Learning Lands 5 (90 hours)

tests available in Teacher’s Resource Bank via Teacher’s App

Hello Unit

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1  PB pg. 6  AB pg. 6 | * reviewing character adjectives |  | * meeting the Amazing Exchange Club team * reviewing character adjectives |
| Lesson 2  PB pg. 7  AB pg. 7 | * reviewing adjectives | * reviewing comparatives and superlatives | * talking about your hobbies |
| Lesson 3  PB pg. 8  AB pg. 8 | * reviewing vocabulary | * reviewing Zero Conditional * *If you want to connect with other students, arrange a video call.* | * reading about and discussing global online communities |
| Lesson 4  PB pg. 9  AB pg. 9 | * reviewing life experiences vocabulary | * Present Perfect (affirmative and with *never*) * *I’ve visited an island* * *I’ve never tried scuba diving.* | * listening and responding to a dialogue about the Amazing Exchange Club * reviewing life experiences vocabulary * reviewing Present Perfect |

Unit 1

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5)  PB pg. 10  AB pg. 10 | * *canyon, coast, coral reef, desert, grassland, ocean, path, rainforest, sand dune, stream, valley, volcano* |  | * naming identifying and using words to talk about natural features |
| Lesson 2 (6)  PB pg. 11  AB pg. 11 | * recycled vocabulary | * Past Continuous and Past Simple * *I was collecting water from the stream when I heard a loud noise.* | * talking about interrupted past actions using Past Continuous and Past Simple * developing plurilingual skills |
| Lesson 3 (7)  PB pg. 12-13  AB pg. 12 | * recycled vocabulary | * recycled grammar | * reading and responding to a fable * identifying points of view in a story * SEL: recognising strengths in others * developing plurilingual skills * developing mediation skill: describing characters and identifying their points of view * developing mediation skill: relaying specific information |
| Lesson 4 (8)  PB pg. 14  AB pg. 13 | * *flood, grassy, muddy, rocky, sandy, steep* | * recycled grammar | * identifying and using words to describe natural features * using pictures to make predictions * Exam Practice: A2 Key for Schools Listening Part 1 * developing mediation skill: reporting the main message |
| Lesson 5 (9)  PB pg. 15  AB pg. 14 | * breakfast food * *cereal, jam, milk, nuts, raisins, toast* | * Past Continuous and Past Simple questions * *What were you doing when you saw the lizard?* * *We were hiding behind the rock.* | * asking and answering about interrupted past actions |
| Lesson 6 (10)  PB pg. 16, 17  AB pg. 15 | * recycled vocabulary | * recycled grammar | * reading and responding to a webpage * recognising additional information gained through video (visual literacy) * identifying features of a website (information literacy) * developing plurilingual skills * developing mediation skill: comparing and contrasting treatment of information * developing mediation skill: giving a personal response |
| Lesson 7 (11)  PB pg. 18  AB pg. 16 | * recycled vocabulary | * recycled grammar * *Did I tell you about the time…?* * *You’ll never guess what happened!* * *Suddenly,…* * *Eventually,…* | * telling a story * showing interest * developing plurilingual skills * developing mediation skill: practicing collaborative skills |
| Lesson 8 (12)  PB pg. 19  AB pg. 17 | * recycled vocabulary | * recycled grammar | * identifying the structure of a story * planning and writing a story with a message * developing mediation skill: relaying specific information |
| Lesson 13  PB pg. 20-21  AB pg. 18-21 | * option 1: reviewing vocabulary from Unit 1 * option 2: reviewing vocabulary from Welcome Unit and Unit 1 * Unit 1 test (available in Teacher’s Resource Bank via MEE) at standard and higher levels | * reviewing grammar from Unit 1 * reviewing grammar from Welcome Unit and Unit 1 | * reviewing vocabulary and grammar from Unit 1 * assessment for learning Unit 1 * Exam Practice: A2 Key for Schools Reading and Writing Part 5, Listening Part 1 * developing plurilingual skills |

