Give Me Five 4 (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 | * revision – vocabulary from level 3
 | revision of grammar from level 3:* What are your names?
* This is my …
* His name’s …
* How old is …?
* What does he / she like doing?
* What does he / she do?
 | * asking for and giving information about other people
* categorising
 |
| Lesson 2 | * adjectives to describe physical appearances
 | * What does your … look like?
* He’s got (short, blonde hair and brown eyes).
 | * listening for specific information
 |
| Lesson 3 | * recycled vocabulary from lesson 2
 | * You look different.
* He’s taller.
* Ravi likes doing puzzles.
* I love going snorkelling.
 | * reading, listening and understanding a story
* completing a story summary
 |
| Lesson 4 | * reviewing numbers 1 – 100
* numbers 100 - 1000
 | * ‘must’ and ‘going to’ to talk about obligations and responsibilities
 | * identifying and saying letters and numbers 100 – 1000
* using a code to read a message
* using ‘must’ and ‘going to’ to talk about obligations and responsibilities in the classroom
* reading and writing a class contract
* mathematical thinking
* asking how to spell things and giving the correct spelling
* saying a rap about a secret code
* sequencing
* grouping
* logical thinking
* sharing information
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Unit 1

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5) | * biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar
* blueberries, coffee, honey, marshmallows, raspberries, vanilla
 | * Is there any (cream) in the fridge?
* Are there any (nuts) in the cupboard?
* short answers
 | * identifying and saying ingredients
* classifying food items
* discussing cakes and ingredients
* listening to each other
* categorising
* memory game
 |
| Lesson 2 (6) | * countable and uncountable nouns
* recycled vocabulary from lesson 1
 | * ‘How much …?‘ and ‘How many …?’ questions
* We need a lot of / some / a few (nuts).
 | * listening, reading and acting out a conversation
* listening, following the grammar table and identifying parts of a sentence
* applying rules
* identifying and using countable and uncountable nouns
* discussing nutrients in food
 |
| Lesson 3 (7) | * recycled vocabulary from lesson 1 and 2
* add, chop, mix, stir
* a piece
* tin, fridge, oven
* salty
 | * What do we need to do now?
* Add the sugar and stir.
* Let’s chop the nuts.
* How many (nuts) / much (sugar) do we need?
* We need a few (nuts) / a lot of (sugar).
 | * using a code to read a message
* predicting
* reading, listening, understanding a story
* understanding and acting out the story
* giving an opinion on the story
* collaborating
* understanding the importance of paying attention
 |
| Lesson 4 (8) | * recycled vocabulary from lessons 1 and 3
* recycled time sequencers
* boil, cook, peel, slice
 | * ‘need to’ for requirements
 | * identifying and saying verbs for cooking
* identifying a healthy, balanced diet
* following and correcting grammar tables
* using ‘need to’ to talk about requirements
* applying rules
* three-minute review
 |
| Lesson 5 (9) | * bike, kite, lie, Mike, pie, rice, Spike, tie, time, write
 | * How many nuts do we need?
* How much flour do we need?
* Spike likes …
* We need a few nuts.
 | * saying a tongue twister with the ‘ie’ sound
* learning and practicing ‘ie’ spelling
* listening for specific information
* playing a communication game using ‘How much‘ and ‘How many’ questions and ‘need to’
* working together
* sharing information
 |
| Lesson 6 (10) | * Knickerbocker glory
* biscuits, cherries, chocolate chips, ice cream, nuts, raspberry sauce, vanilla
* bowl, dish, scoop, spoon
* add, break, mix, pour, put, sprinkle
 | * first, next, then, finally
* present simple
 | * reading and understanding an instructional text
* identifying steps in a process
* sequencing
* predicting content from photos
* predicting content to raise interest
* reading for general information
* scanning to find specific information
 |
| Lesson 7 (11) | * time sequencers
* recycled – food items
* recycled vocabulary from lesson 6
 | * recycled grammar from lesson 6
 | * knowing and using times sequencers
* identifying text features of a recipe
* identifying information content of a recipe
* preparing and writing a recipe
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
* collaborating
 |
| Lesson 8 (12) | * bread, chickpeas, falafel, melted chocolate, onions, pretzel, salad, strawberries, sugar, vegetables, waffles
* cart
 | * There are …
* You can add …
* What’s the name of (the famous statue) in New York?
