Give Me Five 1 (90 hours) – Basic and Standard versions

diagnostic test available in Teacher’s Resource Bank via Navio

Hello Unit

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 | * Goodbye, hello
* balloons, balls, bananas, bike, books, dogs, hats, socks
* numbers 1-10
* black, pink, purple, grey, white
 | * What’s your name?
* I’m (Jack)
 | * asking for someone’s name
* giving your name
* listening to your classmates
* identifying numbers 1-10
* counting boys and girls in the class
 |
| Lesson 2 | * shapes – circle, oval, rectangle, triangle
 | * What is this?
* It is a (bike).
 | * identifying and saying shapes
* listening for specific information
* learning to learn
 |
| Lesson 3 | * colours – blue, brown, green, grey, orange, red, yellow
 | * What colour is it?
* It’s (green)
* The (bike) is green.
* Let’s clean the bike!
* Good idea!
 | * identifying and saying colours
* reading, listening and understanding a story
 |
| Lesson 4 | * days of the week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
 | * What day is it today?
* It’s (Monday).
 | * saying the days of the week
* asking and answering question *What day it is today?*
* Turn taking
* evaluating your learning and self-assessment
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Unit 1

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5) | * book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener
* file, glue, notebook, paintbrush, paper, scissors
 | * I’m ready for school
 | * identifying and saying ten classroom objects
* practicing spelling
 |
| Lesson 2 (6) | * revision of vocabulary from lesson 1
 | * Where is my (pen)?
* It’s here.
 | * asking and answering the question *Where is my (pen)?*
* listening for specific information
* listening to others
 |
| Lesson 3 (7) | * black, pink, purple, white
 | * The (pencil case) is (on the shelf).
* Put (the pencil case) (on the desk).
 | * reading, listening and understanding a story
* reading with fluency
* giving an opinion on the story
* understanding the importance of keeping things tidy
 |
| Lesson 4 (8) | * bin, board, chair, cupboard, desk, shelf
* bookcase, door, floor, window
 | * Let’s tidy up!
* Put the (paper in the bin).
 | * naming more classroom objects
* using the prepositions *in, on, under*
* giving and following instructions
 |
| Lesson 5 (9) | * revision of vocabulary from lesson 4
 | * Where’s the (sharpener)?
* It’s in / on / under the (desk).
 | * saying the tongue twister with the ‘r’ sound
* listening for specific information
* playing a communication game
 |
| Lesson 6 (10) | * revision of school subjects
* floor, good work, school, assembly
 | * We sit on the floor.
* We listen to the head teacher.
* We play music.
* We sing songs.
* We clap out hands.
 | * listening for general information
* thinking about what you do at school
* developing a positive classroom atmosphere
 |
| Lesson 7 (11) | * poster, rules
 | * Listen to others.
* Put your hands up to speak.
* Work quietly.
* Sit down on your chair.
* Walk in the classroom.
* Tidy up your things.
 | * reading and understanding a classroom rules poster correctly
* thinking about good behaviour in the classroom and class rules
* deciding on the most important class rule
 |
| Lesson 8 (12) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video
* identifying what’s in your school bag
* understanding the importance of being organised
 |
| Lesson 9 (13) | Unit 1 test (available in Teacher’s Resource Bank via Navio) at standard and higher levels |  |  |