Unit 2

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (14)  PB pg. 22  AB pg. 22 | * *cart, crops, grain, harvest, hut, knight, merchant, ox/oxen, plough, straw, tool, trade* |  | * identifying and using words to talk about life in medieval times * developing plurilingual skills |
| Lesson 2 (15)  PB pg. 23  AB pg. 23 | * recycled vocabulary | * *have to* present and past (affirmative and negative) * *I have to study medieval history* * *You don’t have to study much more for the test!* * *They had to work very hard.* * *Farmers didn’t have to use oxen.* | * talking about obligation and lack of obligation with *have to / had to* |
| Lesson 3 (16)  PB pg. 24, 25  AB pg. 24 | * recycled vocabulary * suffix *-ly* | * recycled grammar | * reading and responding to a historical story and poem * identifying features of stories and poems * SEL: presenting yourself positively to others * developing plurilingual skills * developing mediation skill: comparing two texts * developing mediation skill: giving a personal response * developing mediation skill: relaying specific information |
| Lesson 4 (17)  PB pg. 26  AB pg. 25 | * *chat to people, light a fire, message someone, print information, send a messenger, use a smartphone* | * recycled grammar | * identifying and using words to talk about communication * listening to longer texts * Exam Practice: A2 Key for Schools Listening Part 2 * developing mediation skill: breaking information down into stages |
| Lesson 5 (18)  PB pg. 27  AP pg. 26 | * recycled vocabulary | * *could / couldn’t* (past possibility) * *People could grow their own food.* * *They couldn’t listen to the radio.* | * talking about past ability with *could / couldn’t* * Exam Practice: A2 Key for Schools Reading and Writing Part 6 |
| Lesson 6 (19)  PB pg. 28, 29  AB pg. 27 | * recycled vocabulary | * recycled grammar | * reading and responding to an infographic * using an infographic to understand information (visual literacy) * understanding detail in an infographic (visual literacy) * developing mediation skill: giving a personal response * developing mediation skill: interpreting and explaining the infographic |
| Lesson 7 (20)  PB pg. 30  AB pg. 28 | * recycled vocabulary | * *Could you say that again, please?* * *What do you mean by…?* * *Can I check something, please?* | * giving a talk about life in the past * checking understanding * developing mediation skill: encouraging conceptual talk |
| Lesson 8 (21)  PB pg. 31  AB pg. 29 | * recycled vocabulary | * recycled grammar | * recognising features of a poem * planning and writing a poem about living in the past * developing mediation skill: relaying specific information |
| Lesson 22  AB pg. 30-33 | * reviewing vocabulary from Unit 2 * Unit 2 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels | * reviewing grammar from Unit 2 | * assessment for learning Unit 2 * Exam practice: A2 Key for Schools Listening Part 2 * developing plurilingual skills |

