

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.

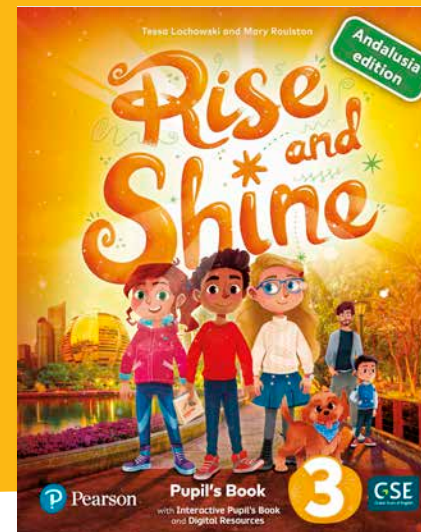


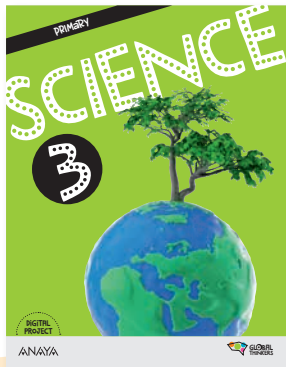
Anaya's Global Thinkers Andalucía edition presents the unit's content based on the **grammar scope and sequence** from **Pearson's Rise and Shine Andalusia edition**.

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

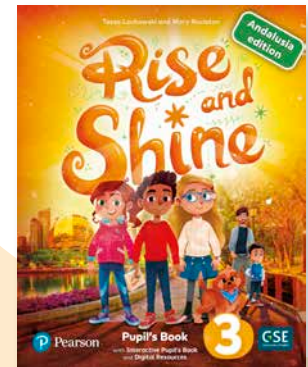


Furthermore, **topics** from **Global Thinkers Andalucía edition** are presented and recycled in **Pearson's Rise and Shine Andalusia edition**, in order to create a more comprehensive learning environment, for both teachers and pupils.





Global Thinkers: Science 3		Rise and Shine 3	
Grammar Units. Language Bank		Grammar	
Unit 1	Verb to have got My plant has got stems. It hasn't got flowers.	Welcome	Verb to have got The (library) has/hasn't got (a gallery).
	Verb to have got (questions with short answers) Has it got legs? Yes, it has.		Verb to have got (questions with short answers) Has the (library) got (books)? Yes, it has. / No, it hasn't.
Unit 2	Verb to have got (questions with long answers) What have you got in your circulatory system? I have got a heart, blood vessels and blood.	Unit 1	Verb to have got (questions with long answers) What have you got on (Monday)? I've got (Art) and (Geography) on (Monday).
Unit 3	Present Simple (questions with long answers) Why do you like them? Because they are beautiful.		Present Simple (questions with long answers) What time do you (wake up)? I (wake up) at (seven o'clock).
Unit 4	There are/aren't There are natural materials in nature. There aren't artificial materials in nature.	Unit 2	There are/aren't There are some (shops). There aren't any (schools).
	There is/are (questions) Are there artificial materials in nature? No, there aren't.		There is/are (questions) Is there a (librarian)? Yes, there is. / No, there isn't. Are there any (teachers)? Yes, there are. / No, there aren't.
Unit 5	Present Simple of the verb to be The Earth's axis is an imaginary line.	Unit 3	Present Simple of the verb to be The book is about (a giant). Is she (happy)? Yes, she is. / No, she isn't.
	Present Simple of the verb to be (questions) Are days in winter long and warm? No, they aren't.		Present Simple of the verb to be (questions) Are (the dragons) (clever)? Yes, they are. / No, they aren't.
Unit 6	Like/don't like I like cold climates in winter.	Unit 4	Like/don't like She likes (taking photos)./He doesn't like (playing chess).
	Like (questions with short answers) Do you like skiing? Yes, I do.		Like (questions with short answers) Does he/she like (being outside)? Yes, he/she does. / No, he/she doesn't.
Unit 7	Can/can't Pedestrians can cross the street in the zebra crossing. Can cars go on a bike lane? No, they can't.	Unit 5	Can/can't Tigers can/can't (run). Can they fly? Yes, they can. / No, they can't.
Unit 8	Verb to have got Spain has got a low birth rate. Have you got a job? No, I haven't		Verb to have got They've got/haven't got (fur). Have they got (spots)? Yes, they have. / No, they haven't.
Unit 9	Present Continuous The present time is happening now.	Unit 6	Present Continuous He's/She's (fishing). He/She isn't (cycling).
	Present Continuous (questions) Are you listening to an oral source? Yes, I am.		Present Continuous (questions) What's he/she doing? He's/She's (skateboarding). Is she (cycling)? Yes, she is. / No, she isn'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

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

Step 1 Start
1 Look, point and match. Then say.

Remember!
Look! There is a doctor. The doctor works in the hospital.

Step 2 Think
2 Read and say. What job is it?
Hello! I'm Jane. I work in a primary school. I go to school by bus. I start at 8 and finish at 4. I teach English and PE. I haven't got a uniform. I like helping children. I love my job. I'm happy. I'm a teacher.

Step 3 Create
3 Read and correct the mistakes.
Name: Jane
Job: Teacher
Place: hospital
How you go to work: by car
Skills: helping my family

Step 4 Peer-review
4 Think and say:
I think doctors and teachers are very important.
My favourite job is a teacher. I think being a teacher is a difficult / interesting / real job.

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

Learning experience 1

WHERE DO LIVING THINGS LIVE?

3 LOOKING AFTER NATURE!

When one part of an ecosystem disappears, the whole ecosystem falls piece by piece. Like the dominos game!

Do you sometimes stand domino pieces in a line? What happens when you push the first piece? What are the living things of our planet? Why are some species disappearing? All living things depend on each other. Species need trees to live and animals need seeds to eat. Can you help a real ecosystem and how to protect it?

WHERE DO LIVING THINGS LIVE?

1 **WHERE DO LIVING THINGS LIVE?**

2 **WHERE DO LIVING THINGS LIVE?**

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7 **WHERE DO LIVING THINGS LIVE?**

8 **WHERE DO LIVING THINGS LIVE?**

EVERYTHING IS CONNECTED

1 Look and do the activities.

2 Observe relationships. How do living things interact with the ecosystem?

3 Look, listen and read. There are different types of relationships between the living things in an ecosystem. The most important ones are **feeding relationships**.

4 Copy and colour the pictures in your notebook. Read the story and draw lines to connect them. Check! Have you done the matching correctly? Show responsibility in the ecosystem. You need a lot of care and attention. We are all connected in an ecosystem!

5 **At an ecosystem we see...** We tell you in a moment to know more about the relationships between the living things in an ecosystem.

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

Learning experience 2

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
Dragon Kind

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

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.

Kind help Characters and description
Title | End | Problem

Resource
a fact file and a comic.

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!

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

Learning experience 2

GLOBAL THINKERS

NATURE!

When one part of an ecosystem disappears, the whole ecosystem falls piece by piece. Like the dominos game!

Do you sometimes stand domino pieces in a line? What happens when you push the first piece? What are the living things of our planet? Why are some species disappearing? All living things depend on each other. Species need trees to live in and animals need seeds to eat.

CREATE A WELL DISPLAY ABOUT A REAL ECOSYSTEM AND HOW TO PROTECT IT.

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

Sustainable Development Goals