



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 classes and to *make your day-to-day lives easier.*



Global Action uses the **grammar scope and sequence** from Pearson to present the **content subjects**, enabling students to understand the topics presented in English, while providing opportunities to develop their language skills.

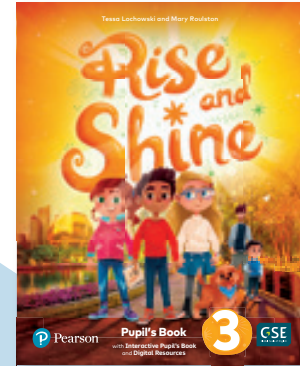


Topics from **Global Action** are presented and recycled in Pearson's English courses to create a more **integrated experience** for both teachers and learners.





Global Action: Social Science 3		Rise and Shine 3	
Grammar Units. Language Bank		Grammar	
Unit 1	Can/can't Can you observe a hypothesis? Yes, you can / No, you can't. You can check an experiment.	Unit 5	Can/can't Tigers can/can't (run). Can they (fly)? Yes, they can/no, they can't.
	Verb to be Is it a giraffe? Yes, It is/ no, isn't. Is it a lizard? Yes, It is/ No, it isn't.	Unit 3	Verb to be Is she (happy)? Yes, she is/ No, she isn't.
Unit 2	Present simple Does it like sunlight/water? Yes, It does. / No, It doesn't.	Unit 4	Present simple Does he/she like (being outside)? Yes, she/he does.
	Verb have got The (pine) has got (seeds). The (ferns) hasn't got any (flowers).	Welcome	Verb have got The (library) has / hasn't got (a gallery).
	Verb to like -ing It likes (eating grass/animals).	Unit 4	Verb to like -ing She likes (taking photos). He doesn't like (playing chess).
Unit 3	Verb have got Has it got an internal skeleton? Yes, It has. /No, it hasn't.	Welcome	Verb have got The (library) has / hasn't got (a gallery).
	Present simple Does it like eating meat? Yes, It does. / No, it doesn't.	Unit 4	Present simple Does he/she like (being outside)? Yes, she/he does.No, she/he doesn't.
Unit 4	There is/There are Is there water in your ecosystem? Yes, there is./ No, there isn't. Are there ants in your ecosystem? Yes, there are. / No, there aren't.	Unit 5	Can/Can't We can plant more trees. We can build more reservoirs.
	Present continuous. I am boiling/freezing the water.	Unit 6	Present continuous He/she's (fishing/cycling)
Unit 5	Verb have got Have you got (a knife)? Yes, I have./ No, I haven't.	Welcome	Verb have got Has the (library) got (computers)? Yes, it has./ No, it hasn't.
Unit 6	Can/can't (Wheels) can (help to transport things). (Mobile phones) can't (clean floors).	Unit 5	Can/can't Tigers can/can't (run).





Global Action: Natural Science 3		Rise and Shine 3	
Grammar Units. Language Bank		Grammar	
Unit 1	Can/can't Can you observe a hypothesis? Yes, you can / No, you can't. You can check an experiment.	Unit 5	Can/can't Tigers can/can't (run). Can they (fly)? Yes, they can/no, they can't.
Unit 2	Verb to be Is it a giraffe? Yes, It is/ no, isn't. Is it a lizard? Yes, It is/ No, it isn't.	Unit 3	Verb to be Is she (happy)? Yes, she is/ No, she isn't.
	Present simple Does it like sunlight/water? Yes, It does. / No, It doesn't.	Unit 4	Present simple Does he/she like (being outside)? Yes, she/he does.
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	Present continuous I am boiling/freezing the water.	Unit 6	Present continuous He/she's (fishing/cycling)
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Learning Experiences

Aligned with the new curriculum



Rise and Shine and **Global Action** are **competency-based courses** aligned with the **LOMLOE**. Project work in every unit inspires and focuses learning from the very start, creating an innovative Learning Experience (*Situaciones 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 skills: to identify responsibilities
Sustainable Development Goal: quality education

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 car. I start at 8. I teach (S) English and (M) I haven't got a uniform. I like helping children. I love my job. I'm happy. I'm a (T)?

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
Choose and write about your dream job.
Present your dream job to the class.

Step 4 Peer review
4 Think and say.
I think being a (teacher) is a difficult / dangerous / very important job.
I think doctors and teachers are very important.
My favourite job is...
I like helping children. I love my job. I'm happy.

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

Why are all jobs important in an inclusive community?
Talk to your family about the jobs they do. Is it the job they wanted to do when they were children?

Learning experience 1 UNES 1 and 2

2 Living beings

I like animals! Frogs, squirrels, elephants, sharks... and especially tigers! They're so strong and brave. I worry because they're endangered. Our plants, plants are dying. They don't bring us an energy!

What do you think?
Do you agree with Tug? Are plants important? What plants are important? How do you think we can help them? Why?

Context
Write the 30-3000 different living beings and categorize them and draw them.

Target in action
Write a story about the importance of plants and animals and why plants are important.

Follow the clues!

Features of living beings
Types of living beings
Processes of plants
Plant interactions and reproduction
Plant classification

What are plants like?
How do plants eat?
How do plants interact and reproduce?
How do plants interact and reproduce?
Plants are everywhere!

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

How have I learned?
1 I have learned...
2 I know more about living beings...
3 I can describe plants and animals...
4 I can help others.

Learning experience 2



Sustainable Development Goals

Educating students to become responsible citizens



Rise and Shine and **Global Action** are inclusive and committed to the world and facilitate that **students 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

Global action

Learning experience 3

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

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

Step 4 Peer review
4 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 3

Global Action

Fun! Boring!

Features of plants
Plant nutrition
Plant interaction and reproduction
Plant classification

1 What are plants like?
2 How do plants eat?
3 How do plants interact and reproduce?
4 Plants are everywhere!

Learning experience 4

Sustainable Development Goals