Unit 3

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (23)  PB pg. 32  AB pg. 34 | * *archery, athletics, chess, cookery drama, fencing, gymnastics, martial arts, photography, pottery, trampolining, yoga* |  | * identifying and using words to talk about free-time activities * developing plurilingual skills |
| Lesson 2 (24)  PB pg. 33  AB pg. 35 | * recycled vocabulary | * Present Perfect questions with *ever* and short answers * *Have you ever played chess?* * *Yes, I have. / No I haven’t.* | * asking and answering about experiences with *Have you ever…?* * developing plurilingual skills |
| Lesson 3 (25)  PB pg. 34, 35  AB pg. 36 | * recycled vocabulary * synonyms | * recycled grammar | * reading and acting out a play * working out the meaning of new words * SEL: identifying ways to reduce stress * developing plurilingual skills * developing mediation skill: relaying specific information * developing mediation skill: giving a personal response |
| Lesson 4 (26)  PB pg. 36  AB pg. 37 | * *classical music, hip hop, a musical, opera, pop music, salsa* | * recycled grammar | * identifying and using words to talk about different kinds of music * listening for specific information * developing plurilingual skills * developing mediation skill: relaying specific information |
| Lesson 5 (27)  PB pg. 37  AB pg. 38 | * recycled vocabulary | * Present Perfect with *How long…?* and *for / since* * *How long have you done gymnastics?* * *For six months. / Since 2019.* | * Asking and answering about experiences with *How* *long…?* and *for/since* * Exam Preparation: A2 Key for Schools Writing Part 6 |
| Lesson 6 (28)  PB pg. 38, 39  AB pg. 39 | * recycled vocabulary | * recycled grammar | * reading and responding to mixed online texts * using visual clues to make predictions about the texts on the same topic (visual literacy) * evaluating search results (information literacy) * Exam Preparation: A2 Key for Schools Reading Part 1 * developing mediation skill: giving a personal response |
| Lesson 7 (29)  PB pg. 40  AB pg. 40 | * recycled vocabulary | * *The person I admire most is…* * *What I admire most about her is…* | * giving a talk about someone you admire * showing emotion in a talk * developing mediation skill: breaking information down |
| Lesson 8 (30)  PB pg. 41  AB pg. 41 | * recycled vocabulary | * recycled grammar | * using paragraphs * planning and writing a biography about a special person * developing mediation skill: relaying specific information |
| Lesson 31  PB pg. 42, 43  AB pg. 42-45 | * option 1: revision of vocabulary from Unit 3 * option 2: revision of vocabulary from Unit 2 & 3 * Unit 3 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels | * revision of grammar from Unit 3 * revision of grammar from Unit 2 & 3 | * assessment for learning Unit3 * Exam Practice: A2 Key for Schools Reading and Writing Part 6; Reading Part 1 * developing plurilingual skills |
| Lesson 32  PB pg. 44, 45  AB pg. 46, 47 | Project 1 –   * recycled vocabulary | Project 1 –   * recycled grammar | * researching medieval games * working together to make a poster and presentation about a medieval game (collaborative learning) |

Unit 4

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (33)  PB pg. 46  AB pg. 48 | * *binoculars, compass, map, puffer jacket, rope, rucksack, sleeping bag, suncream, sunglasses, tent, torch, walking boots* |  | * identifying and using words to talk about camping equipment * developing plurilingual skills |
| Lesson 2 (34)  PB pg. 47  AB pg. 49 | * recycled vocabulary | * Present Perfect with *just, already* and *yet* * *I’ve just arrived at our camp in Norway.* * *I’ve already taken hundreds of photos.* * *We haven’t been out to explore yet.* | * talking about activities using Present Perfect with *just, already* and *yet* * Exam Practice: A2 Key for Schools Reading Part 3 |
| Lesson 3 (35)  PB pg. 48, 49  AB pg. 50 | * recycled vocabulary | * recycled grammar | * reading and responding to a graphic novel * using visual thinking to understand a graphic novel * SEL: taking responsibility for your own decisions * developing plurilingual skills * developing mediation skill: giving a personal response * developing mediation skill: relying specific information |
| Lesson 4 (36)  PB pg. 50  AB pg.51 | * *abseiling, hiking, mountain biking, rafting, rock climbing* | * recycled grammar | * identifying and using words to talk about outdoor activities * activating knowledge * developing mediation skill: giving a personal response * developing mediation skill: linking understanding of new information to previous knowledge * Exam Practice: A2 Key for Schools Listening Part 4 |
| Lesson 5 (37)  PB pg. 51  AB pg. 52 | * adjectives to describe animals | * Present Perfect questions with *yet* and short answers * *Have you tried rafting yet?* * *Yes, I have. / No, I haven’t.* | * asking and answering about activities using Present Perfect questions with *yet* * developing plurilingual skills |
| Lesson 6 (38)  PB pg. 52, 53  AB pg. 53 | * recycled vocabulary | * recycled grammar | * reading and responding to a film review * identifying the writer’s opinion (critical literacy) * differentiating fact from opinion (information literacy) * developing mediation skill: giving a personal response * developing mediation skill: identifying the main message |
| Lesson 7 (39)  PB pg. 54  AB pg. 54 | * recycled vocabulary | * *Shall we…?* * *Why don’t we…?* * *Let’s…* * *We could…* | * planning an outdoor adventure * making and responding to suggestions * developing mediation skill: facilitating collaborative interaction |
| Lesson 8 (40)  PB pg. 55  AB pg. 55 | * recycled vocabulary | * recycled grammar | * planning and writing a film review * using synonyms * developing mediation skill: relying specific information |
| Lesson 41  AP pg. 56-59 | * revision of vocabulary from Unit 4 * Unit 4 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels | * revision of grammar from Unit 4 | * assessment for learning Unit 4 * Exam Practice: A2 Key for Schools Listening Part 4 * developing plurilingual skills |

