Give Me Five 6 (90 hours)

diagnostic test available in Teacher’s Resource Bank via Navio

Starter Unit

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 | * reviewing vocabulary – things you see in a town or city
 | * reviewing grammar - ‘there is’ and ‘there are’
 | * understanding and acting out a dialogue
* finding information
* expressing personal opinions and preferences
* thinking about the importance of protecting natural habitats
* contributing ideas
* sharing ideas and opinions
* reflecting and setting goals
* checking learning
 |
| Lesson 2 | * believe, climb, dislike, eat, go, know, prefer, swim, travel, want, work, understand
 | * state verbs
* present simple vs present continuous
 | * expressing personal opinions and preferences
* working with graphs and charts organisers
* using a chart to categorise
* contributing ideas
* sharing ideas and opinions
* reflecting and setting goals
* checking learning
 |
| Lesson 3 | * reviewing countries and languages
 | * present passive
 | * learning about global projects and how children around the world can communicate
* using present passive to talk about languages used in different countries
* memorising
* completing a form
* understanding that people can make a difference in their community
* contributing ideas
* sharing ideas and opinions
* reflecting and setting goals
* checking learning
 |
| Lesson 4 | * barn owl, cat, community, countryside, dog, fox, in danger, nest, nest box, predator, species
 | * question tags in the present
 | * understanding that people can make a difference in their community
* analysing and applying rules and patterns
* contributing ideas
* sharing ideas and opinions
* reflecting and setting goals
* checking learning
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Unit 1

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5) | * arrivals, boarding pass, check-in desk, departures, flight attendant, hand luggage, land, passenger, queue, runway, take off, trolley
* adventure, airport, exhibition, fact, hold hands, nationality , passport, poster, show, suitcase, travel
 | * ‘would’ to talk about hypothetical situations
 | * identifying and naming places, objects and verbs related to air travel
* reading for specific information
* talking how to make traveller in airports feel happier
* categorising
* expressing and respecting opinions
* reflecting and setting goals
 |
| Lesson 2 (6) | * airport, football team, solar-powered plane
 | * past continuous and past simple with ‘while’
 | * listening and reading a conversation
* analysing and applying rules and patterns
* identifying past simple and past continuous in a dialogue
 |
| Lesson 3 (7) | * battery, energy, explorer, fuel, imagine, international flight, nervous, promise, solar panels
 | * What do you do to help save the plant’s energy?
 | * researching Belgium
* reading and understanding an article
* reading with confidence and fluency
* understanding the importance of saving the planet’s energy
* discussing the importance of alternative energy
* expressing and respecting opinions
 |
| Lesson 4 (8) | * agree, decide, imagine, like, stop, suggest, try
 | * verbs with infinitive or gerund
 | * acting out a dialogue
* analysing and applying rules and patterns
* practicing the sounds of the ‘ed’ ending for past simple verbs
 |
| Lesson 5 (9) | * backpacker, guard, guest, lift, platform, reception, receptionist, ticket office, tourist information centre
 | * prepositions that change the meaning of verbs
 | * learning and practicing words related to travel and tourism
* listening for gist
* listening for specific information
* doing a communication task
* remembering and describing
* collaborative speaking
 |
| Lesson 6 (10) | * fictional, first-class, huge, iceberg, lifeboat, lifejacket, orchestra, porthole, sink, steward
 | * The ship stopped moving
 | * language to talk about historical events
* predicting content to raise interest
* reading and writing an eyewitness account
* reading for general information
* ordering events chronologically
* sharing your knowledge
* giving an opinion on the text
* expressing and respecting opinions
* seeing another’s point of view
 |
| Lesson 7 (11) | * verbs of the senses: feel, look, smell, taste
* hot-air balloon, scene, senses, smoke, sound
 | * verbs of the senses
 | * identifying text features of an eyewitness account
* reading and writing an eyewitness account
* planning, checking and correcting
* using criteria to check your writing
* sharing and discussing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (12) | * abroad, coast
 | * reviewing tenses to talk about future plans
 | * making suggestions in a conversation
* reflecting on your own learning and progress
* evaluating
* expressing and respecting opinions
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| Lesson 13 | Unit 1 test (available in Teacher’s Resource Bank via Navio) at standard and higher levels |  |  |