* What time is it in New York?
* How many people live in New York?
 | * predicting
* working together
* investigate New York
* learning about New York City and street food
* reading and listening for specific information
* thinking about your own culture
* understanding the importance of collaboration and teamwork
 |
| Lesson 13 | Unit 1 test (available in Teacher’s Resource Bank via Navio) at standard and higher levels |  |  |
| Lesson 14 | Festival lesson – International Peace Day (21 September) |  |  |

Unit 2

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (15) | adjectives of character:* active, confident, friendly, kind, lazy, noisy, quiet, shy, tidy, unfriendly, unkind, untidy
* helpful, polite, rude, sociable, unhelpful, unsociable
 | * What are you like?
* I’m …
* Are you …?
* short answers
 | * identifying and saying adjectives of character
* discussing different families
* categorising
* team building
* asking and answering questions using the recycled structure
 |
| Lesson 2 (16) | * recycled vocabulary from lesson 1
 | * I / he / she was /wasn’t (active) when I / he / she was young.
* You / We / They were / weren’t (lazy) when you / we / they were young.
* Was I / he / she (shy)?
* Were you / we / they (confident)?
* short answers
 | * listening, repeating and acting out a conversation
* following, completing and correcting grammar tables
* listening, following the grammar table and identifying parts of a sentence
* talking what people were like when they were young
* applying rules
 |
| Lesson 3 (17) | * adventurous, scared
* explorer, famous people, museum attendant, tennis player
* frighten, play a trick, wax museum, waxworks
 | * He’s active and kind.
* He was adventurous.
 | * using a code to read a message
* predicting
* reading, listening, understanding a story about a trick that went wrong
* giving an opinion on the story
* collaborating
* understanding the importance of considering your friends’ feelings before playing tricks
 |
| Lesson 4 (18) | * get a pet, go o a plane, learn to walk, move house, start nursery, write a story
* ten months old
* draw (drew) a picture, read (read) a book, ride (rode) a bike, sing (sang) a song
 | * past simple
 | * following, completing and correcting grammar tables
* talking about past activities
* identifying different life stages
* applying rules
* passing on a message
 |
| Lesson 5 (19) | * bee, chimney, donkey, drop, eat, happy, key, lazy, leaf, lorry, meat, monkey, noisy, queen, sheep, teddy, tree, very
* recycled vocabulary from lesson 4
 | * I (learnt to walk) when I was (one).
* Did you (write a story) when you were (eight)?
* short answers
 | * saying a tongue twister with the ‘ey’ sound
* learning and practicing spelling of ‘ey’ sound
* listening for specific information
* playing a communication game using past simple
* working together
 |
| Lesson 6 (20) | * listen to stories, read books, start boarding school, tell stories, write a secret diary / story / book
* mythical creatures, trolls
 | * He wrote his first children’s book in 1943.
* When he was 13, he started a new school.
 | * reading and understanding a chronological account
* predicting content to raise interest
* reading for general information
* scanning to find specific information
 |
| Lesson 7 (21) | * recycled - family members
* recycled – adjectives of character
 | * inverted commas
* recycled grammar from lessons 4, 5, 6
 | * predicting the order of information in a biography
* identifying the text features of an autobiography
* preparing and writing your autobiography
* using criteria to check your writing
* sharing your writing with a partner
 |
| Lesson 8 (22) | * recycled – adjectives of character
* astronomy, fishing, marching band, play the guitar / drums / piano, running, sing, telescope, write songs
 | * recycled grammar from lessons 3,5 and 6
 | * researching Hawaii
* learning about famous Hawaiian people
* reading and listening for specific information
* thinking about your own culture and identity
* collaborating
 |
| Lesson 23 | Unit 2 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |

Unit 3

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (24) | * axe, basket, bones, bowl, cave, fire, fossil, fur, hammer, knife, spear, tools
* arrow, bow, club, flint, jug, spoon
 | * past simple – statements and questions
 | * identifying and saying prehistoric times vocabulary
* reviewing and discussing prehistoric times
* collaborating
* memory game
 |
| Lesson 2 (25) | * recycled vocabulary from lesson 1
 | * past simple questions
 | * listening, repeating and acting out a conversation
* listening, following the grammar table and identifying parts of a question
* following, completing and correcting the grammar tables
* applying rules
* sharing information
 |
| Lesson 3 (26) | * helmet, kayak club, life jackets, paddle (v), river, water bottle, waterfall
* recycled vocabulary from lesson 1
* hunting, sabre-toothed tigers, woolly mammoths
 | * Did prehistoric men use spears?
