

Anaya & Pearson Bilingual Programme

Anaya and Pearson are collaborating to provide you with the materials you need to bring the New Education Law to life in your classroom.

Our aim is to make your day-to-day lives easier.

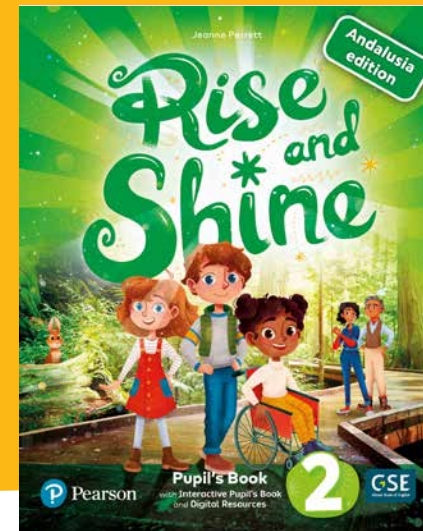


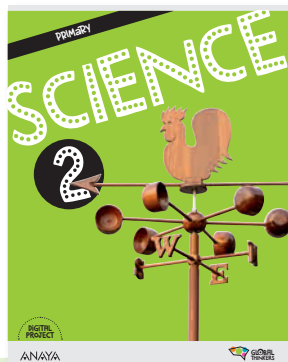
Anaya's Global Thinkers Andalucía edition presents the unit's content based on the **grammar scope and sequence** from **Pearson's Rise and Shine Andalusia edition**.

As a result, topics are presented in a level of English pupils can understand, while also providing opportunities to develop their language skills.



Furthermore, **topics** from **Global Thinkers Andalucía edition** are presented and recycled in **Pearson's Rise and Shine Andalusia edition**, in order to create a more comprehensive learning environment, for both teachers and pupils.





Global Thinkers: Science 2		Rise and Shine 2	
Grammar Units. Language Bank		Grammar	
Unit 1	Verb to be with it, this and that This is your face. /That's adulthood!/It's sight!	Welcome	Verb to be with it, this and that This is (Tess)./That's (Oscar)./It's (Monday/windy).
	This, that and how many What's this? This is your face./What's that? That's adulthood./ How many beats?		This, that and how many This is my (pen)./That's my (ruler)./How many (pencils)?
Unit 2	Verb to have got (questions) Have you got healthy habits? Yes, I have.	Unit 1	Verb to have got (questions) Have you got (a scarf)? Yes, I have. / No, I haven't.
	Verb to have got He's got a good hygiene.		Verb to have got She's got (long) hair.
Unit 3	Verb to be (questions with where and prepositions) Where's your locality? It's in Jaén.	Unit 2	Verb to be (questions with where and prepositions) Where's (Mum)? She's in (the living room).
	Verb to be (questions with where and prepositions) Where's the festival? It's next to the school.		Verb to be (questions with where and prepositions) Where's (the lamp)? It's on/next to (the table).
Unit 4	There is/isn't There is a teacher. There isn't a police officer.	Unit 3	There is/isn't There's (a goose and a turkey). There isn't (a frog).
Unit 5	Verb to be (questions with where and prepositions) Where's the rabbit? It's next to the door.	Unit 4	Verb to be (questions with where and prepositions) Where's (the cow)? It's behind (the wall).
Unit 6	Can/can't (questions) Can you protect the environment? Yes, I can.	Unit 5	Can/can't (questions) Can you (swim)? Yes, I can. / No, I can't.
Unit 7	Can/can't (questions and affirmative forms) Can she use a map? No, she can't. But she can use a compass.		Can/can't (questions and affirmative forms) Can he play (tennis)? No, he can't. But he can play (the guitar).
Unit 8	Present Continuous (questions with long answers) What are you doing? I am recycling some waste.	Unit 6	Present Continuous (questions with long answers) What are you doing? I'm (eating) (an orange).
Unit 9	Present Continuous (questions with short answers) Are you measuring mass with a scale? Yes, I am.		Present Continuous (questions with short answers) Are you (cooking)? Yes, I am. / No, I'm not.
Unit 10	Want to + infinitive I want to watch videos on my tablet.	Unit 6	Want to + infinitive I want to (collect shells).
Unit 11	Want to + infinitive (questions) Do you want to experiment with water? Yes, I do.		Want to + infinitive (questions) Do you want to (play) (in the morning)? Yes, I do. / No, I don't.
Unit 12	Want to + infinitive (questions) Do you want to go to bed? No, I don't.		