Unit 2

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (14) | * archery, athletics, crash mat, fencing, gymnastics, hoop, martial arts, net, racket, rope, trampolining, water polo
* bow, court, field, goal posts, leotard, mask, running track, sword, target
 | * ‘must’ and ‘need’
 | * reviewing and naming sports and equipment
* finding connections between words
* forming conceptual links and associations
* defining and describing
* working together
* checking learning
* reflecting and setting goals
* expressing and respecting opinions
 |
| Lesson 2 (15) | * chess, kung fu, skipping, tug-of-war
 | * present perfect to talk about past activities
 | * listening and reading a conversation
* analysing and applying rules and patterns
* practice using present perfect to ask for specific information about past activities
* identifying present perfect and past simple in the dialogue
* working together
* checking learning
* reflecting and setting goals
 |
| Lesson 3 (16) | * balance, discipline, flexibility, monk, powerful, self-control, speed, strength, temple
 | * All five styles develop discipline and self-control
 | * researching China
* finding connections between words
* listening for general and specific information
* reading and understanding a text about the history of kung fu
* reading with confidence and fluency
* understanding the importance of controlling your temper
* expressing and respecting opinions
* discussing and evaluating a martial art
* working together
* checking learning
* reflecting and setting goals
 |
| Lesson 4 (17) | * belt, concentrate, get fit, karate
 | * rhythm and stress patterns in present perfect sentences
* present perfect for telling how long you have done different activities – ‘for’ and ‘since’
 | * acting out a dialogue
* analysing and applying rules and patterns
* working together
* checking learning
* reflecting and setting goals
 |
| Lesson 5 (18) | * belong to a sports club, do circus skills, collect cards, go to drama class, do photography, do needlework, make model, sing in a choir
 | * ‘er’ and ‘or’ suffixes to change verbs into nouns
* I prefer collecting stamps to cards.
* I’d rather collect stamps than cards.
 | * reviewing words related to hobbies
* listening for gist
* listening for specific information
* doing a communication task
* expressing preferences
* comparing and contrasting
* working together
* checking learning
* reflecting and setting goals
 |
| Lesson 6 (19) | * champion, hard-working, kitesurfing, self-confident
 | * I think that Gisela is an amazing sportswoman.
 | * practice talking about famous people
* predicting content
* reading for general information
* scanning for key content
* reading a magazine article
* sharing your knowledge
* giving an opinion on the text
* expressing and respecting opinions
* working together
* checking learning
* reflecting and setting goals
 |
| Lesson 7 (20) | * extreme adjectives: amazing, astonishing, brilliant, enormous, fantastic, fascinating, massive
 | * extreme adjectives
* Ross is mad about (flying).
 | * identifying the text features of a magazine article
* reading and writing a magazine article
* collaborative writing
* using criteria to check your writing
* sharing and discussing your writing with a partner
* peer evaluation and feedback
* working together
* checking learning
* reflecting and setting goals
 |
| Lesson 8 (21) | * absolutely, match
* belt, be patient, metronome, positive attitude, set a goal
 | * What sports do you play?
* (Maths) is sometimes difficult for me.
* What about you?
 | * learning how to initiate a conversation
* practicing expressions for making suggestions
* listening for general and specific information
* reflecting on your own learning and progress
* problem solving
* evaluating
* working together
* checking learning
* setting goals
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| Lesson 22 | Unit 2 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 23 | Festival lesson 1 – Thanksgiving day (second half of November)* celebrate, marching bands, marshmallows, parade, pecan nuts, seeds, stuffing, squash
 | * What special food do you eat during festivals?
 | * writing about different food festivals in your country
* learning about Thanksgiving traditions in America and countries around the world
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Unit 3

