Exercicis:

1. Escull els **continguts** que pretens treballar en la unitat en concret.
2. Relaciona el contingut o continguts amb una **competència** de la teva àrea concreta.
3. Redacta un objectiu (en infinitiu) que treballi aquells continguts concrets i la competència relacionada.
4. Redacta un **criteri d’avaluació** per cada objectiu proposat.

**UNITAT 1:**

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| **CONTINGUTS** | **COMPETÈNCIES DE L’ÀREA (B.C)** | **OBJECTIU DIDÀCTIC (D.O)** | **CRITERI DIDÀCTIC** |
| Feelings and emotions: happy, sad, excited, bored, calm, scared, loved, angry.  Questions and answers: How are you? I feel ... when I...  Actions: read, play, run, jump, sleep, study, fight, fall off. | 1- To obtain basic information and understand adapted oral texts, related to everyday life, to communicative means and school fields.  2- To plan and produce brief oral texts adequate to the communicative situation.  3- To use oral communication strategies according to the communicative situations to initiate, maintain and finish a speech.  4- To use strategies to obtain basic information and understand simple written texts, adapted to everyday life, to communicative means and school fields.  5- To interpret visual, discursive and linguistic features of a text.  6- To use several tools to look for information, to be able to find meaning and so be able to understand those texts.  7- To plan simple texts after identifying the most important elements of the communicative situation.  8- To write simple texts after identifying the most important elements of the communicative situation.  9- To revise texts to improve them, according to the communicative situation with the help of some specific supports.  10- To comprehend and value simple literary texts, adapted or original, appropriate to the pupil’s age.  11- to orally reproduce and rewrite literary simple texts to enjoy them and promote joy to others.  12- to use multilingual strategies to reach communication. | 1-To understand global information and specific messages in oral and short texts, referring to familiar situations (B.C:1, 2, 3, 10, 12).  2-To use the foreign language for the oral production of messages in real or prepared communicative situations, respecting each other's production (B,C:2, 3, 10, 12).  4-To read and comprehend easy and short texts, related with their interests and personal experiences (B.C:1, 4, 5, 6, 9, 10, 12).  5-To recognize and appreciate the learning and use of the foreign language as a means of communication (B.C: 10, 11, 12).  6-To understand different linguistic and non-linguistic means to globally understand the given message (B.C: 3, 4, 5, 6, 12).  7-To demonstrate some autonomy when solving learning situation problems (B.C: 1, 3, 4, 6, 12).  8-To recognize the importance of the different materials used during the teaching and learning of other languages, for its application on the teaching and learning of the foreign language (B.C: 6, 9, 10, 11).  9-To establish relations between meaning, pronunciation and the graphic representation of the vocabulary already learned and use it in simple sentences, with the correct rhythm and intonation (B.C: 10, 11).  10-To reflect on the use of non-linguistic resources as a means of communicating in the foreign language (B.C: 2, 4, 5, 6, 12).  11-To produce oral messages taking into consideration the pronunciation, rhythm and intonation of the English language (B.C: 2, 3, 12).  12-To compare productions of different languages to look for similarities and differences among them (B.C: 5, 10, 12).  13-To demonstrate a critical attitude about linguistic stereotypes that reflect racist, sexists and social classism prejudices (B.C: 5, 11). | 1. Capture the global and specific message of the most common oral productions and interactions that take place in the classroom (D.O: 1, 4, 6, 9).  2. Use the foreign language orally in classroom situations (D.O: 2, 5, 11).  3. Produce oral texts following a model and paying attention to pronunciation, rhythm, intonation to explain facts and concepts related to oneself and the world around them or to transmit information from other curricular areas (D.O: 2, 5, 11, 12).  4. Understand the global meaning of written messages on familiar and interesting topics (D.O 1, 4, 6).  5. Extract information from written texts related to familiar topics and with a specific communicative purpose (D.O: 1, 4, 6).  6. Write meaningful sentences and short texts in everyday and school situations based on models with a specific purpose and with an established format, both on paper and digital (D.O: 9, 12).  10.Compare productions from different languages ​​to find similarities and differences (D.O: 12).  11.Value the foreign language as an instrument of communication with other people and cultures, and to participate with interest in the activities in which the foreign language is used (D.O: 2, 5, 10).  12. Use some strategies for learning to learn, such as asking for clarification, communicating with gestures, using illustrated dictionaries, and identifying some personal aspects that help to learn better (D.O: 6, 7, 8).  13. Show a certain degree of autonomy in solving learning situations (D.O: 7).  14. Know and value the linguistic diversity (between different languages or within the same language) and cultural diversity of the environment, with an attitude of respect towards people who speak other languages and have an interest in understanding them (D.O: 12, 13).  15. Have a critical attitude towards linguistic stereotypes that reflect racist, classist, religious or sexist prejudices (D.O: 13). |
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Competències