* Where did you find the prehistoric tools?
* What did they hunt?
* We found them in a cave.
* Sabre-toothed tigers could run very fast.
 | * using a code to read a message
* predicting
* reading, listening and understanding a story about an important discovery
* understanding and acting out the story
* giving an opinion on the story
* collaborating
* understanding the importance of not dropping litter
 |
| Lesson 4 (27) | * dodo, giant ground sloth, prehistoric armadillo, sabre-toothed squirrel, sabre-toothed tiger, woolly mammoth
* elephant bird, giant dragonfly, short-faced bear, Tasmanian wolf
 | * ‘could’ and ‘couldn’t’
 | * identifying animals from the past
* identifying different animal groups
* following, completing and correcting grammar tables
* talking about abilities in the past
* applying rules
 |
| Lesson 5 (28) | * recycled vocabulary from lesson 4
 | * ‘could’ - questions
* short answers
 | * saying a tongue twister with the ‘aw’ sound
* learning and practicing spelling of ‘aw’ sound
* listening for specific information
* playing a communication game using ‘could’
* working together
* sharing information
 |
| Lesson 6 (29) | * dinosaurs, carnivore, herbivore
* million
* beak, frill, horns, neck, tail, teeth, tusk
* extinct, hard, huge, sharp
 | * Dinosaurs were reptiles.
* Some dinosaurs could run very fast.
* It had a very long neck.
* What did a diplodocus have?
 | * reading and understanding an information text
* predicting content to raise interest
* reading for general understanding
* scanning to find specific information
 |
| Lesson 7 (30) | * extreme adjectives
* enormous, fast, friendly, shiny, slow, tiny
* carnivore, herbivore
* brain, plates, spikes, tail
 | * The stegosaurus had a tiny head.
* It was an enormous herbivore.
* It walked on four legs.
 | * Identifying and discussing reptiles
* identifying the text features of an encyclopaedia entry
* preparing and writing an encyclopaedia entry
* predicting
* using criteria to check your writing
* collaborating
* sharing your writing
* peer evaluation and feedback
 |
| Lesson 8 (31) | * bone, carving, cave paintings, dinosaur, fossils
* discoveries, scenery, wildlife
* discover / find / identify fossils
* go camping / hiking
* palaeontologist
 | * Scientists found fossils.
* You can (go hiking).
 | * collaborating
* researching Canada
* reading about dinosaur fossils in Canada
* reading and listening for specific information
* thinking about your own culture and identity
* understanding the value of museums
 |
| 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 – The minibeast exhibition* beetle, butterfly, centipede, dragonfly, grasshopper, ladybird, millipede, moth, slug, snail, spider, worm
* grass, plant, pond, rock, tree, twigs
 | * present simple
* ‘can’
 | * learning about exhibitions in your town museum
* identifying and naming different habitats for your minibeasts
* reviewing how insects help pollination
* sharing information
 |

Unit 4

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (34) | * asteroid belt, astronaut, comet, Jupiter, Mercury, meteorite, Neptune, planets, rings, rocket, satellite, Venus
* ordinal numbers
* alien, Earth, Mars, Saturn, space station, Uranus
 | * (Earth) is the (third) planet.
* It’s (next to Earth).
* Is it Mars?
* short answers
 | * identifying and saying objects in space
* reviewing and discussing what is in the sky
* classifying celestial bodies
* playing a guessing game with a partner
* collaborating
 |
| Lesson 2 (35) | * long and short superlative adjectives
* recycled - planets
 | * (Venus) is the (hottest) planet.
