Give Me Five 2 (90 hours)

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 | * revision – animals, toys, classroom objects, places, clothes, shapes
 | * What colour is … / are the …?
* I can see … .
* What’s your / his / her name?
* My / His / Her name is … .
 | * identifying and saying vocabulary from level 1
* listening and acting out a conversation
* listening to one another
* saying your name
* asking and answering about your friends’ names
 |
| Lesson 2 | * Arts and Crafts, English, ICT, Maths, Music, PE, Science, Spanish
 | * What’s your favourite subject?
* My favourite subject is (English).
* What’s yours?
 | * identifying and saying eight school subjects
* asking and answering about school subjects
* reading, listening and understanding a story about the magic bike
* friends as a resource
 |
| Lesson 3 | * the alphabet
 | * How do you spell (English)?
 | * saying the alphabet in English
* spelling out words
* working together
 |
| Lesson 4 | * revision – cloudy, raining, snowy, stormy, sunny, windy
* cold, cool, hot, warm
 | * revision – What’s the weather like?
* It’s (sunny) today.
* Is it (raining)?
* Yes, it is.
 | * reading, listening and understanding a story
* reading the story with some fluency
* acting out a story
* asking and answering about the weather
 |

Unit 1

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5) | * baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball
* (go) climbing, (go) fishing, (go) sailing
* (play) badminton, (play) golf, (play) table tennis
* indoors, outdoors
 | * Do you play any sports?
* I go (cycling).
* I play (football).
 | * identifying and saying ten sports
* talking about the sports you play
* identifying joins that move when we play sports
* using a strategy to practice spelling key words
 |
| Lesson 2 (6) | * recycled vocabulary from lesson 1
* goggles, mess
 | * use the present simple ‘I’ and ‘you’
* recycled grammar from lesson 1
 | * understanding and acting out a conversation
* completing and practicing a conversation
* listening for specific information
* encouraging participation
 |
| Lesson 3 (7) | * bat, football boots, rollerblades, sports centre, tennis rocket
* recycled vocabulary from lesson 1
 | * I play baseball.
* Molly plays tennis on Monday.
* recycled grammar from lesson 1
 | * reading, listening and understanding a story about Molly’s activities
* reading the story with some fluency
* understanding and acting out the story
* giving an opinion on the story
* understanding the importance of organising personal possessions
 |
| Lesson 4 (8) | * bounce, catch, hit, jump, kick, throw
* (do) athletics, (do) ballet, (do) gymnastics, (do) karate
 | * He (throws) the ball.
* She (catches) the ball.
 | * identifying and saying six action verbs
* describing and guessing a sport
* identifying safety equipment for sports
 |
| Lesson 5 (9) | * day, May, play, rain, rainbow, say, snail, Spain, train, Tuesday
 | * recycled grammar from lesson 3
 | * saying a tongue twister to practice the ‘ai’ sound
* learning and practicing the ‘ai’ and ‘ay’ spellings
* listening for specific information
* playing a communication game about sports
* working together as a team
 |
| Lesson 6 (10) | * balloon toss, egg and spoon race, sack race, wheelbarrow race
 | * What sports do you play at school?
 | * reading about Sports Day in Britain
* learning that muscles pull our bones to help us move
* listening for general information
* thinking about the sports you play at school
 |
| Lesson 7 (11) | * overarm, underarm
* recycled vocabulary from lesson 1
 |  | * reading and understanding a poem
* writing and acting out a poem
* working together as a class
* reading for specific information
 |
| Lesson 8 (12) | * revision of the language from the unit + video
 | * revision of the structures from the unit + video
* Well done everyone!
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video
* saying what sports you join in
* learning to join in and understanding the importance to join in
 |
| Lesson 9 (13) | Unit 1 test (available in Teacher’s Resource Bank via Navio) at standard and higher levels |  |  |
| Lesson 14 | Festival lesson – Harvest Festival* autumn, harvest, celebrate, cheer, food, fruit, ground, grow, harvest, moon, round, summer, vegetables
 | * We celebrate (Harvest Festival).
* We make (big baskets).
 | * listening, reading and saying a poem
* learning about traditional Harvest Festival traditions in Britain
* thinking about food festivals in your country
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Unit 2