1- To obtain basic information and understand adapted oral texts, related to everyday life, to communicative means and school fields.

2- To plan and produce brief oral texts adequate to the communicative situation.

3- To use oral communication strategies according to the communicative situations to initiate, maintain and finish a speech.

4- To use strategies to obtain basic information and understand simple written texts, adapted to everyday life, to communicative means and school fields.

5- To interpret visual, discursive and linguistic features of a text.

6- To use several tools to look for information, to be able to find meaning and so be able to understand those texts.

7- To plan simple texts after identifying the most important elements of the communicative situation.

8- To write simple texts after identifying the most important elements of the communicative situation.

9- To revise texts to improve them, according to the communicative situation with the help of some specific supports.

10- To comprehend and value simple literary texts, adapted or original, appropriate to the pupil’s age.

11- to orally reproduce and rewrite literary simple texts to enjoy them and promote joy to others.

12- to use plurilingual strategies to reach communication.

Criteri didàctic

1.Oral comprehension: global, specific and interpretative (BC:12).

2.Oral comprehension strategies (BC:12).

3.Oral production strategies (BC: 12).

4. Oral interaction strategies (BC: 12).

5.Reading out (BC:12).

7. Reading comprehension: global, specific, interpretive and evaluative (BC:12).

8. Written comprehension strategies (BC:12).

9 . Searching and information management and looking for linguistic information (BC: 12).

10. Selection and valuation information criteria (BC: 12).

11.  Planification strategies for written expression (BC: 12).

12. Adequation, coherence and cohesion (BC: 12).

13. Revision, correction, and presentation (BC: 12).

14. Written interaction strategies (BC: 12).

16. Dictionary use (BC: 12).

17. Oral, written and audiovisual literary texts (BC: 12).

18. Oral interpretation and reading out, recitation, singing and representation (BC: 12).

20. Pragmatics (BC:12).

21. Phonetics and phonology (BC:12).

22. Lexicon and semantics (BC:12).

23. Morphology and syntax (BC:12).

24. Verbal and non-verbal strategies (BC: 12).

Objectius didàctics

1-To understand global information and specific messages in oral and short texts, referring to familiar situations.

2-To use the foreign language for the oral production of messages in real or prepared communicative situations, respecting each other's production.

3-To produce easy written texts, showing interest to know the basic rules for the written code.

4-To read and comprehend easy and short texts, related with their interests and personal experiences.

5-To recognize and appreciate the learning and use of the foreign language as a means of communication.

6-To understand different linguistic and non-linguistic means to globally understand the given message.

7-To demonstrate some autonomy when solving learning situation problems.

8-To recognize the importance of the different materials used during the teaching and learning of other languages, for its application on the teaching and learning of the foreign language.

9-To establish relations between meaning, pronunciation and the graphic representation of the vocabulary already learned and use it in simple sentences, with the correct rhythm and intonation.

10-To reflect on the use of non-linguistic resources as a means of communicating in the foreign language.

11-To produce oral messages taking into consideration the pronunciation, rhythm and intonation of the English language.

12-To compare productions of different languages to look for similarities and differences among them.

