Give Me Five 6 (90 hours)

diagnostic test available in Teacher’s Resource Bank via Navio

Starter Unit

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

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

Unit 6

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

Unit 7

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

Unit 8

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

Unit 9

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