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (15) | * bread, carrots, green beans, lemons, peaches, pineapples, potatoes, sweets, tomatoes, yoghurt
* blackberry, broccoli, coconut, lettuce, lime, peas, plum
* food, shopping
 | * revision – I like …, I love …, I don’t like …, Do you like …? Yes, I do., No, I don’t. Let’s go (shopping).
 | * identifying and saying ten food items
* identifying the five food groups
* using a strategy to practice spelling key words
 |
| Lesson 2 (16) | * recycled vocabulary from lesson 1
 | * using indefinite articles - a / an / some
* Can I have (a tomato / an apple / some sweets)?
 | * listening to others
* identifying foods for health, growth and energy
* listening for specific information
* completing and practicing a conversation
 |
| Lesson 3 (17) | * list, money, naughty, shop, shopping list
* recycled vocabulary from lessons 1
 | * Can I have some bread please?
* How much are these (green beans)?
* They’re (twenty-five cents).
 | * listening, reading and understanding a story about a naughty parrot
* reading the story with some fluency
* describing balanced meals
* understanding and acting out a story
* giving an opinion on the story
* understanding the importance of saying *Please* when you ask for something
 |
| Lesson 4 (18) | * numbers 10 – 50
* sixty, seventy, eighty, ninety
 | * How much is this (lemon)?
* How much are these (sweets)?
* It’s (fifty) cents.
* They’re (twenty-seven) cents.
* Great!
* I’ll take it / them.
 | * counting to 50 (numbers 10-50)
* working together as a team
* asking and answering questions about the price of food
 |
| Lesson 5 (19) | * bee, cheese, ice cream, meat, peach, peas, queen, sheep, sweets, three
* recycled vocabulary from lessons 1 and 4
 | * What do I need to do?
* Read/Listen to instructions.
 | * saying a tongue twister with the ‘ee’ sound
* learning and practicing the ‘ee’ and ‘ea’ spellings
* working together as a team
* listening for specific information
* playing a communication game about shopping
 |
| Lesson 6 (20) | * chocolate, flour, pancake, special day/food, sugar
* bowl, cook, make, mix, put, toss
 | * I help / put …
* She puts in (flour).
* She tosses (the pancake).
* We have (pancake races).
 | * listening for general information
* reading about Pancake Day in Britain
* thinking about special food days where you live
* reviewing foods that are made with eggs, flour and milk
 |
| Lesson 7 (21) | * olives, sandwich, slices
* first, then, now, finally
 |  | * reading for specific information
* reading, understanding a recipe
* writing a recipe
* encouraging one another
 |
| Lesson 8 (22) | * revision of the language from the unit + video
* cheese, flour, ingredients, milk, onion, online, peppers, pizza, recipe, tomatoes, water
 | * revision of the structures from the unit + video
 | * reflecting on own learning
* self-assessment statements
* watching and understanding a video about making a pizza
* learning to find information online
* thinking and choosing the ingredients for pizza
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| Lesson 9 (23) | Unit 2 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |

Unit 3

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (24) | * crocodile, elephant, giraffe, hippo, lion, lizard, monkey, penguin, snake, tiger
* bear, camel, dolphin, kangaroo, turtle, whale
* dangerous, grasslands, jungle, wild animal
 | * revision – I’ve got (four legs). / I’m a (wild animal). / I live (in the jungle). / I can/can’t (swim).
 | * identifying and saying ten wild animals
* identifying animal habitats
* using a strategy to practice spelling key words
 |
| Lesson 2 (25) | * recycled vocabulary from lesson 1
 | * Has it got (big ears)?
* Have they got (four legs)?
* short answers
 | * listening for specific information
* completing and practicing a conversation
* listening to others
 |
| Lesson 3 (26) | * recycled vocabulary from lesson 1
* ground, hatches, inside, lost, sign, strange
 | * Has it got (a long neck)?
* This (baby animal) hasn’t got (big teeth).
* It’s got (feathers).
 | * reading, listening and understanding a story about a mysterious egg
* reading the story with some fluency
* understanding the importance of helping your friends and family
* understanding and acting out a story
* giving an opinion about the story
* classifying animals by their diet
 |
| Lesson 4 (27) | * beak, body, face, tail, teeth, wings
* feathers, fur, spots, stripes
 | * recycled grammar from lesson 3
 | * describing and guessing animals
* describing animal features
* using animals body parts to compare animals
* reviewing the differences between mammals and birds
 |
| Lesson 5 (28) | * fruit, goose, juice, kangaroo
* balloon, food, moon, pool, spoon, swimsuit, zoo
 | * Let’s take turns.
* It’s my turn.
* It’s your turn
 | * playing a communication game describing animals
* listening for specific information
* learning and practicing ‘oo’ and ‘ui’ spellings
* saying a tongue twister with the ‘oo’ sound
* working together as a team
 |
| Lesson 6 (29) | * dish, fox, garden, grass, hedgehog, night, nuts, seeds, squirrel, tail, tree, water
 | * recycled grammar from lesson 1
 | * reading about garden wildlife in Britain
* thinking about wild animals where you live
* listening for general information
 |
| Lesson 7 (30) | * fact file, gorilla, polar bear
* ice, insects, leaves, rainforest, snow
 | * recycled grammar from lessons 1
 | * reading and understanding animal fact files
* writing an animal fact file
* encouraging one another
* reading for specific information
 |
| 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 about animals
* learning to sort information
* finding similarities and differences
 |
| 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)
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| Lesson 33 | Project 1 – Pets* goldfish, guinea pig, hamster, rabbit, spider, stick insect, turtle
* cage, tank
 | * There are (rabbits).
* This is a (hamster).
* Listen to others.
* Listen with your ears.
 | * identifying and naming animals we keep as pets
* doing a survey to find out what pets the class have got
* understanding and completing a simple graph about pets
* planning you pets class book page
* writing and presenting a page about your pet
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Unit 4