Unit 5

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (42)  PB pg. 56  AB pg. 60 | * *canal boat, cycle path, cyclist, green space, litter bin, noise, pedestrians, pollution, public transport, steps, traffic jam, wildlife* |  | * identifying and using words to describe living in a city * developing plurilingual skills |
| Lesson 2 (43)  PB pg. 57  AB pg. 61 | * recycled vocabulary | * *too much / too many* * *not enough* + noun * *There’s too much noise in the city centre.* * *There are too many people.* * *There isn’t enough space.* * *There aren’t enough rooms.* | * talking about places using *too much / too many* and *not enough* + noun * developing plurilingual skills |
| Lesson 3 (44)  PB pg. 58, 59  AB pg. 62 | * recycled vocabulary * collocations (adjective + preposition) | * recycled grammar | * reading and responding to a short story * identifying the main idea in a paragraph * SEL: saying how you feel and why * developing plurilingual skills * developing mediation skill: giving a personal response * developing mediation skill: identifying and reporting the main idea |
| Lesson 4 (45)  PB pg. 60  AB pg. 63 | * *crowded, polluted, noisy, quiet, safe, unusual* | * recycled grammar | * identifying and using adjectives to describe places * identifying reasons and explanations * developing mediation skill: analysing and criticising creative texts * Exam Practice: A2 Key for Schools Listening Part 3 |
| Lesson 5 (46)  PB pg. 61  AB pg. 64 | * recycled vocabulary | * *too* and *not enough* + adjective * *It’s too noisy.* * *It isn’t safe enough.* | * talking about problems using *too* and *not enough* * Exam Practice: A2 Key for Schools Reading Part 3 * developing plurilingual skills |
| Lesson 6 (47)  PB pg. 62, 63  AB pg. 65 | * recycled vocabulary | * recycled grammar | * reading and responding to an online article * giving a personal response to a text (critical literacy) * identifying the effects of images (visual literacy) * developing mediation skill: giving a personal response * developing mediation skill: understanding from previous knowledge * developing mediation skill: discussing personal opinions |
| Lesson 7 (48)  PB pg. 64  AB pg. 66 | * recycled vocabulary | * *I agree.* * *Exactly!* * *You’re right.* * *I know what you mean but…* * *I (don’t) think that…* * *Sorry, but I don’t agree.* | * giving and responding to opinions * showing respect to others’ opinions * developing mediation skill: facilitating collaborative interaction |
| Lesson 8 (49)  PB pg. 65  AB pg. 67 | * recycled vocabulary | * recycled grammar | * using direct speech * planning and writing a short story * developing plurilingual skills * developing mediation skill: relying specific information |
| Lesson 50  PB pg. 66-67  AB pg. 68-71 | * option 1: revision of vocabulary from Unit 5 * option 2: revision of vocabulary from Unit 4 & 5 * Unit 5 test (available in Teacher’s Resource Bank via MEE) – at standard and higher level | * revision of grammar from Unit 5 * revision of grammar from Unit 4 & 5 | * assessment for learning Unit 5 * Exam Practice: A2 Key for Schools Reading and Writing Part 3; Speaking Part 1 |