13-To demonstrate a critical attitude about linguistic stereotypes that reflect racist, sexists and social classism prejudices.

CRITERIS D’AVALUACIÓ

1. Capture the global and specific message of the most common oral productions and interactions that take place in the classroom.

2. Use the foreign language orally in classroom situations.

3. Produce oral texts following a model and paying attention to pronunciation, rhythm, intonation to explain facts and concepts related to oneself and the world around them or to transmit information from other curricular areas.

4. Understand the global meaning of written messages on familiar and interesting topics.

5. Extract information from written texts related to familiar topics and with a specific communicative purpose.

6. Write meaningful sentences and short texts in everyday and school situations based on models with a specific purpose and with an established format, both on paper and digital.

7. Orally reproduce poems, songs or short dramatic texts according to pronunciation, rhythm, intonation.

8. Understand orally poems, songs and legends.

9. Understand written poems, songs and legends.

10. Compare productions from different languages ​​to find similarities and differences.

11. Value the foreign language as an instrument of communication with other people and cultures, and to participate with interest in the activities in which the foreign language is used.

12. Use some strategies for learning to learn, such as asking for clarification, communicating with gestures, using illustrated dictionaries, and identifying some personal aspects that help to learn better.

13. Show a certain degree of autonomy in solving learning situations.

14. Know and value the linguistic diversity (between different languages ​​or within the same language) and cultural diversity of the environment, with an attitude of respect towards people who speak other languages ​​and have an interest in understanding them.

15. Have a critical attitude towards linguistic stereotypes that reflect racist, classist, religious or sexist prejudices.