* Which is the (biggest) planet?
* (Mercury) is the (closest) planet to the Sun.
 | * listening, repeating and acting out a conversation
* listening, following and correcting the grammar table
* following a grammar table and identifying parts of a sentence
* applying rules
* reviewing the Solar System
* remembering
 |
| Lesson 3 (36) | * beach, Earth, lighthouse, living thing, meteorite, night sky, planets, rock, sea, shooting star, starfish, Venus
* brightest, shiniest
 | * recycled grammar from lessons 1 and 2
 | * using a code to read a message
* predicting
* reading, listening and understanding a story about a meteorite
* understanding and acting out the story
* collaborating
* giving an opinion on the story
* understanding the importance of not taking living things out of their habitats
 |
| Lesson 4 (37) | * adjectives to describe objects:

expensive, heavy, interesting, modern, powerful, shiny, cheap, dull, large, tiny* recycled - short and long superlative adjectives
 | * It’s the most (fantastic) rocket in the world.
* It’s the (fastest) rocket.
* The (red) rocket is the (heaviest) rocket.
 | * following, completing and correcting grammar tables
* playing a communication game using superlative adjectives
* applying rules
* collaborating
 |
| Lesson 5 (38) | * away, cake, came, day, eight, eighth, eighty, horse, May, neigh, play, price, race, rain, say, sleigh, snail, snake, space, train, whale
* date of manufacture, engine power, interest rating
* recycled vocabulary from lesson 4
 | * Which is the most modern rocket?
 | * saying a tongue twister with the ‘a\_e’ sound
* learning and practicing spelling of ‘a\_e’ sound
* listening for specific information
* playing a communication game using superlative adjectives
* sharing information
 |
| Lesson 6 (39) | * glass giants, Jupiter moon
* recycled – planets
* recycled – superlative adjectives
 | * It’s the (windiest) planet.
* It’s got at least (16 moons).
 | * reading and understanding an information text
* classifying
* predicting content
* reading for general understanding
* scanning to find specific information
 |
| Lesson 7 (40) | * dry, dust, ice cap, mountains, north, rocky, south pole, surface, temperature, volcano
 | * Mars has got the largest volcano.
* The average temperature on Mars is -23◦C.
 | * using subheadings
* preparing and writing a fact file
* sharing information about our planet
* identifying the information content of a fact file
* identifying the text features of a fact file
* using criteria to check your writing
* sharing your writing
* peer evaluation and feedback
 |
| Lesson 8 (41) | * recycled vocabulary from lessons 1 and 3
 | * You need clear skies and a high position.
* The largest telescope is …
* These are clouds of dust and gas where new stars are born.
 | * working together
* researching Australia
* reading about an observatory in Australia
* reading and listening for specific information
* thinking about your own culture and identity
 |
| Lesson 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) | * go bowling / hiking / horse riding / sailing / shopping / snorkelling / surfing / windsurfing
* have a barbecue / an ice lolly
* make a cake, play table tennis, ride a mountain bike
* do a jigsaw / a quiz / an experiment
 | * What do you do in your free time?
* What’s your favourite activity?
* What do you do at the weekend?
* What shall we do today?
* Do you (go hiking)?
 | * identifying and saying free-time activities
* identifying forms of energy
* classifying
* listening to each other
* checking learning
 |
| Lesson 2 (44) | * Recycled vocabulary from lesson 1
 | * conditional sentences with ‘can’
* If it’s (windy), we can go (windsurfing).
* We (can’t have) a barbecue, if it’s (wet).
 | * listening, repeating and acting out a conversation
* listening, following the grammar table and identifying parts of a sentence
* applying rules
 |
| Lesson 3 (45) | * recycled vocabulary from lesson 1
* drums, electric guitar, keyboard, musical instruments, tambourine, xylophone
* food colouring, glasses, spoon, water
 | * If it’s wet, we can’t ride our mountain bikes.
* I’d rather play the drums.
* Hurry up!