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (24) | * an avocado, beans, beef, a chilli pepper, cinnamon, corn, garlic, a lime, an onion, peanuts, prawns, turkey
 | * ‘any’ with countable and uncountable nouns
 | * reviewing and naming different kinds of food
* learning about cooking and preparing
* categorising
* reading for specific information
* working together
* reflecting and setting goals
 |
| Lesson 2 (25) | * all year round, volunteers, water plants
 | * ‘too’ and ‘enough’ with countable and uncountable nouns
 | * listening and reading a conversation
* analysing and applying rules and patterns
* identifying examples of ‘too’ and ‘enough’ in the dialogue
* working together
* reflecting and setting goals
 |
| Lesson 3 (26) | * bitter, chocolate, cocoa, delicious, dry, ground, pods, powder, spices, sugar, vanilla
 | * Then they roasted and ground them.
 | * researching Mexico
* discussing chocolate’s history and its repercussions on health
* thinking about the importance of eating and celebrating together
* reading a story with confidence and fluency
* working together
* reflecting and setting goals
 |
| Lesson 4 (27) | * mobile phone, school uniform
 | * ‘shouldn’t’, ‘needn’t’, ‘mustn’t’ – contracted forms
 | * acting out a dialogue
* analysing and applying rules and patterns
* using modal verbs for expressing obligation and lack of obligation
* thinking about rules at school
* working together
* reflecting and setting goals
 |
| Lesson 5 (28) | * antonyms
* do exercise, drink fizzy drinks, drink water, eat fruit and vegetables, eat junk food, go for walks, rest, spend time on the computer
 | * How often do you (drink water)?
* I (drink water twice a day).
 | * learning words and phrases related to keeping fit and healthy
* learning about healthy eating and living
* doing a communication task
* thinking about healthy or unhealthy habits
* working together
* collective speaking
* reflecting and setting goals
 |
| Lesson 6 (29) | * addictive, cheap, diet, fast food, healthy, slat, saturated fat, save time, sugar
 | * Some people argue that fast food is unhealthy.
 | * talking about healthy eating and living
* predicting content
* reading for general information
* seeing two sides of an argument
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 7 (30) | * connective words and phrases: also, firstly, furthermore, however, on the one hand, on the other hand, secondly
* wake up
 | * connective words and phrases
* Some people say that we can use this time more effectively.
 | * identifying the text features of an argument
* writing an argumentative text
* planning, checking and correcting
* using criteria to check your writing
* sharing and discussing your writing with a partner
* peer evaluation and feedback
* working together
* reflecting and setting goals
 |
| Lesson 8 (31) | * keeping fit, eating healthy, resting
 | * Do you think you’re healthy / they’re healthy?
 | * asking questions in a conversation
* evaluating methods of keeping healthy and fit
* listening for general and specific information
* reflecting on your own learning and progress
* expressing and respecting opinions
* working together
* setting goals
 |
| Lesson 32 | * Unit 3 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
* alternatively Term 1 test (available as above)
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| Lesson 33 | Project 1 – An energy report* advantages, cheap, coal, disadvantages, electricity, expensive, gas, hydroelectric, mountains, renewable energy, rivers, solar, solar cells, sunny, wind, windy
 | * I’m going to find out some advantages and disadvantages of solar power.
* Let’ stalk about solar powers first.
 | * practicing how to talk about renewable energy
* learning about different kinds of renewable energy
* researching one type of renewable energy
* listening for specific information
* completing a form
* sharing information with your group
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Unit 4

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (34) | * beads, clay, costume, create an animation, do ceramics / origami / traditional dancing, make a film / jewellery, perform a play, puppet, stage
 | * Have you ever (made a film)?
 | * reviewing and naming different creative activities
* understanding and acting out a grammar dialogue
* completing and practicing a dialogue
* forming conceptual links and associations
* defining and describing
* listening for specific information
* working together
* reflecting and setting goals
 |
| Lesson 2 (35) | * compose, create, perform, record, shadow puppets, shine a light, sticks
 | * past passive
 | * listening and reading a conversation
* analysing and applying rules and patterns
* identifying past passive in the dialogue
* working together
* reflecting and setting goals
 |
| Lesson 3 (36) | * animated, anime, character, comic book, exaggerate, manga, mood, story frame
 | * Manga drawings are like comics that tell stories.
 | * researching Japan
* listening for general and specific information
* reading and understanding a text
* discussing different forms of comic books
* reading with confidence and fluency
* understanding the importance of respecting other people’s tastes
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 4 (37) | * comic book, computer game
 | * past passive questions
 | * identifying and classifying words with the silent ‘w’
* acting out a dialogue
* analysing and applying rules and patterns
* categorising
* working together
* reflecting and setting goals
 |
| Lesson 5 (38) | * actor, composer, fashion designer, film director, graffiti artist, novelist, photographer, sound engineer
 | * relative pronouns ‘who’, ‘where’, ‘when’, ‘which’ for defining
 | * reviewing and naming creative jobs
* listening for gist
* listening for specific information
* doing a communication task
* expressing certainty and uncertainty
* working together
* praising and encouraging
* reflecting and setting goals
 |
| Lesson 6 (39) | * comic, strip, funny, kidnap, monkey, odd sock
 | * Why have I got only odd socks?
 | * predicting content
* reading for general information
* guessing meaning of words from context
* reading, writing and drawing a comic strip
* divergent thinking
* sharing your knowledge
* giving an opinion on the text
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 7 (40) | * caption, exclamation, kitten, sound effect, speech bubble, thought bubble
 | * punctuation – using full stops, question marks and exclamation marks
 | * identifying the text features of a comic strip
* reading, writing and drawing a comic strip
* using criteria to check your writing
* sharing and discussing your writing with a partner
* peer evaluation and feedback
* working together
* reflecting and setting goals
 |
| Lesson 8 (41) | * creative, doodles, virtual worlds, water park
 | * I’m impressed.
 | * developing visual-spatial skills through describing different photos
* listening for general and specific information
* reflecting on your own learning and progress
* spatial thinking
* showing interest
* evaluating creativity
* working together
* setting goals
 |
| Lesson 42 | Unit 4 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |