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (34) | * bridge, forest, grass, hill, lake, leaves, path, river, road, sand
* field, mud, sea, stream, village, waterfall
* deep, nature trail
 | * recycled verbs of action
 | * identifying and saying ten features of a nature trail
* identifying characteristics of plants
* using a strategy to practice spelling key words
 |
| Lesson 2 (35) | * recycled vocabulary from lesson 1
 | * present continuous to describe actions
 | * identifying features of trees, bushes and grass
* completing and practicing a conversation

listening for specific information* listening to others
 |
| Lesson 3 (36) | * recycled vocabulary from lesson 6 unit 3
* chasing, crazy, cycle path, spines
 | * present continuous to describe actions - questions
 | * reading, listening and understanding a story about Toby on a nature trail
* understanding and acting out a story
* reading the story with some fluency
* giving an opinion about the story
* understanding the importance of not touching wild animals
 |
| Lesson 4 (37) | * prepositions of movement – across, along, down, up
* rolling, running, sailing, walking
* around, into, out of, through
 | * present continuous to describe actions – questions and short answers
 | * asking and answering questions to find out what people are doing
 |
| Lesson 5 (38) | * chalk, corn, fork, horse, short, shorts, sport, storm, talk, walk
 | * recycled grammar from lesson 4
 | * learning and practicing ‘or’ and ‘al’ spellings
* saying a tongue twister with the ‘or’ sound
* listening for specific information
* playing a communication game about nature trail
* working together as a team
 |
| Lesson 6 (39) | * branches, butterflies, caterpillars, den, forest, minibeast, mud pies, rocks, stones, twigs, worms
 | * I can touch and smell (the tree), but I can’t see it.
* We learn how to (make a den).
* We make (mud pies).
* We go on a (minibeast hunt).
 | * reading about forest schools in Britain
* learning about school trips to forest schools in Britain
* listening for general information
* thinking about your own culture
* thinking about your favourite outdoor activity
 |
| Lesson 7 (40) | * afraid, beach, cave, giant spiders, hero, key, map, monsters, mummies, pool, secret passage, torch, treasure
 | * He sails / crosses / goes / finds …
 | * reading and understanding an adventure story
* reading for specific information
* writing a guided adventure story
* encouraging one another
 |
| 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 about environment
* learning to look after the environment
 |
| Lesson 9 (42) | Unit 4 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 43 | Festival lesson – Carnival* cape, carnival, competition, costume, face, mask, paint, parade, wig
 | * Put on (your costume).
* Paint (your face).
* Wear (a wig).
 | * listening, reading and saying a rhyme
* learning about carnival
 |