* I’m nearly ready.
 | * using a code to read a message
* predicting
* reading, listening and understanding a story about a rainy day
* understanding and acting out the story
* identifying things that produce sound
* giving an opinion on the story
* collaborating
* understanding the importance of being creative with your time
 |
| Lesson 4 (46) | * recycled vocabulary from lesson 3
* cymbals, rock band, flute, recorder, saxophone, triangle
* sing
 | * ‘I’d rather’ for preferences
* I’d rather sing than play the tambourine.
 | * identifying and saying musical instruments
* following, completing and correcting grammar tables
* talking about preferences
* applying rules
* collaborating
 |
| Lesson 5 (47) | * balloon, barbecue, computer, fruit, huge, juice, June, kangaroo, moon, mule, rescue, spoon, statue, swimsuit, tune
 | * Would you rather eat a cake or eat an ice lolly?
* I’d rather eat …
* David would rather make ….
 | * saying a tongue twister with the ‘ue’ sound
* learning and practicing spelling of ‘ue’ sound
* listening for specific information
* playing a communication game using ‘would rather’
* checking learning
 |
| Lesson 6 (48) | * crashed, hero, monster, music, myth, mythical creatures, sailors, ship’s mast, Sirens, war, wax
 | * It’s about Ulysses and his adventures.
* The Sirens were mythical creatures.
* When the ship passed the Sirens’ island, the Sirens started singing.
 | * predicting the content
* reading and understanding a text to entertain
* reading for general understanding
* scanning to find specific information
 |
| Lesson 7 (49) | * enormous, poisonous
* cows, dragon, snake, swamp, village
* recycled – body parts of animals
 | * using apostrophes
* What does it look like?
* What does it eat?
* Where does it live?
 | * identifying the information content and features of a text about a mythical creature
* planning and writing a text about a mythical creature
* collaborating
* using criteria to check your writing
* sharing your writing
* peer evaluation and feedback
 |
| Lesson 8 (50) | * bagpipes, didgeridoo, sitar, steel drum, strings
* animal skin, branch, metal containers, wood
* bottom, top
* noise
 | * The pipes are made from wood.
* The didgeridoo comes from Australia.
 | * predicting
* working together
* researching New Zealand
* reading about WOMAD in New Zealand
* reading and listening for specific information
* thinking about your own culture and identity
 |
| Lesson 51 | Unit 5 test (available in Teacher’s Resource Bank via Navio) – at standard and higher level |  |  |
| Lesson 52 | Festival lesson – World Water Day (22 March)* brush my teeth, cleaning, cooking, drinking, full, have a bath / shower, plants, tap, turn off, washing, washing machine, water (n) (v), watering can
 | * reviewing present simple
* recycling ‘can’
 | * thinking why it’s important to save water
* finding out ways you can save water
* finding out when the first World Water Day was
 |

Unit 6

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (53) | * blender, cooker, dishwasher, DVD player, fridge, hairdryer, hoover, microwave, printer, tablet, toaster, washing machine
* bedroom, kitchen, living room
 | * There’s a cooker in the kitchen.
* We use it for cooking food.
* Have you got a dishwasher?
* How often to you use it?
* short answers
 | * identifying and saying machines in our houses
* discussing household machines
* brainstorming
* identifying machines that need electricity to work
* playing a game using the recycled structure
 |
| Lesson 2 (54) | * recycled vocabulary from lesson 1
 | * ‘is / are used for’
* A (hairdryer) is used for (drying your hair).
* (Microwaves) are used for (heating food).
* What’s it used for?
 | * listening, repeating and acting out a conversation
* talking about machines in our houses
* listening, following the grammar table and identifying parts of a sentence
* applying rules
* playing a communication game
 |
| Lesson 3 (55) | * batteries, boat race, coins, fabric, harbour, lemons, machine, mast, paperclip, sail, solar power, windy, wires
 | * It’s working!
* We’ve got a battery made of lemons.
* Ravi is brilliant at making machines.
* What’s wrong with the boat?
* I don’t think we’re going to win.
 | * using a code to read a message
* predicting
* learning how to make a battery out of lemons
* understanding and acting out the story
* giving an opinion on the story
* collaborating
* understanding the importance of recycling batteries
 |
| Lesson 4 (56) | * cotton, gold, leather, plastic, silver, wool
* boots, bracelet, earrings, sweater, card, glass, metal, wood
 | * ‘it’s’ and ‘they’re’ to talk about what materials things are made of
* What’s made of?