Unit 5

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (43) | * advert, blog post, brochure, cartoon, chat message, email, greetings card, leaflet, note, sign, sign language, text message
 | * Which language does (hamster) come from?
* It comes from (German).
 | * naming different kinds of messages and communication
* learning about English words which come other languages
* assessing different ways of communication
* defining and describing
* reading for specific information
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 2 (44) | * characters, letters, look forward to
 | * reported speech
 | * listening and reading a conversation
* identifying examples of reported speech in the dialogue
* analysing and applying rules and patterns
* working together
* reflecting and setting goals
 |
| Lesson 3 (45) | * ancient Egyptians / Greeks / Romans, code, hieroglyphics, symbols, work it out
 | * It looks like a large piece of boring grey rock.
 | * researching Egypt
* thinking about the importance of learning about civilisations from the past
* reading a story with confidence and fluency
* giving an opinion on the story
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 4 (46) | * dance club, do homework, juggle, skate
 | * ‘would’ and ‘could’ in reported speech
 | * acting out a dialogue
* analysing and applying rules and patterns
* thinking about different abilities people have
* working together
* reflecting and setting goals
 |
| Lesson 5 (47) | * article, caption, fashion section, front page, headline, interview, reporter, review, sports news, world news
 | * adjectives with different endings
 | * learning words and phrases related to news articles
* doing a communication task
* working together
* collective speaking
* reflecting and setting goals
 |
| Lesson 6 (48) | * computer coding, keep up, volunteers, website
 | * It was so popular that they started a second group.
 | * reviewing news vocabulary
* learning about computer coding
* predicting content
* skimming for general information
* reading a newspaper article
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 7 (49) | * proud, story-writing competition, surprised, thrilled
 | * ‘so’ to connect sentences
* reviewing ‘Wh-’ questions
 | * identifying the text features of a newspaper article
* writing a newspaper article
* organising the ideas in a newspaper article
* planning, checking and correcting
* using criteria to check your writing
* sharing and discussing your writing with a partner
* peer evaluation and feedback
* working together
* reflecting and setting goals
 |
| Lesson 8 (50) | * excited, friendly, funny, polite, reporter
 | * How did you meet her?
* What was she like?
 | * review asking questions and describing people, their jobs and their interests
* preparing a conversation about meeting a famous person
* listening for general and specific information
* reflecting on your own learning and progress
* evaluating
* expressing and respecting opinions
* working together
* setting goals
 |
| Lesson 51 | Unit 5 test (available in Teacher’s Resource Bank via Navio) – at standard and higher level |  |  |

