate understanding of other social and cultural situations. ⇨ 12.1 Learn about unforgettable life experiences. ⇨ 12.2 Identify information about a woman who is stunt double in films and do dangerous and difficult things (Eunice Huthart). ⇨ 12.3 Learn how to make a telephone call about both personal and	CLC, LL, SCC, CAE

business problems. ⇨ 12.4. Identify information about sharks (tiger shark) and shark therapy; Tanya Streeter (free-diver)and other frightening experiences (DVD).	
Communicative functions ⇨ 12.1 Oral interaction asking and answering questions about life experiences, p. 119, Ejs. 5. ⇨ 12.2 Oral interaction discussing and describing how you feel about different situations; p. 121, Ejs. 6. ⇨ 12.3 Oral interaction asking and answering questions about interesting experiences, p. 122, Ejs. 1 ⇨ 12.3 FUNCTION: telephoning, p.122, Ejs. 3 and 4. ⇨ 12.3 LEARN TO; say telephone numbers, p. 123, Ejs. 5. ⇨ 12.3 Oral interaction making telephone calls and saying telephone numbers, p. 123 and 162/165. Ej. 6 (Communication Bank) ⇨ 12.4 Speakout: Learn and practice how to talk about frightening experiences, p. 125. Ejs 4.	CLC, LL, SCC, SIEE
High frequency oral lexis (production) To learn vocabulary related to the unit topic: ⇨ 12.1 Experiences, p. 118, Ejs. 1. ⇨ 12.2 Prepositions, p. 121 Ejs.5. ⇨ 12.3 Telephoning expressions, p. 122, Ejs 2.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 12.1 Present perfect, p.118, Ejs. 3 and 4. ⇨ 12.2 Present perfect and past simple, p.121, Ejs. 2, 3 and 4. ⇨ 12.3 Telephoning, pp.122 and 123, Ejs. 3 and 4.	CLC, LL, SIE
Sound patterns (pronunciation, rhythm and intonation) Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns: ⇨ 12.1 Sentence stress: present perfect, p. 119, ej. 3b. ⇨ 12.2 Irregular past participles p. 121, Ej. 4a. ⇨ 12.3 Sentence stress, p.122, Ej. 3e.	CLC, LL, SIE
Content block 3 - Comprehension of written texts	
Comprehension strategies ⇨ 12.2 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; unforgettable and amazing experiences in life. ⇨ 12.2 Formulation of hypothesis and predictions on content and context by looking at images, p. 120. ⇨ 12.2 Identification of the text type (An article), p.120. ⇨ 12.2 Reading and answering questions about general and specific information p. 120, Ejs 1. ⇨ 12.4 Activation of previous knowledge, asking and answering to questions to prepare the reading topic; sharks and shark therapy, p. 124 (DVD preview).	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 12.1 Learn about unforgettable life experiences. ⇨ 12.2 Identify information about a woman who is stunt double in films and do dangerous and difficult things (Eunice Huthart). ⇨ 12.3 Learn how to make a telephone call about both personal and business problems. ⇨ 12.4. Identify information about sharks (tiger shark) and shark therapy; Tanya Streeter (free-diver)and other frightening experiences (DVD).	CLC, LL, CMST, SCC, CAE
Communicative functions ⇨ 12. 1 Read an email to a friend about a visit, p. 119, Ej. 6a.	CLC, DC, LL, CSS