Unit 2

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (14) | * ball, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train
* sports – bat, board game, boat, football, monster, skateboard
 | * Happy birthday!
* Here is a present (for you).
 | * working together and supporting each other
* identifying and saying ten toys
* practicing spelling
* working together and supporting each other
 |
| Lesson 2 (15) | * revision of vocabulary from lesson 1
 | * What is it?
* Is it a (bike)?
* Yes, it is.
* No, it isn’t.
* It’s a fantastic present.
* Thank you.
 | * listening to others
* listening for specific information
* completing and practicing a conversation
 |
| Lesson 3 (16) | * big, fast, slow, small, wheels
 | * What is it?
* It’s a (motor).
* My (scooter) is (slow).
 | * listening, reading and understanding a story
* reading the story with some fluency
* understanding why forms of transport go fast or slow
* giving an opinion on a story
* understanding the importance of saying *Thank you*.
 |
| Lesson 4 (17) | * new, old
* loud, quiet, long, short
* revision of adjectives describing senses
 | * What’s your favourite toy?
* My favourite toy is a (ball).
 | * developing a positive classroom atmosphere
* asking and answering questions about favourites toys
* doing a classroom survey
* describing your favourite toy
* listening for specific information
 |
| Lesson 5 (18) | * revision of vocabulary from lesson 1, 3 and 4
 | * My favourite toy is (old).
 | * saying a tongue twister with ‘s’ sound
* listening for specific information
* understanding the importance of sharing
* playing a communication game
 |
| Lesson 6 (19) | * birthday cake, birthday card, candles, fancy dress, party, party games, presents
 | * I’ve got a (birthday cake).
* I have a (party).
* I play (party games).
* I wear (fancy dress).
* It’s good fun.
 | * listening for general information
* reading about birthday parties in Britain
* thinking about your birthday party
* comparing traditions and cultures
 |
| Lesson 7 (20) | * balloons
* revision of vocabulary from lessons 1 and 6
 | * To … .
* Lots of love.
* From … .
* Have a (fantastic party with your friend).
 | * reading for specific information
* reading and understanding a birthday card
* designing and writing a birthday card
* developing a positive classroom atmosphere – establishing classroom birthday routine
 |
| Lesson 8 (21) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video
* saying what your favourite toys are
 |
| Lesson 9 (22) | Unit 2 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 23 | Festival lesson – Bonfire Night (4/11)* bonfire, Bonfire Night, firework, toffee apple
 | * I can see (fireworks).
* They’re (red and yellow).
 | * saying and doing a firework action rhyme
* making a firework
* thinking about fireworks in your country
 |

Unit 3

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (24) | * arms, ears, eyes, feet, fingers, head, legs, mouth, nose, toes
* back, bottom, hand, knee, shoulder, stomach
 | * This is me.
* This is my body.
* Count with me.
 | * working together – a mirror game
* identifying and saying ten parts of the body
* counting the parts of the body
* practicing spelling
 |
| Lesson 2 (25) | * revision of vocabulary from lesson 1
 | * I’ve got a (big nose).
* I’ve got (small eyes).
* I’m a (clown).
 | * working together to complete a task
* listening for specific information
* making statements about your body
* describing parts of the face
* completing and practicing a conversation
 |
| Lesson 3 (26) | * acrobat, circus, clown
 | * He’s got (purple hair).
* Let’s make a (circus).
* Here’s (Molly the clown).
* She’s (fantastic).
 | * reading, listening and understanding a story
* reading the story with some fluency
* understanding the importance of riding a bike safely
* understanding and acting out a story
* giving an opinion about the story
 |
| Lesson 4 (27) | * black hair, blonde hair, brown hair, long hair, red hair, short hair
* curly, spiky, straight, wavy
 | * My friend has got (long) hair.
* He’s/She’s got (blue) eyes.
 | * describing a friend’s hair and eyes
* focusing on similarities and differences in people’s appearances
* listening for specific information
* developing a positive classroom atmosphere
 |
| Lesson 5 (28) | * revision of vocabulary from lesson 1
 | * My clown has got a (big nose).
* My clown has got (red hair).
 | * playing a communication game describing people
* listening for information and writing the numbers
* saying a tongue twister to practice the ‘h’ sound
 |
| Lesson 6 (29) | * circus, face
* revision – whet the body can do
 | * I juggle scarves.
* I ride a special bike.
* I spin a plate.
* I walk on stilts.
 | * Reading about “Circus Day” in British schools
* thinking about a circus where you live
* listening for general information
 |
| Lesson 7 (30) | * angry, happy, sad, tired
* go to sleep, laugh, sit, smile, stamp my feet
 | * How are you today?
* I’m (sad).
* When I’m (happy), I (smile).
* We can do it.
 | * describing your feelings
* identifying different feelings
* understanding and acting out an action rhyme
* understanding the importance of recognizing and expressing emotions and feelings
* understanding the importance of positive attitude
 |
| Lesson 8 (31) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video
* understanding the importance of working together
 |
| Lesson 9 (32) | * Unit 3 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
* alternatively Term 1 test (available as above)
 |  |  |
| Lesson 33 | Project 1 – Family* aunt, brother, cousin, family, father, grandfather, grandmother, mother, sister
 | * Have you got a (brother)?
* Yes, I have./No, I haven’t.
 | * identifying and talking about family members
* asking and answering questions about family members
* understanding and completing a simple graph about family members
* following instructions
* presenting a tree display to the class
* respecting different types of families
 |