Unit 6

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (52) | * archaeologist, businessperson, computer technician, detective, electrician, graphic designer, physiotherapist, plumber, politician, security / tour guide, veterinary nurse
 | * Do you (wear a uniform)?
 | * reviewing and naming different jobs
* defining and describing
* forming conceptual links and associations between vocabulary
* logical thinking
* working together
* reflecting and setting goals
 |
| Lesson 2 (53) | * artist, astronaut, firefighter, musician, teacher
 | * modal verbs for predictions about the future
 | * listening and reading a conversation
* identifying examples of future predictions in the dialogue
* analysing and applying rules and patterns
* working together
* showing interest in others
* reflecting and setting goals
 |
| Lesson 3 (54) | * ambition, challenge, deaf, fingertips, frustrated, percussion, positive, vibrations
 | * When she was eight, Evelyn began studying the piano.
 | * researching Scotland
* understanding the importance of being positive when there is challenge
* reading a story with confidence and fluency
* reading for general and specific information
* giving an opinion on the text
* empathising
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 4 (55) | * in (one year’s) time, in (three months’) time, next week, the day after tomorrow, this evening
 | * embedded questions
* rising and falling intonation patterns
 | * acting out a dialogue
* analysing and applying rules and patterns
* reviewing future time expressions
* working together
* reflecting and setting goals
 |
| Lesson 5 (56) | * get a job, go backpacking, go to university, have children, learn to drive, leave home, start a business
 | * sequencing
 | * reviewing and naming different life events
* practicing sequencing events
* practice expression to express doubt
* doing a communication task
* listening for gist and specific information
* showing interest in others
* working together
* reflecting and setting goals
 |
| Lesson 6 (57) | * arcade game, BMX bike, calculator, cassette, cure, disease, time capsule
 | * I hope that there aren’t any wars.
 | * comparing life in the past and now
* talking about present habits and making future predictions
* predicting content
* guessing the meaning of words from context
* reading for general information
* reading an informal letter
* comparing and contrasting
* giving an opinion on the text
* working together
* reflecting and setting goals
 |
| Lesson 7 (58) | * football training, solar-powered, zero gravity games
 | * using paragraphs
* I imagine the life will be very different in the future.
 | * identifying the text features of an informal letter
* writing an informal letter
* using criteria to check your writing
* sharing and discussing your writing with a partner
* collaborative writing
* peer evaluation and feedback
* working together
* reflecting and setting goals
 |
| Lesson 8 (59) | * general description, opinion
 | * What do you want to be when you’re older?
 | * reviewing how to describe photos
* paraphrasing when you don’t know a word
* sequencing
* listening for general and specific information
* spatial thinking
* reflecting on your own learning and progress
* evaluating
* praising and encouraging
* showing interest
* working together
* setting goals
 |
| Lesson 60 | * Unit 6 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
* alternatively Term 2 test (available as above)
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| Lesson 61 | Project 2 – Living on Mars* atmosphere, breathe, conditions, energy, grow food, keep warm, melt the ice, oxygen, planets, plants, the Sun temperature, water
 | * I’m going to find out how we could (breathe on Mars).
* We need oxygen to breathe.
 | * sharing information
* discussing possible solutions to the problems
* researching one aspect of living on Mars
* listening for specific information
* completing a form
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Unit 7