⇨ 12.2 Read an article about a dangerous job; stunt double in films, p. 120, Ejs. 1. ⇨ 12.4 Read a programme information about sharks and shark therapy with the famous diver Tanya Streeter, p. 124. Ejs. 3. ⇨ 12.4 Read some notes, p. 125, Ej.5a.	
High frequency written lexis (reception) To learn vocabulary related to the unit topic: ⇨ 12.1 Experiences, p. 118, Ejs. 1. ⇨ 12.2 Prepositions, p. 121 Ejs.5. ⇨ 12.3 Telephoning expressions, p. 122, Ejs 2.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 12.1 Present perfect, p.118, Ejs. 3 and 4. ⇨ 12.2 Present perfect and past simple, p.121, Ejs. 2, 3 and 4. ⇨ 12.3 Telephoning, pp.122 and 123, Ejs. 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize rules and pronunciation and intonation patterns. ⇨ 12.3 telephone numbers, p. 122 and 123.	CLC, LL, SIE
Content block 4 - Production of written texts	
Production strategies ⇨ Be aware of the adequacy of production to the specific situation. ⇨ Use the **Speakout TIP** to help in the communication. ⇨ Follow the steps for good writing in a specific format and context. ⇨ Check and correct mistakes. ⇨ 12.1 Learning of written strategies to improve the written skills: linkers review and completion of exercises p.119, Ejs. 6.	CLC, LL, SIE
Sociocultural and sociolinguistic aspects ⇨ 12.1 Learn how to write an email. ⇨ 12.4 Learn how to write a story.	CLC, DC, LL, SCC, SIE
Communicative functions ⇨ 12.1 learn how to write an email about an amazing experience, using linkers, p. 119, Ej. 6c. ⇨ 12.4 Writeback: Learn to write a story from their own notes, p.125, Ejs 5	CLC, LL, SIE, CAE
High frequency written lexis (production) To learn vocabulary related to the unit topic: ⇨ 12.1 Experiences, p. 118, Ejs. 1. ⇨ 12.2 Prepositions, p. 121 Ejs.5. ⇨ 12.3 Telephoning expressions, p. 122, Ejs 2.	CLC, LL, SIE
Grammar Completion of exercises to learn and correctly apply grammatical aspects: ⇨ 12.1 Present perfect, p.118, Ejs. 3 and 4. ⇨ 12.2 Present perfect and past simple, p.121, Ejs. 2, 3 and 4. ⇨ 12.3 Telephoning, pp.122 and 123, Ejs. 3 and 4.	CLC, LL, SIE
Graphic patterns and spelling conventions. Completion of exercises to learn and interiorize basic rules of spelling and punctuation. 12.3 telephone numbers, p. 122 and 123.	CLC, LL, SIE
3. DEALING WITH MIXED ABILITY	
<u>Reinforcement activities</u> **Teacher's Book** ⇨ Warm up activities ⇨ Teaching tips ⇨ Homework ideas ⇨ Alternative approach	CLC, LL, SIE

Workbook ⇨ Additional grammar, vocabulary and pronunciation exercises. ⇨ Additional functional language practice exercises. ⇨ Additional reading, listening and writing practice.	
<u>Extension activities</u> **Communicative revision activity** ⇨ BBC Interviews (*What's your name*?) **Student's Book** ⇨ Language Bank; LB12; Grammar and Practice. pp.150-151 **Teacher's Book** ⇨ Project Unit 12 ⇨ Optional extra activities Unit 12 ⇨ Photocopiable grammar, vocabulary and functional language worksheets for every unit. ⇨ BBC interviews, worksheets and scripts. ⇨ Resource Bank; pp. 145-146 12.1 Get me out of here! 12.2 Been there, done that. 12.3 I've done it! 12.4 Can he call me? **MyenglishLab** ⇨ Extra practice in grammar, vocabulary and skills. ⇨ BBC interviews and interactive exercises. **Activeteach.** ⇨ Grammar and vocabulary review games ⇨ BBC interviews and worksheets. **Website and Speakout Extra.** ⇨ Free downloadable worksheets. ⇨ Extra video-exploitation activities.	CLC, LL, SIE
4. ASSESSMENT	
Formative assessment ⇨ Continuous assessment during the classes. ⇨ SB, Lookback, Unit 12, p. 126 ⇨ WB, Completion of the exercises , Unit 12 ⇨ WB, Review 12 **Sumative assessment** ⇨ TRF Unit and achievement tests ⇨ Mid-and end of course tests	CLC, LL, SIE