Unit 5

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (44) | * dance, drink, eat, listen to music, make a snowman, play, skate, smile, take a photo, wave
* cry, fall, laugh, move, shout, skip
 | * Are you ready?
 | * identifying and saying ten action verbs
* identifying different forms of water
* using a strategy to practice spelling key words
 |
| Lesson 2 (45) | * recycled vocabulary from lesson 1
 | * using present continuous questions – ‘you’ and ‘we’
* short answers
 | * identifying names of different forms of water
* completing and practicing a conversation
* listening for specific information
 |
| Lesson 3 (46) | * recycled vocabulary of body parts
* alive, moving, park, sledge, sledging, snowing
 | * What are you doing?
* We’re making a snowman.
* He’s got a fat tummy.
 | * reading, listening and understanding a story about a snowman
* reading the story with some fluency
* understanding and acting out a story
* giving an opinion about the story
* recognizing how water changes state
* understanding the importance of wearing warm clothes when it’s cold
 |
| Lesson 4 (47) | * clean, dirty, fat, short, tall, thin
* beautiful, strong, ugly, weak
* recycled vocabulary of shapes and body parts
 | * using adjectives, present continuous verbs and ‘have got’
 | * describing and guessing snowmen
 |
| Lesson 5 (48) | * boat, coat, goat, rainbow, road, row, slow, snow, snowman, soap, toad, window, yellow
* sharing
 | * You share with me.
* I share with you.
* recycled grammar from lesson 3
 | * learning and practicing ‘oa’ and ‘ow’ spellings
* saying a tongue twister with the ‘oa’ sound
* listening for specific information
* playing a communication game about what snowmen are doing
* working together as a team
 |
| Lesson 6 (49) | * dry ski slope, ice rink, skiing, toboggan, tubing, winter
 | * I / We go (skating/skiing/tubing).
* We ride (on a toboggan).
* recycled grammar from lesson 2 and 3
 | * reading about winter activities in Britain
* listening for general information
* thinking about winter activities you can do where you live
 |
| Lesson 7 (50) | * autumn, spring, summer, winter
* ant, grasshopper
* cold, happy, hungry, silly
 | * We’re working.
* We’re collecting food.
* Winter is coming.
* I’m (hungry).
 | * reading and understanding a fable
* identifying different types of land
* reading for specific information
* writing a guided conversation
 |
| Lesson 8 (51) | * 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 making snowmen
* saying what snowmen is like
* learning to be creative
 |
| Lesson 9 (52) | 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 (53) | * celebrate Halloween, eat chestnuts, finish school, go to the beach, open presents, plant seeds, smell flowers, wear warm clothes
* cold, cool, hot, warm
* look at baby animals, go on holiday, eat ice cream, play in the leaves, pick apples, play in the snow
 |  | * identifying and saying eight seasonal activities
* using a strategy to practice spelling key words
 |
| Lesson 2 (54) | * recycled vocabulary from lesson 1
* America, cousin, postcard
 | * using present simple ‘we’, ‘you’ and ‘they’ – statements and questions
* short answers
 | * understanding and acting out a grammar conversation
* completing and practicing a conversation
* listening for specific information
* identifying the position of the Sun in different seasons
 |
| Lesson 3 (55) | * recycled names of the months and seasons
* camera, pedalling backwards, poster, project, wheels
 | * Do you (eat chestnuts in America) too?
* Yes, we do.
* recycled grammar – can, have got, it’s, there are
 | * reading, listening and understanding a story about the four seasons
* reading the story with some fluency
* understanding and acting out a story
* giving an opinion about the story
* identifying the characteristics of seasons and position of the Sun
* understanding the importance of working together
 |
| Lesson 4 (56) | * first, second, third, fourth, fifth, sixth … thirty-first
* eat special food, have a party, send cards, wear a costume
* recycled – months of the year
 | * using ordinal numbers
* When’s your birthday?
* My birthday is on the (eighteenth) of (June).
 | * asking and answering about dates
* asking and answering about your birthday
 |
| Lesson 5 (57) | * bird, birthday, first, girl, nurse, purple, shirt, surf, third, thirty, Thursday, turn, turtle
* recycled – months of the year, ordinal numbers
 | * recycled grammar from lesson 4
 | * learning and practicing ‘ir’ and ‘ur’ spellings
* saying a tongue twister with the ‘ir’ sound
* listening for specific information
* doing a class survey about birthdays
* working together as a team
 |
| Lesson 6 (58) | * April Fools’ Day, Bonfire Night, carnival, Christmas
* celebrate, crackers, drum, jokes, parade, remember, turkey
 | * We pull crackers.
* We play jokes.
* We wear (paper hats).
* We have (a bonfire).
* What festivals do you celebrate?
* What do you do on festival days?
 | * reading about seasonal festivals in Britain
* listening for general understanding
* thinking about seasonal festivals where you live
 |
| Lesson 7 (59) | * leap year
* recycled – months of the year, ordinal numbers
 | * recycled – There are…
 | * identifying the months in each season
* reading and understanding a traditional rhyme
* reading for specific information
* completing a traditional rhyme – ordering sentences
* learning strategies
 |
| 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 the four seasons
* learning to do a survey
 |
| 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)
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| Lesson 62 | Project 2 – Jobs* artist, cook, dancer, doctor, firefighter, footballer, pilot, police officer, teacher, vet
* boots, helmet, white coat
* cook, dance, fly a plane, paint pictures, put out fires
 | * using present simple
* I want to be a (vet).
 | * identifying and naming different jobs
* asking and answering questions about jobs
* saying what people do in their job
* listening for specific information
* following instructions
* writing and presenting your jobs poster
 |

