



CRA
MONDÚVER-SAFOR
46025489
Barx, Palmera i Potries

C/ L'Ermita, 1 46721-Potries (València)
<https://portal.edu.gva.es/cramonduersafor/>
46025489@edu.gva.es
96 282 67 10

SABERS BÀSICS

TERCER CICLE: CINQUÉ

LLENGUA ESTRANGERA: ANGLÉS

LA LLENGUA I EL SEU ÚS Transversals a totes les C.E
Gramàtica, lèxic i ortografia

UNIT 1 – WORLD OF WORK

LANGUAGE AND ITS USE

Grammar

- Use of **Present Simple** to describe routines and jobs
- Correct use of **3rd person singular (-s)**
- Use of **possessive adjectives** (*my, your, his, her, our, their*)
- Formation and use of **adverbs of manner** (*carefully, quickly*)
- Sentence structures: affirmative, negative and interrogative

Vocabulary

- Jobs and professions
- Workplace actions and routines
- Personality adjectives related to work

Spelling

- Correct spelling of common job-related vocabulary
- Formation of adverbs (*quick* → *quickly*)

UNIT 2 – OUR LIVES

LANGUAGE AND ITS USE

Grammar

- Use of **Past Simple (regular and irregular verbs)**
- Time expressions (*last year, ago, yesterday*)
- Sentence structure in past (affirmative, negative, questions)

Vocabulary

- Life events and personal experiences
- Biographical language

Spelling

- Regular past endings (*-ed*) pronunciation and spelling

UNIT 3 – IN THE CITY

LANGUAGE AND ITS USE

Grammar

- Use of **there is / there are**
- Questions and short answers
- Prepositions of place (*next to, behind, in front of*)

Vocabulary

- Places in the city
- Transport and directions

Spelling

- Correct spelling of place names and transport vocabulary

UNIT 4 – OUR ENVIRONMENT

LANGUAGE AND ITS USE

Grammar

- Use of **should / shouldn't** (advice)
- Use of **have to / don't have to** (obligation)
- Quantifiers (*some, any, a lot of*)

Vocabulary

- Recycling and environmental issues
- Nature and sustainability

Spelling

- Environmental vocabulary accuracy

UNIT 5 – FILM

LANGUAGE AND ITS USE

Grammar

- Comparative adjectives (*bigger, more interesting*)
- Superlative adjectives (*the best, the most exciting*)

Vocabulary

- Film genres and elements
- Descriptive adjectives

Spelling

- Adjective forms and endings

UNIT 6 – TECHNOLOGY

LANGUAGE AND ITS USE

Grammar

- Use of **will / won't** (future predictions)
- Use of **modal verbs** (*can, could, may*) for permission

Vocabulary

- Technology and digital tools
- Online actions

Spelling

- Technology-related vocabulary

ESTRATÈGIES COMUNICATIVES Transversals a totes les C.E

Comprensió i expressió oral i escrita

UNIT 1

COMMUNICATIVE STRATEGIES

Oral comprehension

- Understand descriptions of jobs and daily routines
- Identify key information in short conversations

Oral expression

- Ask and answer about jobs (*What does she do?*)
- Describe routines using appropriate structures

Written comprehension

- Understand short texts about professions

Written expression

- Write simple descriptions about jobs and people

UNIT 2

COMMUNICATIVE STRATEGIES

Oral comprehension

- Understand biographies and past events

Oral expression

- Talk about past experiences and life events

Written comprehension

- Read and understand short biographies

Written expression

- Write a short biography or timeline

UNIT 3

COMMUNICATIVE STRATEGIES

Oral comprehension

- Understand directions and location descriptions

Oral expression

- Ask for and give directions

Written comprehension

- Read maps, signs, and short descriptions

Written expression

- Write simple descriptions of a city

UNIT 4

Oral comprehension

- Understand environmental problems and solutions

Oral expression

- Give advice and suggestions

Written comprehension

- Read informative texts about the environment

Written expression

- Write simple proposals or advice texts

UNIT 5

COMMUNICATIVE STRATEGIES

Oral comprehension

- Understand opinions about films

Oral expression

- Express preferences and opinions

Written comprehension

- Read reviews and descriptions

Written expression

- Write simple film reviews

UNIT 6

COMMUNICATIVE STRATEGIES

Oral comprehension

- Understand instructions and permissions

Oral expression

- Ask for and give permission

Written comprehension

- Read simple digital texts

Written expression

- Write short instructions or messages

CULTURA I SOCIETAT Transversals a totes les C.E

Unit 1

- Unusual jobs and work environments
- Awareness of **different types of jobs worldwide**
- Introduction to **unusual professions**
- Reflection on **roles in society**

Unit 2

- Traditions: *Día de los Muertos*
- Understanding **life stories from different cultures**

Unit 3

- Cities and urban life
- Understanding **urban environments**
- Comparing cities in different countries

Unit 4

- Awareness of **environmental responsibility**
- Sustainable habits in different cultures

Unit 5

- Knowledge of **international cinema (e.g. Bollywood)**
- Awareness of cultural diversity in films

Unit 6

- Technology and modern life
- Role of technology in modern life
- Responsible and safe use of digital tools



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UNIT 1 – SCHOOL

LANGUAGE AND ITS USE

Vocabulary

- School routines: have lessons, do homework, have a break, after-school clubs
- Subjects: ICT, English, PE, drama club
- Activities: experiments, science fair, competitions
- Time expressions: every day, on Monday, twice a week