* What are they made of?
 | * identifying and saying materials
* following, completing and correcting grammar tables
* applying rules
* telling what materials things are made of
* collaborating
 |
| Lesson 5 (57) | * recycled vocabulary from lesson 4
* boat, bone, coat, goat, home, no, nose, phone, rainbow, robot, roll, rose, snowman, window
 | * ‘it’s made of’ / ‘they’re made of’
 | * saying a tongue twister with the ‘o\_e’ sound
* learning and practicing spelling of ‘o\_e’ sound
* listening for specific information
* playing communication game using ‘it’s made of’ and ‘they’re made of’
* checking learning
 |
| Lesson 6 (58) | * modern, special
* chores, fully automatic, opinion, price, product name, slogan, solar-powered, special offer, true statement
 | * It’s (fully automatic)!
* It’s the most modern robot in the world!
* It comes in three different colours!
 | * predicting content
* reading the text for general understanding
* scanning to find specific information
* reading and understanding a text to persuade
 |
| Lesson 7 (59) | * blender, plastic
* amazing, delicious, fantastic, special
* opinion, price, product name, slogan, true statement
 | * ‘wow’ words
* recycled grammar from lesson 5 and 6
 | * learning about the layout of an advert
* identifying the text features of an advert
* collaborating
* preparing and writing an advert
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (60) | * balance, breakdancing, competition, football, hockey, humans, kung fu, medal, robot, somersaults
* bronze, gold, silver
 | * Some are made of new materials.
 | * researching the USA
* predicting
* collaborating
* learning how complex machines work
* reading and listening for specific information
* thinking about your own culture and identity
 |
| Lesson 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 – The green school project* batteries, bottles, boxes, cardboard boxes, glass jars, lights, paper, plastic bags, taps, tins
* recycled – places at school
* have a meeting, make signs / posters, paint trees, recycle, reuse, save electricity / water, turn off, write letters
 | * The most important way to make our school green is …because …
 | * learning ways of saving energy
* identifying and naming different ways of recycling energy
* reviewing the three Rs (Reduce, Reuse and Recycle)
* investigating the recycling programme at your school
* sharing information with your group
 |

Unit 7

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (63) | * adventure playground, airport, art gallery, bowling alley, cinema, football stadium, hotel, ice rink, library, market, shopping centre, university
* campsite, college, factory, office, service station, town hall
* city, weekend
 | * Where do you go at the weekend?
* I usually go to the (art gallery).
* What do you do there?
* I look at paintings and statues.
 | * identifying and naming places in a city
* discussing familiar places
* checking learning
* playing a game using the recycled structure
 |
| Lesson 2 (64) | * recycled vocabulary from lesson 1
 | ‘will’ and ‘won’t’ for future predictions:* Will there be (libraries) in the future?
* Yes, there will.
* No, there won’t.
 | * discussing area where you live
* listening, repeating and acting out a conversation
* listening, following the grammar table and identifying parts of a question
* making future predictions
* applying rules
 |
| Lesson 3 (65) | * alien, cars, chores, computer, future, hotels, key, moon, present, robot, science fiction, sea, spaceship
 | * recycled grammar from lesson 2
 | * using a code to read a message
* predicting
* reading, listening and understanding a story
* understanding and acting out the story
* collaborating
* giving an opinion on the story
* understanding the importance of getting enough sleep
 |
| Lesson 4 (66) | * helicopter, hot-air balloon, motorbike, submarine, tram, underground
* ambulance, bicycle, engine, taxi
* computers, moon, radio, robots, school, sea, wheels, wings
* drive, fly, live, talk, travel
 | ‘will’ and ‘won’t’ for future predictions:* (Cars) will/won’t (have wings).
* I think that (robots) will (drive).
 | * identifying and saying vocabulary about transport
* following, completing and correcting grammar tables
* applying rules
* collaborating
 |
| Lesson 5 (67) | * boy, coin, enjoy, giraffe, joint, judo, oil, point, toy
* recycled – means of transport
* fly, go to the moon, have wheels, travel under the sea
 | * What do you think?