Unit 7

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (63) | * bathroom, bedroom, dining room, flat, garage, garden, hall, house, kitchen, living room
* chimney, roof, wall, window
* upstairs, downstairs
* floor, shut the door, watching TV, watering the flowers
 | * recycled – ‘There’s’, ‘There are’
 | * identifying and saying ten rooms in the house
* identifying different materials
* using a strategy to practice spelling key words
 |
| Lesson 2 (64) | * recycled vocabulary from lesson 1
 | * using ‘There is a ‘, ‘There are’, ‘There isn’t a’, ‘There aren’t any’
 | * understanding and acting out a conversation
* listening for specific information
 |
| Lesson 3 (65) | * recycled vocabulary from lesson 1
* armchair, funfair, ghost, haunted, mirror, piano, scared, skeleton, sofa, witch
 | * There’s a haunted (bedroom).
* There aren’t any (skeletons).
 | * reading, listening and understanding a story about a haunted house
* reading the story with some fluency
* identifying properties of materials
* understanding and acting out a story
* giving an opinion about the story
* understanding the importance of being kind to your friends
* listening to others
 |
| Lesson 4 (66) | * box, camera, clock, phone, radio, watch
* mess
* key, lamp, rug, towel
 | * Whose is this (watch)?
* It’s mine / yours / his / hers.
* Is it yours / his / hers?
* There’s a (camera) in my (garage).
 | * asking and answering about who objects belong to
* identifying natural and manufactured materials
 |
| Lesson 5 (67) | * recycled vocabulary from lesson 1 and 4
 | * recycled grammar from lesson 4
 | * learning and practicing ‘ou’ and ‘ow’ spellings
* saying a tongue twister with the ‘ou’ sound
* listening for specific information
* playing a communication game about where objects are
* working together as a team
 |
| Lesson 6 (68) | * board games, bookcase, drum, guitar, pop music, pyjamas, stickers, sticker collection
* upstairs
 | * recycled grammar from lessons 2, present simple and present continuous
 | * learning about children’s bedrooms in Britain
* listening for general understanding
* thinking about what you’ve got in your bedroom
 |
| Lesson 7 (69) | * dragon, fairy godmother, get married, glass, midnight, play, prince, sad, script
* recycled vocabulary from lesson 1
 | * recycled grammar from lessons 4 and present continuous
 | * learning about the properties of glass
* reading and understanding a play script
* reading for specific information
* completing and acting out a conversation from a play
* acting out a play
 |
| 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 unusual houses
* learning to help at home
 |
| 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