**UNITAT 2: My favourite animal**

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| **CONTINGUTS** | **COMPETÈNCIES DE L’ÀREA (B.C)** | **OBJECTIU DIDÀCTIC (D.O)** | **CRITERI DIDÀCTIC** |
| Wild animals: zebra, bear, elephant, giraffe, eagle, gorilla, snake, whale, shark, crocodile, turtle, frog, parrot, lion, gazelle, penguin.  Animals’ classification groups: vertebrates and invertebrates.  Vertebrate animals classification according to:  - **The way they are born**: mammals, birds, reptiles, amphibians.  - **What they eat:** carnivorous, herbivorous, omnivorous, scavengers.  -**Where they live:** terrestrials (forest, savanna, desert), aerial (on trees) and aquatic (ocean, rivers, lakes). | 1- To obtain basic information and understand adapted oral texts, related to everyday life, to communicative means and school fields.  2- To plan and produce brief oral texts adequate to the communicative situation.  3- To use oral communication strategies according to the communicative situations to initiate, maintain and finish a speech.  4- To use strategies to obtain basic information and understand simple written texts, adapted to everyday life, to communicative means and school fields.  5- To interpret visual, discursive and linguistic features of a text.  6- To use several tools to look for information, to be able to find meaning and so be able to understand those texts.  7- To plan simple texts after identifying the most important elements of the communicative situation.  8- To write simple texts after identifying the most important elements of the communicative situation.  9- To revise texts to improve them, according to the communicative situation with the help of some specific supports.  10- To comprehend and value simple literary texts, adapted or original, appropriate to the pupil’s age.  11- To orally reproduce and rewrite literary simple texts to enjoy them and promote joy to others.  12- To use multilingual strategies to reach communication. | 1-To understand global information and specific messages in oral and short texts, referring to familiar situations (B.C:1, 2, 3, 10, 12).  2-To use the foreign language for the oral production of messages in real or prepared communicative situations, respecting each other's production (B,C:2, 3, 10, 12).  3-To produce easy written texts, showing interest to know the basic rules for the written code (B.C: 7, 8, 9, 11).  4-To read and comprehend easy and short texts, related with their interests and personal experiences (B.C:1, 4, 5, 6, 9, 10, 12).  5-To recognize and appreciate the learning and use of the foreign language as a means of communication (B.C: 10, 11, 12).  6-To understand different linguistic and non-linguistic means to globally understand the given message (B.C: 3, 4, 5, 6, 12).  7-To demonstrate some autonomy when solving learning situation problems (B.C: 1, 3, 4, 6, 12).  8-To recognize the importance of the different materials used during the teaching and learning of other languages, for its application on the teaching and learning of the foreign language (B.C: 6, 9, 10, 11).  9-To establish relations between meaning, pronunciation and the graphic representation of the vocabulary already learned and use it in simple sentences, with the correct rhythm and intonation (B.C: 10, 11).  10-To reflect on the use of non-linguistic resources as a means of communicating in the foreign language (B.C: 2, 4, 5, 6, 12).  11-To produce oral messages taking into consideration the pronunciation, rhythm and intonation of the English language (B.C: 2, 3, 12).  12-To compare productions of different languages to look for similarities and differences among them (B.C: 5, 10, 12).  13-To demonstrate a critical attitude about linguistic stereotypes that reflect racist, sexists and social classism prejudices (B.C: 5, 11). | 1. Capture the global and specific message of the most common oral productions and interactions that take place in the classroom (D.O: 1, 4, 6, 9).  2. Use the foreign language orally in classroom situations (D.O: 2, 5, 11).  3. Produce oral texts following a model and paying attention to pronunciation, rhythm, intonation to explain facts and concepts related to oneself and the world around them or to transmit information from other curricular areas (D.O: 2, 5, 11, 12).  4. Understand the global meaning of written messages on familiar and interesting topics (D.O 1, 4, 6).  5. Extract information from written texts related to familiar topics and with a specific communicative purpose (D.O: 1, 4, 6).  6. Write meaningful sentences and short texts in everyday and school situations based on models with a specific purpose and with an established format, both on paper and digital (D.O: 9, 12).  10.Compare productions from different languages ​​to find similarities and differences (D.O: 12).  11.Value the foreign language as an instrument of communication with other people and cultures, and to participate with interest in the activities in which the foreign language is used (D.O: 2, 5, 10).  12. Use some strategies for learning to learn, such as asking for clarification, communicating with gestures, using illustrated dictionaries, and identifying some personal aspects that help to learn better (D.O: 6, 7, 8).  13. Show a certain degree of autonomy in solving learning situations (D.O: 7).  14. Know and value the linguistic diversity (between different languages or within the same language) and cultural diversity of the environment, with an attitude of respect towards people who speak other languages and have an interest in understanding them (D.O: 12, 13).  15. Have a critical attitude towards linguistic stereotypes that reflect racist, classist, religious or sexist prejudices (D.O: 13). |