Unit 4

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (34) | * food - cake, chicken, chips, eggs, fish, fruit, ice cream, meat, rice, salad
* delicious
* burger, juice, lemonade, milk, pie, water
 | * revision – I’ve got (fish and chips).
 | * identifying and saying ten items of food
* practicing spelling
* working together and supporting each other
* talking about cold and hot food
 |
| Lesson 2 (35) | * revision of vocabulary from lesson 1
 | * I like (fruit).
* I love (ice cream).
* I don’t like (cake).
* What about you?
 | * understanding and acting out a conversation
* listening for specific information
* discovering similarities
 |
| Lesson 3 (36) | * fruit juice, grapes, oranges, peach
* revision of vocabulary from lesson 1
 | * I’m hungry.
* It’s my favourite.
* Do you like (peaches)?
* I don’t like (oranges).
* revision of grammar from lesson 2
 | * identifying healthy/unhealthy food
* understanding the importance of eating healthy food
* understanding and acting out a story
* reading the story with some fluency
* giving an opinion about the story
 |
| Lesson 4 (37) | * cherry, coconut, grape, lemon, mango, peach
* kiwi, pear, strawberry, watermelon
 | * Eating fruit is fun to do.
* revision of grammar from lesson 3
 | * identifying and naming different fruit
* asking and answering questions to find out what fruit people like and don’t like
 |
| Lesson 5 (38) | * revision of vocabulary from lessons1, 3 and 4
 | * Calm down.
* revision - Do you like (chicken)? Yes, I do./No, I don’t.
 | * saying a tongue twister to practice the ‘j’ sound
* listening for specific information
* playing a communication game about food
* understanding the importance of keeping calm
 |
| Lesson 6 (39) | * baked beans, bread, breakfast, cereal, eggs, mushrooms, orange juice, tomatoes
* cook the food, cut the tomatoes, make the toast, prepare the tray
 | * I (mix the eggs).
* We (prepare the tray).
* I have (eggs).
 | * reading about a traditional English breakfast
* answering questions about traditional English breakfast
* thinking about what you have for breakfast
* reviewing healthy food
* listening for general information
 |
| Lesson 7 (40) | * fruit salad, pasta, soup, vegetables
* healthy
 | * What’s for lunch on (Monday)?
* We’ve got (meat and vegetables) on (Monday).
 | * reading and understanding a lunch menu
* reading for specific information
* writing a lunch menu
* identifying healthy/unhealthy food
 |
| Lesson 8 (41) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video
* understanding the importance of eating healthy food
 |
| Lesson 9 (42) | Unit 4 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |

Unit 5

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (43) | * bird, cat, chicken, cow, duck, frog, goat, horse, mouse, sheep
* farm
* farm animals and domestic animals (pets)
* bee, bull, cockerel, donkey, rabbit, spider
 | * Can you see a (horse)?
* Yes, I can.
* The (duck) is (yellow).
 | * identifying and saying ten farm animals
* practicing spelling
 |
| Lesson 2 (44) | * revision of vocabulary from lesson 1
 | * Can you see a (cow)?
* Yes, I can.
* No, I can’t.
 | * completing and practising a conversation
* listening for specific information
 |
| Lesson 3 (45) | * climb, fly, swim
 | * (Cows) can’t (fly).
* This (sheep) can (climb trees)?
* Is it a cow?
* Yes, it is.
* Stop!
 | * understanding and acting out a story
* understanding the importance of washing your hands after touching animals
* reading, listening and understanding a story about a magic farm
* reading the story with some fluency
* giving an opinion about the story
 |
| Lesson 4 (46) | * revision of vocabulary from lesson 3
* jump, run, walk