Unit 6

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (51)  PB pg. 68  AB pg. 72 | * *climate change, deforestation, destroy, drought, endangered, extinct, flood, global crisis, habitat, protect, species, survive* |  | * identifying and using words to talk about the planet * developing plurilingual skills |
| Lesson 2 (52)  PB pg. 69  AB pg. 73 | * recycled vocabulary | * First Conditional * *If the ice caps melt, there will be a global crisis.* * *If deforestation doesn’t stop, some species won’t survive.* | * using the first conditional to talk about probable future situations and their results * Exam Practice: A2 Keu for Schools Reading Part 4 |
| Lesson 3 (53)  PB pg. 70, 71  AB pg. 74 | * recycled vocabulary * prefixes *im-, dis-* | * recycled grammar | * reading and responding to a realistic fiction story * understanding feelings in a story * SEL: understanding how your actions affect the planet * developing plurilingual skills * developing mediation skill: understanding and describing the feelings of characters * developing mediation skill: giving a personal response * developing mediation skill: relaying specific information |
| Lesson 4 (54)  PB pg. 72  AB pg. 75 | * *pesticide, pollen, seeds, soil, weeds, wildflowers* | * recycled grammar | * identifying and using words to talk about nature * listening for key information * Exam Practice: A2 Key for Schools Writing Part 7 * developing mediation skill: using labels and picture prompts to explain the main information |
| Lesson 5 (55)  PB pg. 73  AB pg. 76 | * recycled vocabulary | * *may (not) / might (not) / could* for possible future situations * *It might be possible to bring them back.* * *They may not reintroduce them again.* * *Rewilding could help endangered species.* | * talking about possible future situations with *may,* *might* and *could* * developing plurilingual skills |
| Lesson 6 (56)  PB pg. 74, 75  AB pg. 77 | * recycled vocabulary | * recycled grammar | * reading and responding to multimodal texts * identifying the author’s intended purpose (information literacy) * recognising information gained through pictures and through words in a text (visual literacy) * developing mediation skill: giving a personal response * developing mediation skill: summarising the main points |
| Lesson 7 (57)  PB pg. 76  AB pg. 78 | * recycled vocabulary | * *Today I’m going to talk about…* * *Firstly…, secondly.., finally…* * *I’d like you to join me to…* * *I believe we can all work together to…* | * giving a talk about how you protect the planet * using hand gestures * developing mediation skill: breaking down information |
| Lesson 8 (58)  PB pg. 77  AB pg. 79 | * recycled vocabulary | * recycled grammar | * planning and writing a blog about an eco project * using features of a blog * developing mediation skill: relaying specific information |
| Lesson 59  AB pg. 80-83 | * revision of vocabulary from Unit 6 * Unit 6 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels | * revision of grammar from Unit 6 | * assessment for learning Unit 6 * Exam Practice: A2 Key for Schools Reading and Writing Part 4 * developing plurilingual skills |
| Lesson 60  PB pg. 78, 79  AB pg. 84-85 | Project 2 –   * recycled vocabulary | Project 2 –   * recycled grammar | * researching features for rewilding an area * working together to create a vision board for a park rewilding competition (cooperative learning) |