**UNITAT 3: What are you wearing?**

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| **CONTINGUTS** | **COMPETÈNCIES DE L’ÀREA (B.C)** | **OBJECTIU DIDÀCTIC (D.O)** | **CRITERI DIDÀCTIC** |
| Clothes: T-shirt, shirt, skirt, trousers, jeans, dress, leggings, shoes, boots, trainers, sandals, jacket, coat, scarf, sunglasses, swimsuit, shorts.  The 12 months of the year.  The 4 seasons.  The weather: it is sunny, cloudy, rainy, stormy, snowy, windy. It is cold, warm, hot.  Grammar:  - Singular (a/an) and plural (nothing).  - Pronouns: I, she, he.  - Verb tense: present continuous: I am wearing… S/he is wearing… | 1- To obtain basic information and understand adapted oral texts, related to everyday life, to communicative means and school fields.  2- To plan and produce brief oral texts adequate to the communicative situation.  3- To use oral communication strategies according to the communicative situations to initiate, maintain and finish a speech.  4- To use strategies to obtain basic information and understand simple written texts, adapted to everyday life, to communicative means and school fields.  5- To interpret visual, discursive and linguistic features of a text.  6- To use several tools to look for information, to be able to find meaning and so be able to understand those texts.  7- To plan simple texts after identifying the most important elements of the communicative situation.  8- To write simple texts after identifying the most important elements of the communicative situation.  9- To revise texts to improve them, according to the communicative situation with the help of some specific supports.  10- To comprehend and value simple literary texts, adapted or original, appropriate to the pupil’s age.  11- To orally reproduce and rewrite literary simple texts to enjoy them and promote joy to others.  12- To use multilingual strategies to reach communication. | 1-To understand global information and specific messages in oral and short texts, referring to familiar situations (B.C:1, 2, 3, 10, 12).  2-To use the foreign language for the oral production of messages in real or prepared communicative situations, respecting each other's production (B,C:2, 3, 10, 12).  3-To produce easy written texts, showing interest to know the basic rules for the written code (B.C: 7, 8, 9, 11).  4-To read and comprehend easy and short texts, related with their interests and personal experiences (B.C:1, 4, 5, 6, 9, 10, 12).  5-To recognize and appreciate the learning and use of the foreign language as a means of communication (B.C: 10, 11, 12).  6-To understand different linguistic and non-linguistic means to globally understand the given message (B.C: 3, 4, 5, 6, 12).  7-To demonstrate some autonomy when solving learning situation problems (B.C: 1, 3, 4, 6, 12).  8-To recognize the importance of the different materials used during the teaching and learning of other languages, for its application on the teaching and learning of the foreign language (B.C: 6, 9, 10, 11).  9-To establish relations between meaning, pronunciation and the graphic representation of the vocabulary already learned and use it in simple sentences, with the correct rhythm and intonation (B.C: 10, 11).  10-To reflect on the use of non-linguistic resources as a means of communicating in the foreign language (B.C: 2, 4, 5, 6, 12).  11-To produce oral messages taking into consideration the pronunciation, rhythm and intonation of the English language (B.C: 2, 3, 12).  12-To compare productions of different languages to look for similarities and differences among them (B.C: 5, 10, 12).  13-To demonstrate a critical attitude about linguistic stereotypes that reflect racist, sexists and social classism prejudices (B.C: 5, 11). | 1. Capture the global and specific message of the most common oral productions and interactions that take place in the classroom (D.O: 1, 4, 6, 9).  2. Use the foreign language orally in classroom situations (D.O: 2, 5, 11).  3. Produce oral texts following a model and paying attention to pronunciation, rhythm, intonation to explain facts and concepts related to oneself and the world around them or to transmit information from other curricular areas (D.O: 2, 5, 11, 12).  4. Understand the global meaning of written messages on familiar and interesting topics (D.O 1, 4, 6).  5. Extract information from written texts related to familiar topics and with a specific communicative purpose (D.O: 1, 4, 6).  6. Write meaningful sentences and short texts in everyday and school situations based on models with a specific purpose and with an established format, both on paper and digital (D.O: 9, 12).  7. Orally reproduce poems, songs or short dramatic texts according to pronunciation, rhythm, intonation.  8. Understand orally poems, songs and legends.  9. Understand written poems, songs and legends.  10.Compare productions from different languages ​​to find similarities and differences (D.O: 12).  11.Value the foreign language as an instrument of communication with other people and cultures, and to participate with interest in the activities in which the foreign language is used (D.O: 2, 5, 10).  12. Use some strategies for learning to learn, such as asking for clarification, communicating with gestures, using illustrated dictionaries, and identifying some personal aspects that help to learn better (D.O: 6, 7, 8).  13. Show a certain degree of autonomy in solving learning situations (D.O: 7).  14. Know and value the linguistic diversity (between different languages or within the same language) and cultural diversity of the environment, with an attitude of respect towards people who speak other languages and have an interest in understanding them (D.O: 12, 13).  15. Have a critical attitude towards linguistic stereotypes that reflect racist, classist, religious or sexist prejudices (D.O: 13). |