cats, cows, ducks, frogs, goats, horses* crawl, dive, hop, talk
 | * (Birds) can (fly).
 | * saying what animals can and can’t do
* listening to a conversation
* identifying that animals can move in different ways
 |
| Lesson 5 (47) | * revision of vocabulary from lessons 1 and 4
 | * It’s my turn now.
* revision of grammar from lessons 3 and 4
 | * saying a tongue twister to practice the ‘sh’ sound
* listening for specific information
* playing a communication game about what animals can do
* understanding the importance of taking turns
 |
| Lesson 6 (48) | * carrots, garden, park, pet shop, zoo
 | * I can (feed them).
* We can see (chickens on the farm).
 | * observing similarities and differences between farm and wild animals
* listening for general information
* reading about urban farms in Britain
* thinking about farms where you live
 |
| Lesson 7 (49) | * revision of vocabulary from lessons 1, 3 and 4
 | * What am I?
* I can’t (climb).
 | * identifying two-legged and four-legged animals
* writing a list of farm animals with two and four legs
* reading an animal riddle
* writing an animal riddle
 |
| Lesson 8 (50) | * revision of the language from the unit - video
 | * revision of the structures from the unit – video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video
* putting things in groups (via drawing animals)
 |
| Lesson 9 (51) | Unit 5 test (available in Teacher’s Resource Bank via Navio) – at standard and higher level |  |  |
| Lesson 52 | Festival lesson – Valentine’s Day | * I love (my mother).
* She (helps me).
 | * read about Valentine’s Day
* thinking and writing about the people you love
* thinking about Valentine’s Day in your country
* making a Valentine card
 |

Unit 6

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (53) | * climbing frame, roundabout, seesaw, slide, swing
* bush, flower, grass, rock, tree
* play
* bench, fountain, playhouse, sandpit, trampoline, wall
 | * We can (climb).
* We can play on the (slide).
* The park is fun.
* It’s fun in the park.
 | * identifying and saying ten park objects
* identifying living and non-living things
* practicing spelling
 |
| Lesson 2 (54) | * revision of vocabulary from lesson 1
 | * Where’s (Beth)?
* She’s (on the swing).
* Where’s (Jake)?
* He’s (on the slide).
 | * asking questions to find where people are
* listening for specific information
* understanding and acting out a grammar conversation
* being aware of others
 |
| Lesson 3 (55) | * behind
* playground, sign
* Ready or not, here I come.
 | * Where are (Jake and Molly)?
* They’re (behind) the (tree).
* Where’s Toby?
* He’s (on the slide).
* He isn’t (under the bush).
* Let’s play (hide and seek).
* You can/can’t (play in here).
 | * reading, listening and understanding a story about a game of hide and seek
* reading a story with some fluency
* understanding and acting out a story
* giving an opinion on the story
* understanding the importance of respecting signs in public places
 |
| Lesson 4 (56) | * between, in front of, near, next to
* ground, plant, pond, shell
 | * revision of grammar from lessons 2 and 3
 | * asking questions to find where people are
 |
| Lesson 5 (57) | * revision of vocabulary from lessons 1 and 4
 | * revision of grammar from lessons 2 and 3
 | * saying a tongue twister to practice the ‘w’ sound
* listening for specific information
* playing a communication game about finding people
 |
| Lesson 6 (58) | * cricket, picnic, zip wire
 | * We love (the playground).
* We play (cricket on the grass).
* We (feed the ducks).
* We (ride on the train).
 | * reading about activities you can do in the park in Britain
* listening for general information
* thinking about the parks where you live
 |
| Lesson 7 (59) | * grow, plants, pot, seeds, soil, sun, sunny place, watch, water
 | * Put the (pot in a sunny place).
* Push the seeds (into the soil).
* Water the seeds.
 | * reading and writing instructions for growing flowers
* identifying what plants need to survive
 |
| Lesson 8 (60) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video about playgrounds
* understanding the importance of being careful in the playground
* thinking what you do in the playground
 |
| Lesson 9 (61) | * Unit 6 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
* alternatively Term 2 test (available as above)
 |  |  |
| Lesson 62 | Project 2 – Spring* butterflies, chicks, lambs, rabbits
* spring
* cloudy, snowy, stormy, sunny, windy
 | * How many (lambs) can you see?
* I can see (three lambs).
* What’s the weather like today?
* It’s (windy).
* Is it (rainy) today?
* Yes, it is.
* No, it isn’t.
* It’s got (big) ears.
 | * identifying and talking about spring plants and animals
* identifying weather conditions in spring
* following instructions – preparing a wall display
* working together to make a display
 |

