Give Me Five 5 (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 – school subjects, character adjectives
 | * What’s (Tom) like?
* What does (Jess) look like)
 | * reading personal descriptions
* writing a personal profile
* hypothesising
* finding information
* matching words and pictures
 |
| Lesson 2 | * reviewing vocabulary – transport, fruit, verbs
 | * reviewing relative pronouns
 | * learning about school fairs and balloon races
* matching words and pictures
* personalising
* definitions
 |
| Lesson 3 | * confident / most confident, fat / furthest, fast / fastest, funny / funniest, good / best, hot / hottest
 | * reviewing superlative adjectives
 | * understanding and acting out a conversation
* asking and answering personal information questions
* ordering information
 |
| Lesson 4 | * air, at the same time, balloon race, burst, degrade, explode, find / found, gas, heavy, helium, kilometres, label, latex, let go, light, organic, paper, release, rice, rules, ties the balloons together
 | * reviewing ‘must’ and ‘mustn’t’ for obligation
 | * reviewing countries of the world and where they are
* reading an information text about science behind balloon races
* listening and understanding information about a balloon race
* analysing and applying rules
* logical thinking
* reflecting on learning
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Unit 1

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5) | * baseball boots, belt, cardigan, jeans, leggings, polo shirt, sweatshirt, T-shirt, tie, tights, top, tracksuit, waistcoat
* bright, casual, dark, fashionable, smart, sporty
 | * What do you usually wear at the weekend?
* I usually wear (smart clothes).
* What’s your favourite item of clothing?
* It’s …
* (my friends) prefer / like (casual clothes).
 | * identifying and saying names of clothes
* talking about the clothes you wear
* reading information to solve the problem
* asking and answering personal information about clothing
* categorising
* working in groups to reinforce learning
* collaborating
* checking learning
* problem solving
* reflecting and setting goals
 |
| Lesson 2 (6) | * gloves, goggles, helmet, shorts, ski clothes, T-shirt
* autumn, ski station
 | * reviewing and contrasting present simple and present continuous
 | * listening and reading a conversation
* analysing and applying rules
* working together
* collaborating
* checking learning
* asking and answering questions
 |
| Lesson 3 (7) | * heavy, light, noisy, quiet, rough, smooth, strong, weak
* jacket, trousers
* astronaut, curious, engineer, flowers, fur, hooks, idea, invent, invention, inventor, material, microscope, nylon, seeds, stick, wild plants, woollen
 | * He’s wearing woollen trousers.
* This material is too heavy and it isn’t pretty enough.
 | * researching Switzerland
* thinking about the importance of persevering with difficult tasks
* reading and understanding a story with a cultural focus
* listening for specific information
* hypothesising
* working together
* collaborating
* checking learning
 |
| Lesson 4 (8) | * big, comfortable, fashionable, long, short, small, uncomfortable, unfashionable
* strap, sweatshirt, trousers, watch
 | * ‘too’ and ‘not enough’ to say what’s wrong
* stress in words
 | * acting out a dialogue
* analysing and applying rules
* logical thinking
* working together
* collaborating
* checking learning
 |
| Lesson 5 (9) | * adjectives to describe clothing:

baggy, flowery, long-sleeved, patterned, plain, short-sleeved, striped, tight* dress, T-shirt, tie, trousers
* comfortable, fair, happy, healthy, kind, tidy, uncomfortable, unfair, unhappy, unhealthy, unkind, untidy
 | * What’s (Sally) wearing?
* (She’s) wearing trousers and a T-shirt.
* Is (she) wearing baggy trousers?
* short answers
 | * identifying and saying adjectives to describe clothing
* listening for specific information
* doing a communication task
* defining and describing
* working together
* collaborating
* checking learning
 |
| Lesson 6 (10) | * bend, chemical, cloak, clothes, cotton, dirty, light, long, material, natural, plants, sheep, slime, small, smelly, smooth, soft, stain, sticky, stretchy, strong, water, wool
 | * Scientists think that we can use this slime to make strong, soft clothes.
* Which material is the most (amazing)?