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (62) | * bank notes, cashier, coins, credit card, customer, moneybox, price tag, purse, receipt, save / spend money, till
 | * ‘would’ for imaginary situations
* What would you sell at the sale?
* How much would you sell it for?
 | * reviewing words related to money and shopping
* defining and describing
* reading and understanding an instruction text
* learning about saving money and the environment
* working together
* expressing and respecting opinions
* reflecting and setting goals
 |
| Lesson 2 (63) | * big, expensive, old, tall
 | * comparative forms
* I’m too old to play with teddies now.
* He is / isn’t old enough to buy a mobile phone.
 | * listening and reading a conversation
* comparing prices
* finding example of comparative forms in the dialogue
* analysing and applying rules and patterns
* working together
* reflecting and setting goals
 |
| Lesson 3 (64) | * business, craftspeople, fair, salesperson, trade
 | * They help them organise their production.
 | * researching the USA
* learning the importance of taking initiative
* learning the importance of trading fairly
* reading a text with confidence and fluency
* giving an opinion on the text
* helping and encouraging
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 4 (65) | * cotton, good / bad luck, superstitious, (to) trade
 | * first conditional
* linking sounds – connected speech
 | * acting out a dialogue
* comparing prices
* learning about superstitious beliefs
* analysing and applying rules and patterns
* helping and encouraging
* working together
* reflecting and setting goals
 |
| Lesson 5 (66) | * bent, cracked, faulty, loose, ripped, scratched, stained
 | * adjectives with different endings” ‘-y’, ‘-ous’, ‘-ful’
* Can I see your receipt?
* Would you like your money back?
 | * reviewing words related to damaged objects
* talking about taking damaged objects back to shops
* doing a communication task
* helping and encouraging
* working together
* reflecting and setting goals
 |
| Lesson 6 (67) | * boat, fibreglass, kite, plastic, polyester, remote-controlled, waveboard
 | * But one now before we run out!
 | * reviewing the language of advertising
* using language to persuade others
* predicting content
* skimming a text for general information
* reading an advert
* expressing and respecting opinions
* helping and encouraging
* working together
* reflecting and setting goals
 |
| Lesson 7 (68) | * alliteration, bargain, encourage, quote, raise interest, rhyme, slogan
 |  | * using alliteration and rhyme to write slogans
* identifying parts of an advert
* using language to persuade others
* writing an advert
* organising the ideas in an advert
* planning, checking and correcting
* using criteria to check your writing
* sharing and discussing your writing with a partner
* collaborative writing
* helping and encouraging
* working together
* reflecting and setting goals
 |
| Lesson 8 (69) | * online, pocket money, receive
 | * Do your parents give you pocket money?
 | * talking about money and shopping
* listening for general and specific information
* making notes to prepare a conversation
* planning and preparing for a conversation
* reflecting on your own learning and progress
* evaluating
* expressing and respecting opinions
* helping and encouraging
* working together
* setting goals
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| Lesson 70 | * Unit 7 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
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Unit 8

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (71) | * coral, boogie boarding, giant tortoise, hammock, have a nap, palm tree, sea kayaking, sea lion, scuba diving, shore, tropical fish, wildlife spotting
 | * Would you like to visit the giant tortoise reserve?
* ‘would like’ for desires
 | * naming different activities on a tropical island
* listening and grouping vocabulary items
* defining and describing
* ‘would like’ to talk about a desire
* working together
* reflecting and setting goals
 |
| Lesson 2 (72) | * clean a beach, go boogie boarding / sailing / scuba diving / sea kayaking / wildlife spotting, climb a volcano
 | * second conditional to talk about unlikely situations
* first vs. second conditional
 | * listening and reading a conversation
* talking about unlikely situations
* comparing and contrasting
* analysing and applying rules and patterns
* working together
* reflecting and setting goals
 |
| Lesson 3 (73) | * compass, hungry, lifeboat, rainwater, yacht, sink, sunburnt, thirsty, whale
 | * While they were sailing towards the Galapagos Islands, their luck changed.
 | * researching Ecuador
* listening for general and specific information
* understanding the importance of encouragement in groups
* reading a text with confidence and fluency
* giving an opinion on the text
* working together
* reflecting and setting goals
 |
| Lesson 4 (74) | * find, lose, meet, visit, win
 | * second conditional to talk about unlikely situations
* contracted forms of ‘would’
 | * asking questions with second conditional
* identifying contracted forms of ‘would’
* analysing and applying rules and patterns
* working together
* reflecting and setting goals
 |
| Lesson 5 (75) | * be invisible, be the president, get lost, have three wishes, meet a famous person, travel in space, travel back in time, win the lottery
* anything, anyone, anywhere
 | * I doubt it.
* It’s very unlikely.
* You never know.
* ‘anyone’, ‘anything’ and ‘anywhere’ in second conditional questions
 | * reviewing and naming unlikely or unreal experiences
* reviewing phrases to express uncertainty
* listening for gist
* listening for specific information
* doing a communication task
* helping and encouraging
* working together
* reflecting and setting goals
 |
| Lesson 6 (76) | * autobiographical, desert island, fictional, rescue, shelter
 | * I wonder if I’ll find a better place to live tomorrow.
 | * reviewing talking about past events
* sequencing events
* predicting content
* skimming a text for general information
* reading a diary extract
* empathising
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 7 (77) | * heading, reflection
 | * personal pronouns and possessive adjectives
 | * reflecting on existing knowledge to predict content
* identifying text features of a diary extract
* writing a diary extract
* using criteria to check your writing
* sharing and discussing your writing with a partner
* collaborative writing
* peer evaluation
* working together
* reflecting and setting goals
 |
| Lesson 8 (78) | * dinosaurs, prehistoric age
 | * Would you go to the future or the past?
 | * agreeing and disagreeing with an opinion
* reviewing describing objects
* listening for general and specific information
* reflecting on your own learning and progress
* evaluating
* working together to solve a problem
* expressing and respecting opinions
* initiating a conversation
* setting goals
 |
| Lesson 79 | * Unit 8 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
 |  |  |
| Lesson 80 | Festival lesson 2 – Endangered Species Day (second half of May)* aquarium, block rivers, botanical gardens, build houses, climate change, destroy, disappear, endangered species, extinct, habitat, hunt, orang-utan, polar bears, pollute water, protect, survive, vaquita, wildlife refuge, zoo
 | * These are animals and plants that are in danger of disappearing completely from the world.
 | * learning about endangered species
* thinking how people can help endangered species
 |