**UNITAT 2: My favourite animal**

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| **CONTINGUTS** | **COMPETÈNCIES DE L’ÀREA (B.C)** | **OBJECTIU DIDÀCTIC (D.O)** | **CRITERI DIDÀCTIC** |
| Wild animals: zebra, bear, elephant, giraffe, eagle, gorilla, snake, whale, shark, crocodile, turtle, frog, parrot, lion, gazelle, penguin.  Animals’ classification groups: vertebrates and invertebrates.  Vertebrate animals classification according to:  - **The way they are born**: mammals, birds, reptiles, amphibians.  - **What they eat:** carnivorous, herbivorous, omnivorous, scavengers.  -**Where they live:** terrestrials (forest, savanna, desert), aerial (on trees) and aquatic (ocean, rivers, lakes). | 1- To obtain basic information and understand adapted oral texts, related to everyday life, to communicative means and school fields.  2- To plan and produce brief oral texts adequate to the communicative situation.  3- To use oral communication strategies according to the communicative situations to initiate, maintain and finish a speech.  4- To use strategies to obtain basic information and understand simple written texts, adapted to everyday life, to communicative means and school fields.  5- To interpret visual, discursive and linguistic features of a text.  6- To use several tools to look for information, to be able to find meaning and so be able to understand those texts.  7- To plan simple texts after identifying the most important elements of the communicative situation.  8- To write simple texts after identifying the most important elements of the communicative situation.  9- To revise texts to improve them, according to the communicative situation with the help of some specific supports.  10- To comprehend and value simple literary texts, adapted or original, appropriate to the pupil’s age.  11- To orally reproduce and rewrite literary simple texts to enjoy them and promote joy to others.  12- To use multilingual strategies to reach communication. | 1-To understand global information and specific messages in oral and short texts, referring to familiar situations (B.C:1, 2, 3, 10, 12).  2-To use the foreign language for the oral production of messages in real or prepared communicative situations, respecting each other's production (B,C:2, 3, 10, 12).  3-To produce easy written texts, showing interest to know the basic rules for the written code (B.C: 7, 8, 9, 11).  4-To read and comprehend easy and short texts, related with their interests and personal experiences (B.C:1, 4, 5, 6, 9, 10, 12).  5-To recognize and appreciate the learning and use of the foreign language as a means of communication (B.C: 10, 11, 12).  6-To understand different linguistic and non-linguistic means to globally understand the given message (B.C: 3, 4, 5, 6, 12).  7-To demonstrate some autonomy when solving learning situation problems (B.C: 1, 3, 4, 6, 12).  8-To recognize the importance of the different materials used during the teaching and learning of other languages, for its application on the teaching and learning of the foreign language (B.C: 6, 9, 10, 11).  9-To establish relations between meaning, pronunciation and the graphic representation of the vocabulary already learned and use it in simple sentences, with the correct rhythm and intonation (B.C: 10, 11).  10-To reflect on the use of non-linguistic resources as a means of communicating in the foreign language (B.C: 2, 4, 5, 6, 12).  11-To produce oral messages taking into consideration the pronunciation, rhythm and intonation of the English language (B.C: 2, 3, 12).  12-To compare productions of different languages to look for similarities and differences among them (B.C: 5, 10, 12).  13-To demonstrate a critical attitude about linguistic stereotypes that reflect racist, sexists and social classism prejudices (B.C: 5, 11). | 1. 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Orally reproduce poems, songs or short dramatic texts according to pronunciation, rhythm, intonation.  8. Understand orally poems, songs and legends.  9. Understand written poems, songs and legends.  10.Compare productions from different languages ​​to find similarities and differences (D.O: 12).  11.Value the foreign language as an instrument of communication with other people and cultures, and to participate with interest in the activities in which the foreign language is used (D.O: 2, 5, 10).  12. Use some strategies for learning to learn, such as asking for clarification, communicating with gestures, using illustrated dictionaries, and identifying some personal aspects that help to learn better (D.O: 6, 7, 8).  13. Show a certain degree of autonomy in solving learning situations (D.O: 7).  14. Know and value the linguistic diversity (between different languages or within the same language) and cultural diversity of the environment, with an attitude of respect towards people who speak other languages and have an interest in understanding them (D.O: 12, 13).  15. Have a critical attitude towards linguistic stereotypes that reflect racist, classist, religious or sexist prejudices (D.O: 13). |