* Will submarines (fly) in the future?
* short answers
 | * saying a tongue twister with the ‘oy’ sound
* learning and practicing spelling of ‘oy’ sound
* listening for specific information
* playing communication game using ‘will/won’t’
* working together
 |
| Lesson 6 (68) | * cave, chores, cities, computer, dinosaur, fossil, machines, mountains, robots, time, trains, underground
 | * Everyone will have a computer.
 | * predicting the content
* reading and understanding a poem
* reading the text for general understanding
* reading and completing and acrostic poem
* sequencing
 |
| Lesson 7 (69) | * ants, cities, ground, high, hot-air balloon, mountains, people, sky, town, trees
* blue, green, red, yellow
 | * High in the sky.
* Never stop!
 | * making a list or a mind map to brainstorm vocabulary
* learning about the layout of an acrostic poem
* identifying the text features of an acrostic poem
* planning and writing an acrostic poem
* collaborating
* sharing information
* using criteria to check your writing
* peer evaluation and feedback
 |
| Lesson 8 (70) | * double-decker, fishing boat, funicular railway, houseboat, junk boat, river boat, sampan, tram
* harbour
 | * This is the steepest funicular railway in the world.
* You get on the tram at the back.
 | * predicting
* researching Hong Kong
* learning about transport in Hong Kong
* listening for specific information
* collaborating
* thinking about your own culture and identity
 |
| Lesson 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) | * artist, carpenter, chef, dentist, driver, hairdresser, lawyer, mechanic, nurse, photographer, vet, waiter
* actor, baker, reporter, sailor, secretary, singer
 | * Who cooks food in a restaurant?
* Is it (a chef)?
* short answers
 | * identifying and saying jobs
* identifying how population affects jobs
* discussing jobs
* guessing game
* listening to each other
* checking learning
 |
| Lesson 2 (73) | * recycled vocabulary from lesson 1
 | * ‘have to’ in present simple questions
* short answers
 | * listening, repeating and acting out a conversation
* following the grammar table and identifying parts of a question
* applying rules
 |
| Lesson 3 (74) | * aquarium, chef, dad, dolphin, lighthouse keeper, mum, relative, uniform, vet, work
 | * I have to wear a white uniform.
* Sorry I’m late, everyone.What do you want to be when you’re older?
* I want to be a vet.
 | * using a code to read a message
* predicting
* understanding and acting out the story about a school day
* giving an opinion on the story
* collaborating
* understanding the importance of saying sorry when you’re late
 |
| Lesson 4 (75) | * clinic, factory, garage, office, salon, workshop
* carpenter, dentist, hairdresser, mechanic
* brush, build, check, cut, dry, fix, oil (v), saw, wash
* gallery, police station, studio, surgery
 | ‘who’ and ‘where’ in relative clauses:* (A hairdresser) is a person who works in (a salon).
* (A salon) is a place where (a hairdresser) works.
 | * identifying and naming places of work
* following and correcting grammar tables
* applying rules
* collaborating
 |
| Lesson 5 (76) | * bird, mirror, purse, river, skirt, thirty, turtle
* garage, workshop
* actor, baker, carpenter, doctor, driver, mechanic, nurse, sailor
 | * It’s a person who works in a garage.
* It’s a place where a carpenter works.
 | * saying a tongue twister with the ‘er’ sound
* learning and practicing spelling of ‘er’ sound
* listening for specific information
* playing communication game using relative clauses
* checking learning
* working together
 |
| Lesson 6 (77) | * astronaut, cartoons, crosswords, experiments, friendly, muscles, news, physical exam, Space Station, sport, TV guide, university, weather
 | * You have to go to university to be an astronaut.
* You must work hard at school.
 | * predicting content
* reading for general understanding
* scanning the text for specific information
* reading and understanding a non-chronological report
 |
| Lesson 7 (78) | * astronaut, exercise, fit, fly, fresh food, healthy, hot water, space
 | ‘for’ to talk about a period of time* I exercise for two hours every day.