Learning Experiences

Aligned with the new curriculum



Global Thinkers Andalucía edition and **Rise and Shine Andalucía edition** are **competence-based courses** aligned with the **LOMLOE**. Each unit presents a hands-on project, creating an innovative Learning Experience (*Situación de aprendizaje*) which help pupils to face real world tasks and use their knowledge and skills to resolve relevant challenges.

Rise and Shine

Learning experience 1
Making a presentation of your dream job

Step 1 Start
1 Look, point and match. Then say.
2 Remember!

Step 2 Think
3 Read and say. What job is it?
Hello! I'm Jane. I work in a primary (1) and I go to school by (2). I eat at (3) and finish at (4). I teach (5) English and (6). I haven't got a uniform. I like helping children. I love my job. I'm happy. I'm a (7)?
Why are all jobs important in an inclusive community?
Take up your family about the jobs they do. Is it the job they wanted to do when they were children?

Step 3 Create
3 Read and correct the mistakes.
Name: Jane
Job: Teacher
Place: hospital
Uniform: yes no
Skills: helping my family
4 Choose and write about your dream job.
5 Present your dream job to the class.
Hello! I'm Jane. I'm a teacher. I work in a primary school.

Step 4 Peer review
6 Think and say.
I think doctors and teachers are very important.
My brother's job is a difficult / dangerous / real job.

Reflection Time
 I can use jobs and places in town vocabulary.
 I can describe jobs in my community.
 I can help others.

Context: personal / social
Future skill: be critically responsible
Sustainable Development Goal: gender equality



2 LOOKING AFTER YOUR BODY

I eat healthy food, sleep ten hours a day and do exercise to look after my body.

WHAT DO YOU THINK?
Do you sometimes feel very hungry?
Do you get ill? Who helps you?
Left of people haven't got healthy habits. We can help them.
Design a leaflet for a Healthy Day in your school.

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HEALTH AND ILLNESS
1 Health and illness
2 Food
3 How to eat well
4 Good hygiene
5 Moving and resting
6 Feeling emotions

DO YOU GET HEALTHY HABITS?
DO YOU EAT WELL?
DO YOU EXPRESS YOUR FEELINGS?

HOW DO YOU EXPRESS YOUR FEELINGS?

Look, Cross X the odd one out.

Healthy habits
Symptoms

Ask your classmates about their healthy habits.
Have you got healthy habits?
Yes, I have. I do exercise every day.

EMERGENCY SITUATIONS
What can you do when there is a serious accident?
Tick (✓)
- Tell an adult
- Ask for help
- Call 112
- Call the victim

Healthy habits can help us from getting ill.



Sustainable Development Goals

Educating pupils to become responsible citizens



Global Thinkers Andalucía edition and **Rise and Shine Andalucía edition** are inclusive and committed to the world and facilitate that pupils become an **active participant** in their **own process of discovering the world**, **taking responsibility** for their actions, and encouraging them to behave with sensitivity towards social, cultural, civic and environmental issues.

Rise and Shine

Learning experience 2
YOUR BODY

Step 3 Create
3 Read, think and match.
4 Write your ideas. Then draw the kindness comic.
5 Read the kindness comic to the class.

Step 4 Peer review
6 Think and say.
The picture is great!
The story is interesting and fun!
I like / don't like this character because he / she is...
He / She is kind. That's cool!

Kind help
Character and description
Title | End | Problem
Resource: a fact file and a comic.

1 It's cool to be kind!
2 Inventor
Giant Freda: strong, brave
Dragon Kind: kind, clever
3 Giant Freda is sad because she is not good at playing an instrument.
4 Dragon Kind helps Giant Freda and makes a new instrument.
5 Giant Freda is good at playing the instrument.
She says thank you to Dragon Kind. They are happy.

Dragon Kind likes doing crafts. He can help Giant Freda!
This is fun!
Giant Freda and Dragon Kind are happy. They are dancing!
Here you are! Try now!
Now I'm good at playing this instrument! I'm happy! Thank you!

Reflection Time
 I can use hobbies and activities vocabulary.
 I can tell a story.
 I can be kind.

Context: personal / social
Future skill: be kind and compassionate
Sustainable Development Goal: good health and well-being

GLOBAL THINKERS

YOUR BODY

I eat healthy food, sleep ten hours a day and do exercise to look after my body.

WHAT DO YOU THINK?
Do you sometimes feel very hungry?
Do you get ill? Who helps you?

WHAT IS GOING ON AROUND YOU?
Lots of people haven't got healthy habits. We can help them.

WHAT CAN YOU DO TO HELP?
Design a leaflet for a Healthy Day in your school.

LET'S STAY HEALTHY

Sustainable Development Goals