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 |

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 |
| 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) |  |  |
| 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 |

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) |  |  |
| 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 |  |  |

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 |  |  |

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 |