Unit 9

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (81) | * blackboard, canvas, chalk, easel, goggles, headphones, interactive whiteboard, laboratory, laptop, oil paints, overall, rows of desks
 | * reviewing present perfect with ;for’ and ‘since’
 | * naming school equipment from the past and present
* classifying vocabulary in a Venn diagram
* creating a topic concept map
* forming conceptual links and associations
* defining and describing
* showing interest in others
* working together
* reflecting and setting goals
 |
| Lesson 2 (82) | * be strict, carry rucksacks, punish pupils, sit in rows, work in silence
 | * ‘used’ to for past habits
 | * listening and reading a conversation
* talking about past habits
* comparing and contrasting education in the past and now
* identifying examples of ‘used to’ in the dialogue
* analysing and applying rules and patterns
* working together
* reflecting and setting goals
 |
| Lesson 3 (83) | * (to) award, dynamite, Nobel Prize, obituary
 | * Alfred Nobel was born in 1833.
* I think it’ll change the world.
* I’m going to use my money to create prizes.
 | * researching Sweden
* understanding the universal right to have an education
* reading a text with confidence and fluency
* giving an opinion on the text
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 4 (84) | * ceremony, go shopping / to my grandparents’ house
 | * ‘will’ vs. ‘going to’ for the future
 | * acting out a conversation
* identifying and practicing features of connected speech
* analysing and applying rules and patterns
* working together
* reflecting and setting goals
 |
| Lesson 5 (85) | * Chemistry, geometry set, Literature, locker, musical instrument, Physics, sports kit, timetable
 | * compound nouns
 | * reviewing and naming secondary school subjects and equipment
* learning how to form compound nouns
* listening for gist
* listening for specific information
* talking about feelings
* doing a communication task
* showing interest in others
* working together
* reflecting and setting goals
 |
| Lesson 6 (86) | * agony aunt column, shy, tips
 | * Starting a new school is a big change.
* reviewing giving advice
 | * reviewing language for giving advice
* predicting content
* reading a text for general information
* reading an advice column
* expressing and respecting opinions
* working together
* reflecting and setting goals
 |
| Lesson 7 (87) | * anxious, boring, bossy, friendly, helpful, stay organised, sympathetic
 | * conjunctions – ‘so’ and ‘because’
 | * identifying text features of an advice column
* writing an advice column
* expressing cause and effect
* using criteria to check your writing
* understanding the importance of talking about your worries
* sharing and discussing your writing with a partner
* collaborative writing
* working together
* reflecting and setting goals
 |
| Lesson 8 (88) | * nursery school, primary school, secondary school, overalls, university
 | * Did you go to nursery school, Lucy?
 | * listening to and having a conversation about school
* using a spidergram to prepare a conversation about a topic
* listening for general and specific information
* learning a simple tip for speaking about a topic
* reflecting on your own learning and progress
* evaluating
* working together to solve a problem
* showing interest in others
* praising and encouraging
* setting goals
 |
| Lesson 89 | * Unit 9 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
* alternatively Term 3 test (available as above)
* alternatively End-of-year Test (available as above) - at standard and higher levels
 |  |  |
| Lesson 90 | Project 3 – Life in the past* classroom, community, elderly, food, past, relative, travel
 | * I’m going to write questions about (schools) in the past.
* That’s a good question.
* What / how about this?
 | * researching aspects of living in the past
* listening for specific information
* completing notes
* sharing knowledge
 |