* I’m going to go into space next year.
 | * identifying the information content of an interview
* identifying the text features of an interview
* preparing and writing a non-chronological report
* collaborating
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (79) | * dangerous, flashes, floors, island, lamps, lighthouse, metal, oil, rocks, sailors, sequence, solar power, spiral staircase, warn
 | * There were three lighthouse keepers who lived on the island.
 | * predicting
* researching Tasmania
* learning about lighthouse keepers in Tasmania
* reading and listening for specific information
* thinking about your own culture and identity
* working together
 |
| Lesson 80 | * Unit 8 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
 |  |  |

Unit 9

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (81) | * Brazil, China, France, Germany, India, Italy, Japan, Mexico, Morocco, Portugal, Romania, Russia
* Argentina, Belgium, Ecuador, Poland, Switzerland, Thailand
 | * Where do you go on holiday?
* Do you go to other countries?
* Would you like to go to (France)?
 | * identifying and saying countries
* discussing countries and their location
* teambuilding
* playing a guessing game with your partner
 |
| Lesson 2 (82) | * recycled vocabulary from lesson 1
* summer holidays, university, young
 | * present perfect to talk about countries and experiences – affirmatives, interrogatives, negatives
* short answers
 | * listening, repeating and acting out a conversation
* discussing the population of different countries
* following the grammar table and identifying parts of a question
* applying rules
 |
| Lesson 3 (83) | * camel, dates, fruit, herbs and spices, market, oasis, snoring
* comfortable, delicious, friendly, noisy
 | * recycled grammar from lesson 2
 | * using a code to read a message
* predicting
* reading, listening and understanding a story about a Moroccan adventure
* understanding and acting out the story
* giving an opinion on the story
* collaborating
* understanding the importance of trying new things when you go to a different country
 |
| Lesson 4 (84) | * buy a souvenir, eat sushi, play cricket, see a whale, take a photo, visit a monument
* Japanese restaurant, ocean
 | * present perfect to talk about countries and experiences
* regular and irregular past participle
 | * identifying and saying holiday activities
* following and correcting grammar tables
* applying rules
* listening
* checking learning
 |
| Lesson 5 (85) | * bed, bread, egg, elephant, feather, fish, heavy, leg, Mexica, seven, treasure, weather
* recycled vocabulary from lesson 4
 | * present perfect – questions and short answers
 | * saying a tongue twister with the ‘ea’ sound
* learning and practicing spelling of ‘ea’ sound
* reviewing spellings for the ‘f’ sound
* listening for specific information
* playing communication game using ‘Has he/she ever…?’
* checking learning
* working together
* sharing information
 |
| Lesson 6 (86) | * active volcano, capital city, climate, go hiking / skiing, gondola, mountains, paintings, statues, take photos
* ice cream, pasta, pizza
 | * Have you ever seen an active volcano?
 | * predicting content
* reading for general understanding
* scanning the text for specific information
* reading and understanding a text to persuade
 |
| Lesson 7 (87) | * Mexico, USA
* ancient history, beaches, camera, Mariachi band, Maya, monuments, sun cream
* burritos, guacamole, tacos
 | * rhetorical questions and present perfect
 | * identifying the information content of a travel brochure
* identifying the text features of a travel brochure
* preparing and writing a travel brochure
* using criteria to check your writing
* collaborating
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (88) | * ball, football, rugby, tackle, tennis, tournament
* double-decker bus, top deck
* afternoon tea, cake, cream, jam, sandwich, scones
* action figures, computer games, dolls, jigsaws, models, teddy bear, toys
 | * Hamleys is the biggest toy shop in the world.
* Tennis players come from all over the world to compete.
* What’s England famous for?
 | * predicting
* collaborating
* researching England
* learning about culture in England
* reading and listening for specific information
* thinking about your own culture and identity
 |
| 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
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| Lesson 90 | Project 3 – The medieval festival* archery, arts and crafts, face painting, jousting, juggling, knight’s shield, mask, medieval castle / crown / dancing, parade, pony rides, stilt walking, tug-of-war
 | * What equipment do you need?
 | * naming activities in a medieval festival
* discussing people who lived in the Middle Ages
* investigating a medieval festival
* sharing information with your group
 |