

# 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.*



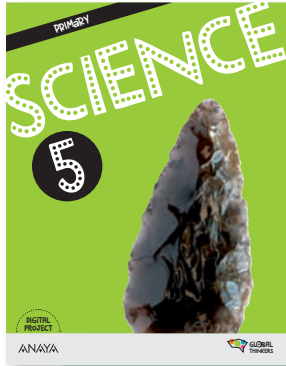
**Anaya's Global Thinkers Andalucía edition** presents the unit's content based on the **grammar scope and sequence** from **Pearson's Rise and Shine Andalusia edition**.

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 5		Rise and Shine 5	
Grammar Units. Language Bank		Grammar	
<b>Unit 1</b>	Like/don't like (questions) Do you like olives? No, I don't like olives. / Yes, I like olives.	<b>Welcome</b>	Like/don't like (questions) What do you like doing? I like (talking to people). What does he/she like doing? He/She likes (helping people).
<b>Unit 2</b>	Present Simple (questions with long answers) Is the disease in picture 2 contagious? Yes, the disease in picture 2 is contagious.		Present Simple (questions with long answers) What time do you wake up? I wake up at (five past/to seven).
<b>Unit 3</b>	Comparative: short adjectives Calcite is brighter than calcedonia.	<b>Unit 1</b>	Comparative: short adjectives A deer is (shorter) than a camel.
	Comparative: long adjectives Quarz is more colourful than calcedonia.		Comparative: long adjectives Cheetahs are more (dangerous) than deer.
<b>Unit 4</b>	Present Simple with how often and adverbs of time How often do you measure matter? I usually measure matter in class.	<b>Unit 2</b>	Present Simple with how often and adverbs of time How often do you use a laptop? I (always) use a laptop.
	Present Continuous How are you making the steps of the experiment? First, I'm putting the oil in the glass.		Present Continuous I'm helping now.
<b>Unit 5</b>	Have to/don't have to You have to use efficient lamps.	<b>Unit 3</b>	Have to/don't have to I have to/don't have to (bring a rope).
	Have to/don't have to (questions) Does she have to limit the hours of artificial lighting? Yes, she does.		Have to/don't have to (questions) Does he/she have to (wear gloves)? Yes, he/she does./ No, he/she doesn't.
<b>Unit 6</b>	There was/wasn't, There were/weren't Were there any of these phenomena in your city? There was some precipitation in my city. There weren't any clouds in my city.	<b>Unit 4</b>	There was/wasn't, There were/weren't There was/wasn't (a parade). There were some/weren't any (fireworks).
<b>Unit 7</b>	Past Simple of the verb to be When was birth rate higher?		Past Simple of the verb to be Were you (tired)?/Where were you?/When was (the party)?/ Who was (at the party)?
<b>Unit 8</b>	Past Simple Felipe V ascended the throne in 1700.	<b>Unit 5</b>	Past Simple I/You/We/They painted/didn't paint the fence. He/She cleaned/didn't clean the windows.
	Past Simple (questions) When did the Enlightenment start?		Past Simple (questions) Did you (laugh)? What did she (need)? Where did he (walk)? When did they (arrive)?
<b>Unit 9</b>	To be going to What is going to happen in the Modern Age? An absolutist monarchy is going to rule Spain.	<b>Unit 6</b>	To be going to He/She's going to (travel by bus). We/They aren't going to (exchange money). To be going to (questions) What are you going to (do)?/Where is he going to (stay)?/ When are we going to (go)? /How are they going to (travel)?



# 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.  
2 Remember!

**Step 2 Think**  
3 Read and say. What job is it?  
4 Hello! I'm Jane. I work in a primary (1) and I go to school by (2). I start 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 (7)?  
5 Why are all jobs important in an inclusive community?  
6 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.  
4 Name: Jane  
Job: Teacher  
Place: hospital  
How you go to work: by car  
5 Choose and write about your dream job.  
6 Present your dream job to the class.  
7 Hello! I'm Jane. I'm a teacher. I work in a primary school.

**Step 4 Peer review**  
3 Think and say:  
4 I think doctors and teachers are very important.  
5 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.

**2 LOOKING AFTER YOUR HEALTH**

**WHAT DOES IT MEAN TO BE HEALTHY?**

Factor that affect our health:  
1 Healthy and strong  
2 Healthy and strong  
3 Healthy and strong  
4 Healthy and strong  
5 Healthy and strong  
6 Healthy and strong  
7 Healthy and strong

**WHAT DOES THE HEALTHY SYSTEM?**

1 The heart system  
2 The lungs system  
3 The stomach system  
4 The brain system  
5 The eyes system  
6 The ears system  
7 The nose system

**WHAT DOES IT MEAN TO TAKE ACTION?**

1 Factor that affect our health  
2 Healthy and strong  
3 Healthy and strong  
4 Healthy and strong  
5 Healthy and strong  
6 Healthy and strong  
7 Healthy and strong

**WHAT DOES IT MEAN TO BE HEALTHY?**

1 Factor that affect our health  
2 Healthy and strong  
3 Healthy and strong  
4 Healthy and strong  
5 Healthy and strong  
6 Healthy and strong  
7 Healthy and strong

# 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 HEALTH**

**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.  
6 I like / don't like this character because...  
7 He / She is kind. That's cool!

**Step 4 Peer review**  
3 Think and say:  
4 The story is interesting and fun!  
5 I like / don't like this character because...  
6 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.

**GLOBAL THINKERS**

**YOUR HEALTH**

Hello! My name is Sandra. I don't want to get ill, so I'm not going to leave my bedroom. Read the reasons in my note.

**DON'T COME IN!**  
1 I'm going to wash my hands 50 times a day.  
2 I'm not going to shake hands or sit on the floor.  
3 I don't want to go to school.  
4 I don't want to shake hands or sit on the floor.  
5 I'm not going to leave my room to go and have a shower.  
6 I don't want to shake hands or sit on the floor.  
7 I'm not going to leave my room to go and have a shower.

**WHAT DO YOU THINK?**  
Can you think of any other reasons for the list?  
Do you think it is possible to never get ill or injured?  
Do you think Sandra's rules are really going to keep her healthy?

**WHAT IS GOING ON AROUND YOU?**  
The World Health Organization (WHO) says that health is a state of physical, mental and social well-being, not just the absence of disease and illness.

**WHAT CAN YOU DO TO HELP?**  
Write a list of ideas to convince Sandra to leave her room.

Sustainable Development Goals