Unit 7

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (63) | * features of a neighbourhood – bookshop, café, cinema, hospital, restaurant, sweet shop, swimming pool, supermarket, toy shop, zoo
* town
* bus stop, crossing, pavement, roundabout, square, street
 | * Let’s go (to town).
* There’s a (hospital).
* Stand up.
* Sit down.
 | * identifying and saying ten places in town
* practicing spelling
* working together and supporting each other
 |
| Lesson 2 (64) | * sweets
 | * There are (two cinemas).
* Welcome to (my town).
 | * discovering similarities
* completing and practicing a conversation
 |
| Lesson 3 (65) | * bone, count, cross the road, steps, treasure map
 | * There’s (a tree) next to the (swimming pool).
* There are (two rocks) in front of the (zoo).
* How many (steps) are there?
 | * reading, listening and understanding a story about a treasure map
* reading the story with some fluency
* understanding and acting out a story
* giving an opinion about the story
* understanding the importance of taking care when crossing the road
 |
| Lesson 4 (66) | * boat, bus, helicopter, lorry, motorbike, train
* numbers 1-20 in words and figure
* metro, plane, ship, taxi
 | * What is it?
* It’s a (helicopter).
 | * recognizing and saying different forms of transport
* recognizing and using numbers up to 20
* asking and saying how many objects there are
* listening to others
 |
| Lesson 5 (67) | * revision of vocabulary from lesson 4
 | * revision of grammar from lesson 3
 | * saying a tongue twister to practice the ‘z’ sound
* playing a communication game about transport
* listening for specific information
 |
| Lesson 6 (68) | * exercise, travel
* rickshaw
 | * How do you travel in your country?
* I travel by (bus)?
 | * reading about cycling in Britain
* classifying forms of transport according to how they move
* listening for general information
* thinking about how you travel where you live
 |
| Lesson 7 (69) | * apples, bad, cheese, country, fantastic, good, life, quiet
 | * I live in the (country).
* I eat (apples) and (cheese).
 | * reading and understanding a fable
* reading for specific information
* writing a short personalised text
 |
| Lesson 8 (70) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video about transport
* reading and understanding digital maps
* drawing, saying and writing what places are near to where you live
 |
| Lesson 9 (71) | * Unit 7 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
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Unit 8