* (Wool) comes from (sheep).
 | * learning about different types of materials
* predicting content to raise interest
* reading and understanding a magazine article
* reading for general information
* scanning to find specific information
* discussing what magazines you know
* working together
* collaborating
* giving an opinion on the text
* checking learning
 |
| Lesson 7 (11) | * camera, equipment, jacket, light, magnet, map, mobile phone, notebook, pocket, radio, sunglasses, sleeve, waistcoat, waterproof, zip
 | * linkers ‘and’, ‘also, ‘ too’
 | * identifying information content of a magazine article
* identifying text features of a magazine article
* preparing and writing a magazine article
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (12) | * baseball boots, grey, hat, soft, T-shirt, warm, wool
 | * What’s your favourite item of clothing?
* What’s it like?
* Really?
* Is that right?
* Oh!
* No way!
 | * talking about your favourite item of clothing
* listening for general understanding
* identifying key functional language
* reflecting on your own learning
* seeing another’s point of view
* working together
* collaborating
* checking learning
* reflecting and setting goals
* reaching agreement
 |
| Lesson 13 | Unit 1 test (available in Teacher’s Resource Bank via Navio) at standard and higher levels |  |  |

Unit 2

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (14) | * camping, compass, helmet, hiking, lifejacket, map, mountain, biking, rock climbing, rucksack, torch, wetsuit, whitewater rafting
* campsite, caves, cheese, equipment, get lost, horse riding, picnic, prizes, quiz, relax, spectacular, woods
 | * Do you want to go whitewater rafting?
* Yes, because I love water sports.
* What do you want to take with you?
 | * identifying and saying names of outdoor activities and equipment
* listening to definitions and identifying the words
* talking about activities you want to do
* matching words and pictures
* working in groups to reinforce learning
* collaborating
* checking learning
 |
| Lesson 2 (15) | * canyoning, caves, cold, jump, loud, river, rock, quiet, sound, waterproof
 | * reviewing past simple
 | * listening and reading a conversation
* analysing and applying rules
* predicting
* talking about events in the past
* asking and answering questions
* working together
* collaborating
* checking learning
 |
| Lesson 3 (16) | * bulls, cave, ceiling, climb / climbed, deer, find / found, hole, lantern, paintings, secret, tell / told, treasure, walls, woods
 | * The boys made the hole bigger.
* Is it safe?
* You have to wait your turn.
 | * researching France
* thinking about the importance of looking after old things
* reading and understanding a story with a cultural focus
* listening for specific information
* hypothesising
* thinking about the importance of looking after old things
* working together
* collaborating
* checking learning
 |
| Lesson 4 (17) | * adventure, cousins, explore / explored, go by car, go camping / hiking, go last summer, go to an activity camp, parents
 | * reviewing the formation of ‘Wh-‘ questions in past simple
* intonation in questions
 | * acting out a dialogue
* working together
* collaborating
* checking learning
 |
| Lesson 5 (18) | * binoculars, camping stove, insect repellent, matches, rope, saucepan, sleeping bag, sun cream, walking boots, wildlife guidebooks
 | * Where did (Molly) go?
* She went to Whispering Woods.
* When did (Patrick) go?
* What did (Leah) take?
 | * identifying and saying objects in a survival kit
* listening for specific information
* doing a communication task
* defining and describing
* working together
* collaborating
* checking learning
 |
| Lesson 6 (19) | * beach, bike rack, blog, campsite, cereal, cliff, coast, cow, cycle, duck, fried eggs, goat, got dressed, halfway, helicopter, hot dog, laptop, put up a tent, ready to go, rescue, rope, safe, sheep, sleeping bags, stuck, tired, toast
 | * My name’s Kieron.
* Welcome to my first ever blog!
* I’ll write my blog at the end of every day.
 | * predicting content to raise interest
* reading and understanding a travel blog
* reading for general information
* scanning to find specific information
* discussing blogs
 |
| Lesson 7 (20) | * after an hour, after breakfast / dinner, at 11 o’clock, at first, at last, finally, first of all, meantime, one hour later, straightaway, soon, suddenly, then
* clouds, lightning, muddy, rain, shower, sunny, timeline, thunder, wet
 | * We couldn’t see very well.
* He put on some sun cream
 | * identifying and using time connectives
* identifying the order of events in a chronological order
* preparing and writing a travel blog
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (21) | * beach, boat trip, café, caravan, cliffs, coast, hotel, surfing, swimming
 | * Where is it?
* When did you last go there?