Unit 7

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (61)  PB pg. 80  AB pg. 86 | * *bamboo, cardboard, clay, cotton, glass, leather, metal, plastic, rubber, stone, wax, wool* |  | * identifying and using words to talk about materials * developing plurilingual skills |
| Lesson 2 (62)  PB pg. 81  AB pg. 87 | * recycled vocabulary | * present passive with *made of /* *used for* * *It’s made of plastic.* * *They’re made of clay.* * *It’s used for feeding the birds.* * *They’re used for holding rings.* | * describing objects using *be made of* and *be used for* * Exam Practice: A2 Key for Schools Listening Part 5 |
| Lesson 3 (63)  PB pg. 82, 83  AB pg. 88 | * recycled vocabulary * verbs with prepositions and objects | * recycled grammar | * reading and responding to a science-fiction story * inferring meaning in a text * SEL: recognising that we all learn differently * developing plurilingual skills * developing mediation skill: inferring information * developing mediation skill: relying specific information * developing mediation skill: giving a personal response |
| Lesson 4 (64)  PB pg. 84  AB pg. 89 | * *cut, dye, harvest, heat, press, print* | * recycled grammar | * identifying and using verbs to talk about a process * developing mediation skill: taking notes while listening |
| Lesson 5 (65)  PB pg. 85  AB pg. 90 | * recycled vocabulary | * Present Simple Passive (affirmative and negative) * *The wax is heated in a machine.* * *It isn’t heated for too long.* * *Some oil and dye are added.* | * talking about a process using the present simple passive |
| Lesson 6 (66)  PB pg. 86, 87  AB pg. 91 | * recycled vocabulary | * recycled grammar | * reding and responding to a web article * using an infographic to understand information (visual literacy) * identifying sources of information (information literacy) * developing mediation skill: giving a personal response * developing mediation skill: interpreting an infographic * Exam Practice: A2 Key for Schools Writing Part 7 |
| Lesson 7 (67)  PB pg. 88  AB pg. 92 | * recycled vocabulary | * *I’d really like to… because…* * *If we…, we’ll…* * *I think… sounds interesting because…* * *It’ll be fantastic to…* | * choosing a school trip * discussing options and reaching a decision * developing mediation skill: facilitating collaborative interaction |
| Lesson 8 (68)  PB pg. 89  AB pg. 93 | * recycled vocabulary | * recycled grammar | * planning and writing an article about a process * reviewing and editing your own work * developing mediation skill: relying specific information * developing mediation skill: breaking a process down into separate stages |
| Lesson 69  AB pg. 94-97  PB pg. 90, 91 | * option 1: revision of vocabulary from Unit 7 * option 2: revision of vocabulary from Unit 6 & 7 * Unit 7 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels | * revision of grammar from Unit 7 * revision of grammar from Unit 6 & 7 | * assessment for learning Unit 7 * Exam Practice: A2 Key for Schools Reading and Writing Part 7; Listening Part 5 * developing plurilingual skills |

Unit 8

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (70)  PB pg. 92  AB pg. 98 | * *bank notes, card, cash, change, coins, customer, discount, price, receipt, sale, sales assistant, wallet* |  | * identifying and using words to talk about shopping |
| Lesson 2 (71)  PB pg. 93  AB pg. 99 | * recycled vocabulary | * *will* vs. *going to* * *Then more customers will come and you’ll make more money.* * *I’m sure you won’t have any problems.* * *We’re going to make all the gifts ourselves.* * *Look! It’s ten o’clock. I’m going to be late.* | * talking about the future using will and going to * developing plurilingual skills * Exam Practice: A2 Key for Schools Reading Part 2 |
| Lesson 3 (72)  PB pg. 94, 95  AB pg. 100 | * recycled vocabulary * compound nouns (noun + noun) | * recycled grammar | * reading and responding to a first person narrative * understanding the main idea of a story * SEL: understanding that people are different * developing plurilingual skills * developing mediation skill: identifying and reporting the main idea * developing mediation skill: giving a personal response |
| Lesson 4 (73)  PB pg. 96  AB pg. 101 | * *borrow, donate, earn, lend, save, spend* * recycled vocabulary | * recycled grammar | * identifying and using words to talk about what you can do with money * listening and making inferences * developing plurilingual skills * developing mediation skill: giving a personal response * Exam Practice: A2 Key for Schools Listening Part 2 |
| Lesson 5 (74)  PB pg. 97  AB pg. 102 | * recycled vocabulary | * Present Simple for future events * *What time does it start?* * *It starts at 3:30.* | * using the present simple to ask and answer about future events * developing plurilingual skills |
| Lesson 6 (75)  PB pg. 98, 99  AB pg. 103 | * recycled vocabulary | * recycled grammar | * reading and responding to an advert * understanding techniques in a persuasive text (critical literacy) * understanding visual impact in an advert (visual literacy) * developing mediation skill: giving a personal response * developing mediation skill: relying a specific information |
| Lesson 7 (76)  PB pg. 100  AB pg. 104 | * recycled vocabulary | * *Excuse me.* * *Can you tell me where the … are?* * *Have you got this/these in size…?* * *Can I try it on, please?* * *Have you got a (bigger / smaller) size?* | * having a conversation in a shop * asking for help politely |
| Lesson 8 (77)  PB pg. 101  AB pg. 105 | * recycled vocabulary | * recycled grammar | * planning and writing an advert * using persuasive techniques * developing mediation skill: relying a specific information |
| Lesson 78  AB pg. 106-109 | * revision of vocabulary from Unit 8 * Unit 8 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels | * revision of grammar from Unit 8 | * assessment for learning Unit 8 * Exam Practice: A2 Key for Schools Listening Part 3 * developing plurilingual skills |