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (72) | * shirt, shoes, shorts, skirt, sweater, swimsuit, sun hat, trainers, trousers, T-shirt
* dress, coat, jacket, jeans, scarf, tracksuit
 | * What are you wearing?
* I’m wearing (shorts) and (a T-shirt).
 | * identifying and saying ten items of clothing
* asking what people are wearing
* practicing spelling
* identifying human and physical elements in a landscape
* working together and supporting each other
 |
| Lesson 2 (73) | * cold, hot
 | * Is it (cold)?
* Yes, it is. / No, it isn’t.
* What’s the weather like today?
* It’s (hot).
 | * using Present Continuous in a conversation
* listening for specific information
* completing a conversation
* asking what people are wearing
* recognising which clothes we wear when it’s cold or hot
 |
| Lesson 3 (74) | * bookshop
* fun
* swim
* cold, hot
 | * He’s (sailing a boat).
* She’s (riding a horse).
* I’m (wearing trousers).
* What’s the weather like?
* It’s (raining).
* Let’s (swim in the lake).
* You can/can’t (swim today).
 | * reading, listening and understanding a story about an activity camp
* reading the story with some fluency
* understanding and acting out a story
* giving an opinion about the story
* reviewing the importance of safety rules on holiday
* understanding the importance of safety when near water
 |
| Lesson 4 (75) | * play the guitar, play volleyball, sing songs
* in the sun, forest
* draw a picture, play games on my tablet, play the piano, watch television
 | * What’s (Jake) doing?
* He’s (sailing a boat).
* He’s having fun!
* Camping is great!
* He’s / She’s (playing the guitar).
 | * using Present Continuous in a conversation
* raising your hand
 |
| Lesson 5 (76) | * revision of vocabulary from lesson 4
 | * revision of grammar from lesson 4
 | * saying a tongue twister to practice the ‘v’ sound
* listening for specific information
* playing a communication game about what people are doing
 |
| Lesson 6 (77) | * camel, camp, ghost stories, go camping, hump, funny, scary, sea, sleeping bag, tent
 | * We sleep in our sleeping bags.
* We camp in the garden.
* We sing songs.
* We tell ghost stories.
 | * reading about camping in Britain
* listening for general information
* thinking about what activities you do
 |
| Lesson 7 (78) | * beautiful, campsite, mountain, postcard, rainy, river
* revision of vocabulary from lessons 4 and 5
 | * revision of grammar from lessons 1 and 3
 | * reading and understanding a postcard
* writing a postcard
* extracting key information from a text
 |
| Lesson 8 (79) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video about camping
* saying whet the weather is like
* learning to think before you choose
 |
| Lesson 9 (80) | * Unit 8 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
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Unit 9

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (81) | * brush my teeth, comb my hair, get dressed, get up, go to bed, go to school, have a shower, make my bed, sleep, wash my face
* do my homework, get undressed, have a bath, put my pyjamas on, read a book, wake up
 | * It’s a beautiful day.
* I (wash my face).
 | * identifying and saying ten daily routines
* practicing spelling
* identifying day and night routines
 |
| Lesson 2 (82) | * revision of vocabulary from lesson 1
 | * I (wash my face) every day.
* Me too.
* Are you ready?
* Yes, I am.
* Let’s play.
 | * using Present Simple in a conversation
* completing and practicing a conversation
* listening for specific information
 |
| Lesson 3 (83) | * breakfast, champion, dinner, incredible, magic, pillow, tomorrow, wobbly tooth
 | * I (have breakfast every morning).
* What’s the matter?
* I’ve got a (wobbly tooth).
 | * reading, listening and understanding a story about a lost tooth
* reading the story with some fluency
* understanding and acting out a story
* giving an opinion about the story
* understanding the importance of looking after your teeth
 |
| Lesson 4 (84) | * breakfast in the morning, lunch in the afternoon, dinner in the evening, a snack at night
* fork, knife, plate, spoon
 | * I have (dinner) in the (evening).
* Are you hungry (in the morning)?
* Yes, I am.
 | * identifying and saying the three meals a day
* saying when you have meals
* writing what you do at different times of the day
 |
| Lesson 5 (85) | * revision of vocabulary from lesson 4
 | * I (have a shower) ( in the morning).
* I (sleep) (at night).
 | * saying a tongue twister to practice a ‘th’ sound
* listening for specific information
* playing a communication game about daily routines
 |
| Lesson 6 (86) | * box, letter, lunch, money, money box, pillow, Tooth Fairy
 | * The Tooth Fairy (comes at night).
* I put the box (under my pillow).
* I find ( a letter).
 | * reading about the Tooth Fairy in Britain
* listening for general information
* thinking what happens to teeth where you live
 |
| Lesson 7 (87) | * animal noises
* children, cockerel, moon, owl, stars
* in the day
 | * I can see (the moon).
* I can hear (a cockerel).
 | * thinking about what you can see in the day or at night
* reading and understanding a poem
* reading for specific information
 |
| Lesson 8 (88) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video about teeth
* drawing and saying what you do to look after after teeth
* understanding the importance of looking after your teeth
 |
| Lesson 9 (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 – Holidays* beach, city, desert, jungle
* boots, camera, map, sunglasses, torch, water
 | * Where do you go on holiday?
* I go to the (beach).
 | * identifying and talking about holiday objects and places
* identifying places in the world around us
* making a holiday list
 |