* What can you eat there?
 | * talking about your favourite place to visit
* preparing and giving a presentation to the class
* listening for general understanding
* reflecting on your own learning
* seeing another’s point of view
* working together
* collaborating
* checking learning
* reflecting and setting goals
* reaching agreement
 |
| Lesson 22 | 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 (23) | * bridge, castle, crossroads, fountain, pavement, pedestrian crossing, square, statue, steps, tower, town hall, traffic lights
* boat trip, buildings, climb, gladiator, historical, lunch, monuments, pizza, public, restaurants, shops, throw a coin, town, views
 | * Where are they going to be at ten o’clock?
* They’re going to be at the Trevi Fountain.
* What are they going to do there?
* They’re going to throw a coin into the fountain.
 | * identifying and saying names of places in a city
* categorising
* reding for general understanding
* talking about your city
* working in groups to reinforce learning
* collaborating
* checking learning
* reflecting and setting goals
 |
| Lesson 2 (24) | * actor, Ancient History, Colosseum, costume, gladiator, half past, o’clock
* carry a sword, make a film, ride a horse, wear a costume
 | * past continuous
 | * listening and reading a conversation
* analysing and applying rules
* talking about events in the past
* working together
* collaborating
* checking learning
 |
| Lesson 3 (25) | * archaeologist, ash, cloud, coast, erupt, rescue, rocks, shake, tragedy, volcano
 | * We can’t turn back now.
* We must help my friends.
* Many people were leaving and the ground was shaking.
* The sea is too dangerous.
* It was baking in the oven when Vesuvius erupted.
 | * researching Italy
* thinking about the things you must and mustn’t do in an emergency
* reading and understanding a story with a cultural focus
* listening for specific information
* thinking about the things you must do and mustn’t do in an emergency
* working together
* collaborating
* checking learning
 |
| Lesson 4 (26) | * emergency, fire alarm, scary, scientists
* cooking, drinking, open my eyes, reading, running, sleeping, speaking, studying
 | * weak and strong forms of ‘was’
* past continuous vs. past simple
 | * acting out a dialogue
* analysing and applying rules
* creating
* working together
* collaborating
* checking learning
 |
| Lesson 5 (27) | * catch a taxi, cross the road, get off the bus, get on the bus, go sightseeing, have a snack, meet a friend, wait for a bus
 | * recycled grammar from lesson 4
 | * reviewing and naming activities you do in a city
* using expressions to ask for repetition and clarification
* listening for specific information
* doing a communication task
* defining and describing
* working together
* collaborating
* checking learning
 |
| Lesson 6 (28) | * adventure / fairy / mystery / science fiction / sports / spy story
* ancient, blinded, bored, deliver, get off a ferry, guidebook, knock loudly, newspaper, monuments, narrow, shield, shivered, soldier, square, statue, sweating, sword, warm light, woollen hat
 | * A warm light was shining in the window.
* It was smiling.
 | * predicting content to raise interest
* reading a story opener
* finding and classifying information
* reading for general understanding
* scanning to find specific information
* talking about stories you like
* working together
* collaborating
* checking learning
 |
| Lesson 7 (29) | * adverbs of manner
* characters, genre, setting
* beeped, dry, flashed, galactic sensor, helmet, lava, life, planet, smoke, spacesuit, sun, volcano
 | * The setting is the place where the story happens.
* The characters are the people who appear in the story.
* She looked calmly at the information.
 | * identifying adverbs of manner
* identifying features of a good story opener
* preparing and writing a story opener
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (30) | * go swimming, indoor pool, outdoor pool, sports centre, 3D cinema
 | * What do you think of the 3D cinema?
* Do you know it?
* What about you?
 | * talking about your favourite place in town
* listening for general understanding
* identifying key functional language
* reflecting on your own learning and progress
* seeing another’s point of view
* working together
* collaborating
* reaching agreement
* reflecting and setting goals
 |
| Lesson 31 | * 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 32 | Project 1 – A healthy life digital poster* brush your teeth, campaign, doctor, do exercise, drink water, eat breakfast, fast food, feel tired, fizzy drinks, have a check-up, healthy, nutritionist, questionnaire, sports coach, stay up late, sun cream, walk to school, watch TV
 | * How often do you (have a check-up at the dentist)?