Unit 9

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (79)  PB pg. 102  AB pg. 110 | * *bitter, crunchy, delicious, disgusting, hard, juicy, salty, soft, sour, spicy, sticky, sweet* |  | * identifying and using adjectives to describe food |
| Lesson 2 (80)  PB pg. 103  AB pg. 111 | * recycled vocabulary | * *look / sound / taste / smell / feel like* + adjective / noun * *It smells sweet.* * *It looks like a pineapple.* * *It doesn’t taste like an apple.* * *It sounds delicious.* | * describing food using verb + *like* * Exam Practice: A2 Key for Schools Reading Part 2 |
| Lesson 3 (81)  PB pg. 104 , 105  AB pg. 112 | * recycled vocabulary * suffixes *-ion / -ation* | * recycled grammar | * reading and responding to a mystery story * understanding the sequence of events in a story * SEL: stopping and thinking before acting * developing plurilingual skills * developing mediation skill: relying a specific information * developing mediation skill: giving a personal response |
| Lesson 4 (82)  PB pg. 106  AB pg. 113 | * recycled vocabulary * *fresh, frozen, organic, raw, (un)healthy, vegetarian* | * recycled grammar | * identifying and using words to talk about types of food * predicting answers to question * developing plurilingual skills * developing mediation skill: relying a specific information * Exam Practice: A2 Key for Schools Listening Part 2 |
| Lesson 5 (83)  PB pg. 107  AB pg. 114 | * holiday experiences * *go scuba diving, go snorkelling, ride a camel, sleep in a hammock, travel by plane, visit an island* | * question tags (Present Simple of *be* and *can*) * *I’m late again, aren’t I?* * *You can help, can’t you?* | * confirming information using question tags with the Present Simple of *be* and *can* |
| Lesson 6 (84)  PB pg. 108, 109  AB pg. 115 | * recycled vocabulary | * recycled grammar | * reading and responding to texts from different sources * evaluating a text for reliability (information literacy) * extracting information from charts and graphs (visual literacy) * developing mediation skill: giving a personal response * developing mediation skill: relying a specific information * developing mediation skill: comparing two texts * developing mediation skill: explaining data from charts and graphs |
| Lesson 7 (85)  PB pg. 110  AB pg. 116 | * recycled vocabulary | * *You really should (eat some fresh food).* * *Come on! Try it!* * *You’ll love it! I promise!* | * persuading someone to do something * sounding positive when persuading * developing mediation skill: facilitating collaborative interaction |
| Lesson 8 (86)  PB pg. 111  AB pg. 117 | * recycled vocabulary | * recycled grammar | * planning and writing a report * understanding the features of a report * developing mediation skill: relying a specific information * developing mediation skill: explaining data from charts and graphs * developing mediation skill: summarising the main point |
| Lesson 87  PB pg. 112, 113  AB pg. 118-121 | * option 1: revision of vocabulary from Unit 9 * option 2: revision of vocabulary from Unit 8 & 9 * Unit 9 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels | * revision of grammar from Unit 9 * revision of grammar from Unit 8 & 9 | * assessment for learning Unit 9 * Exam Practice: A2 Key for Schools Reading and Writing Part 2, Speaking Part 2 * developing plurilingual skills |
| Lesson 88  PB pg. 117 | Festival: Endangered Species Day   * recycled vocabulary | Festival 2   * recycled grammar | * learning about Endangered Species Day * making a poster |
| Lesson 89  AB pg. 124-127 | * revision of vocabulary Units 1-9 * End-of-year Test (available as above) – at standard and higher levels | * revision of grammar Units 1-9 |  |
| Lesson 90  PB pg. 114, 115  AB pg. 122 | Project 3 –   * recycled vocabulary | Project 3 –   * recycled grammar | * doing a class survey * working together to design a stall and make an advert (collaborative learning) |