Grammar

- **Present Simple with time expressions** (routines)
- **Present Simple vs Present Continuous** (habit vs action now)
- Adverbs of frequency: always, usually, sometimes, never

Communication (Story & Everyday English)

- Story: *At the science fair* → describing experiences
- Everyday English:
 - *How often do you...?*
 - *On Saturdays / Twice a week*

UNIT 2 – IN NATURE

LANGUAGE AND ITS USE

Vocabulary

- Natural features: desert, mountain, river, waterfall
- Landscape elements: path, hill, rock, stream
- Environmental terms: protect, ranger, island

Grammar

- **Comparative adjectives** (*bigger, more beautiful*)
- **Superlative adjectives** (*the biggest, the most interesting*)

Communication

- Story: *A new life*
- Everyday English:
 - *I'd like a ticket, please*
 - *Would you like to pay by card?*

UNIT 3 – CARNIVAL

LANGUAGE AND ITS USE

Vocabulary

- Festival terms: parade, costume, fireworks, mask
- Emotions: excited, nervous, proud

Grammar

- **Past Simple (was/were)** affirmative and negative
- Introduction to past descriptions

Communication

- Story: *The parade*
- Everyday English:
 - *Can we get...?*
 - *Could I have...?*

UNIT 4 – MY WEEKEND

LANGUAGE AND ITS USE

Vocabulary

- Activities: shopping, visiting, watching, calling
- Daily actions and leisure

Grammar

- **Past Simple (irregular verbs)**
- **Past simple questions and short answers**

Communication

- Story: *The women who wanted to run*
- Everyday English:
 - *How was your weekend?*
 - *That sounds fun!*

UNIT 5 – WILD ANIMALS

LANGUAGE AND ITS USE

Vocabulary

- Animals: cheetah, elephant, zebra, giraffe
- Adjectives: dangerous, amazing, friendly

Grammar

- Irregular comparatives and superlatives

Communication

- Story: *How the zebra got its stripes*
- Everyday English:
 - *What do you want to do now?*
 - *Shall we...?*

UNIT 6 – ADVENTURES

LANGUAGE AND ITS USE

Grammar

- Use of **will / won't** (future predictions)
- Use of **modal verbs** (*can, could, may*) for permission

Vocabulary

- Technology and digital tools
- Online actions

Spelling

- Technology-related vocabulary

ESTRATÈGIES COMUNICATIVES Transversals a totes les C.E

Comprensió i expressió oral i escrita

UNIT 1

COMMUNICATIVE STRATEGIES

Oral Comprehension

- Understand classroom instructions.
- Understand simple conversations about school and routines.

Oral Expression

- Talk about daily routines.
- Ask and answer questions about school.

Written Comprehension

- Read short texts about school activities.
- Find basic information (time, subjects).

Written Expression

- Write about your school day.
- Use simple sentences (*I have..., I go...*).

UNIT 2

COMMUNICATIVE STRATEGIES

Oral Comprehension

- Understand descriptions of places (mountains, rivers...).

Oral Expression

- Describe places in nature.
- Compare places (*bigger, smaller*).

Written Comprehension

- Read short texts about nature.

Written Expression

- Write simple descriptions of places.

UNIT 3

COMMUNICATIVE STRATEGIES

Oral Comprehension

- Understand short stories about festivals.
- Identify past actions (*was, were*).

Oral Expression

- Talk about past events (festival, parade).

Written Comprehension

- Read short stories about celebrations.

Written Expression

- Write a short story about a festival.

UNIT 4

Oral Comprehension

- Understand conversations about past activities.

Oral Expression

- Talk about your weekend.
- Ask questions (*Did you...?*).

Written Comprehension

- Read short diary texts.

Written Expression

- Write a short diary entry.

UNIT 5

COMMUNICATIVE STRATEGIES

Oral Comprehension

- Understand descriptions of animals.

Oral Expression

- Describe animals.
- Compare animals (*bigger, faster*).

Written Comprehension

- Read simple texts about animals.

Written Expression

- Write about an animal.

UNIT 6

COMMUNICATIVE STRATEGIES

Oral Comprehension

- Understand plans (*going to*).

Oral Expression

- Talk about future plans.
- Express opinions (*I like..., I don't like...*).

Written Comprehension

- Read texts about trips and hobbies.

Written Expression

- Write about future plans or a holiday.

Unit 1

- Learn about school life in different countries (timetables, subjects, routines).
- Compare school meals and healthy habits in the UK and other countries.
- Develop respect for different ways of learning and school organization.
- Understand the importance of rules and cooperation in school environments.

Unit 2

- Learn about **natural landscapes around the world** (mountains, rivers, deserts).
- Discover the importance of **protecting the environment**.
- Understand the role of **national parks and nature reserves**.
- Promote attitudes of **respect and care for nature**.

Unit 3

- Explore **festivals and traditions** (Carnival, parades, costumes).
- Learn about **celebrations in different cultures**.
- Understand the value of **cultural diversity and traditions**.
- Encourage participation in **social and cultural events**.

Unit 4

- Learn about **free time activities in different countries**.
- Compare **family and leisure habits**.
- Promote the importance of **balance between work and free time**.
- Respect different **lifestyles and hobbies**.

Unit 5

- Learn about **animals from different parts of the world**.
- Understand the importance of **protecting endangered species**.
- Raise awareness about **environmental problems**.
- Promote respect for **animals and biodiversity**.

Unit 6

- Discover **outdoor activities and traditions** in different cultures.
- Learn about **safe and responsible behavior in nature**.
- Promote interest in **exploration and new experiences**.
- Encourage respect for **natural environments and sustainability**.