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (72) | * baker’s, bank, bus station, car park, chemist’s, fire station, museum, police station, post office, train station
* airport, butcher’s, hotel, library, market, university
 | * recycled – ‘It’s (behind / next to) the post office.’ ‘It’s (between) the (bank) and the (museum).’
 | * identifying and saying ten places in the town
* identifying and saying sources of light and sound
* listening to others
* using a strategy to practice spelling key words
 |
| Lesson 2 (73) | * recycled vocabulary from lesson 1
 | * using ‘Is there a…?’ ‘Are there any…?’
* short answers
 | * understanding and acting out a grammar conversation
* completing and practicing a conversation
* asking and answering questions about places in a town
* listening for specific information
 |
| Lesson 3 (74) | * recycled vocabulary from lesson 1
* recycled prepositions of place
* dark, hungry, night, remember
 | * Is there a baker’s?
* Are there any banks near here?
* Turn right here.
 | * reading, listening and understanding a story about a dark night
* reading the story with some fluency
* identifying natural and artificial light sources
* understanding and acting out a story
* giving an opinion about the story
* understanding the importance of remembering where you put your things
 |
| Lesson 4 (75) | * go straight on, turn left, turn right
* from, to
* go along, go past the …, on the corner, opposite
* recycled vocabulary from lesson 1
 | * How do I get to the (bank)?
* How do I get from (here) to (there)?
* There’s the (train station).
 | * asking for and giving directions
* acting out a conversation giving directions
 |
| Lesson 5 (76) | * cry, dry, fight, fly, light, night, right, sky
* recycled vocabulary from lesson 1
 | * recycled grammar from lesson 4
 | * learning and practicing ‘y’ and ‘igh’ spellings
* saying a tongue twister with the ‘igh’ sound
* listening for specific information
* playing a communication game giving directions
* reviewing changing direction
* working together as a team
 |
| Lesson 6 (77) | * doctor, emergency, fire engine, helmet, loud, police officer, safety, siren, uniform, wheels
* recycled - jobs
 | * recycled present simple
 | * reading and writing about emergency services in Britain
* listening for general understanding
* thinking about the emergency telephone number where you live
 |
| Lesson 7 (78) | * candles, face painting, games, invitation
* recycled – months of the year, ordinal numbers, seasons
 | * recycled grammar from lessons 3 and 4
 | * reading and understanding directions on an invitation
* reading, understanding and writing an invitation
* reading for specific information
 |
| 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 important places in town and road safety
* learning to cross the road safely
 |
| 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

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (81) | * aquarium, castle, chocolate factory, circus, funfair, safari park, science museum, sports centre, theatre, water park
* amusement arcade, art gallery, climbing wall, ice rink, royal palace, skateboard park
* recycled places in town from levels 1 and 2
 | * We’re on holiday.
* We’re having a great time.
* Let’s go to the…
 | * identifying and saying ten holiday places
* identifying machines that use electricity
* listening to others
* using a strategy to practice spelling key words
 |
| Lesson 2 (82) | * recycled vocabulary from lesson 1
 | * using past simple ‘I’ and ‘you’
* Where were you (yesterday)?
* I was at the (circus).
* Were you at the (castle)?
* Yes, I was. / No, I wasn’t.
 | * understanding and acting out a conversation
* asking and answering questions about where you were yesterday
* listening for specific information
 |
| Lesson 3 (83) | * recycled vocabulary from lesson 1
* bored, magic, tower, trip
 | * Where were you?
* We were at the (chocolate factory).
 | * reading, listening and understanding a story about a magic trip
* reading the story with some fluency
* understanding and acting out a story
* giving an opinion about the story
* understanding the importance of playing outside with your friends
 |
| Lesson 4 (84) | * child, children
* man, men
* woman, women
* person, people, parent, grandparent
* recycled - members of family
 | * using irregular plurals
* Whose that (man/woman)?
* Who are those (men/women)?
 | * asking and answering about groups of people
 |
| Lesson 5 (85) | * air, airport, bear, chair, funfair, hair, pear, stairs, wear
* recycled - members of family
 | * recycled grammar from lesson 3 and 4
 | * learning and practicing ‘ear’ and ‘air’ spellings
* saying a tongue twister with the ‘air’ sound
* listening for specific information
* playing a communication game about where you were
* working together as a team
 |
| Lesson 6 (86) | * arts and crafts, butterfly house, giant chess, hide and seek, maze, pain a cup/plate, palace, summer holidays
 | * recycled grammar from lessons 2 and present continuous
 | * reading and learning about summer holidays in Britain
* listening for general understanding
* thinking about what you do during summer holidays
 |
| Lesson 7 (87) | * badge, clown, diary, funfair, ride, roller coaster, stilts, ticket
* recycled – days of the week
 | * recycled grammar from lesson 2 and 3
 | * reading, understanding a diary
* writing a diary extract
* 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 weekend activities
* saying whet you take photos of
* learning to use a digital camera
 |
| 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 – Time* recycled - get up, get dressed, go to bed, go to school, have breakfast, play
 | * It’s (eight) o’clock.
* It’s a quarter past (eight).
* It’s half past (eight).
* It’s a quarter to (nine).
* I (get up) at (seven) o’clock.
* What time do you (get up)?
 | * asking and answering about the time
* reading and writing the time
* associating times with daily routines
* following instructions
 |