* I have a check-up once a year.
 | * learning about healthy lives
* investigating healthy living habits
* listening for specific information
* taking down notes
* interviewing a partner
 |
| Lesson 33 | Festival lesson 1 – Happy New Year* celebrate, count down, dawdle, envelope, feast, ink, New Year’s Day, New Year’s resolutions, strike midnight
* curry, mangoes, noodles, pancakes, papaya
 | * I promise (I’ll watch less TV).
 | * discussing you New Year’s resolutions
* New Year’s traditions in the UK and around the world
 |

Unit 4

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (34) | * camera, CD player, computer game, interactive whiteboard, karaoke, laptop, MP3 player, mobile phone, tablet, video call, webcam, website
 | * I can use (the Internet for my homework).
* I must (share my passwords with my parents).
* I mustn’t (send photos).
 | * identifying and saying words related to technology
* listening to definitions and identifying the words
* expanding on lexical sets
* matching words and pictures
* reading for specific information
* talking about computer rules at home
* working in groups to reinforce learning
* collaborating
* checking learning
 |
| Lesson 2 (35) | * recycled vocabulary from lesson 1
 | * ‘must’ and ‘have to’ – similarities
* ‘mustn’t’ and ‘don’t have to’ - differences
 | * listening and reading a conversation
* analysing and applying rules
* talking about what you have to do
* working together
* collaborating
* checking learning
 |
| Lesson 3 (36) | * camera, computer screen, webcam, photo
* beach, shore
* careful, safe
* car lights, flash, foggy, get dark, ice, lost, maybe, police, sunset
 | * A tourist was walking.
* He wanted to (take photos).
* If I (take photos, the camera flashes).
* The police used their car lights to help the man.
 | * researching Germany
* reading and understanding a story with a cultural focus
* thinking about the importance of acting quickly in an emergency
* hypothesising and thinking laterally
* listening for specific information
* working together
* collaborating
* checking learning
 |
| Lesson 4 (37) | * camera, machine
* play music, press the button, record a video, take a photo
* cry, hungry, rain, useful, wet
 | * ‘if’ and ‘when’ in zero conditionals
* intonation in zero conditional sentences
 | * acting out a dialogue
* analysing and applying rules
* creating
* working together
* collaborating
* checking learning
 |
| Lesson 5 (38) | * move down / left / right / up
* pause / start the game
* swipe / tap / tilt the screen
 | * What do you have to do?
* You have to eat all the cakes in the maze.
* What are the controls?
* If you swipe left, you go left.
 | * identifying and saying expressions for using touchscreen devices
* listening for specific information
* doing a communication task
* logical thinking
* working together
* collaborating
* checking learning
 |
| Lesson 6 (39) | * sequencers
* drawing, gallery, paintbrush, painting, sculptures, webcam, website
* article, electric currents, entertainment, news, quizzes, sections, sport, videos
* animals, brain, future, masks, science, technology, turn on, wave
 | * What website do you prefer?
 | * predicting content to raise interest
* reading and writing reviews
* finding information
* reading for general understanding
* scanning to find specific information
* giving an opinion on the texts (reviews)
* working together
* collaborating
* checking learning
 |
| Lesson 7 (40) | * explorers, equipment, planets, robot, rockets, scientist, space
* description, experience, facts, introduction, rating
 | * present simple vs. past simple
 | * learning a structure of a review
* distinguishing between facts and opinions
* preparing and writing a review
* analysing and applying rules
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (41) | * bright, dance music, headphones, jazz MP3 player, pop music, silver, watch
 | * Why do you like it so much?
* What does it look like?
* Actually, my favourite object is my MP3 player.
* In fact, it’s red.
 | * talking about your favourite object
* preparing and carrying out a conversation
* reflecting on your own learning and progress
* seeing another’s point of view
* working together
* collaborating
* reflecting and 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) | * beak, claws, fangs, feathers, fins, fur, jaw, scales, spikes, tail, whiskers, wings
* birds, fish, mammals, reptiles
* great white shark, saltwater crocodile, Tasmanian devil, white-bellied sea eagle
* length, speed, weight, teeth
 | * The great white shark is the heaviest animal.
* The saltwater crocodile has got the most teeth.
 | * identifying and saying names of parts of an animal’s body
* categorising wild animals
* comparing and contrasting
* listening to definitions and identifying the words
* reading for general understanding
* working in groups to reinforce learning
* collaborating
* checking learning
* reflecting and setting goals
 |
| Lesson 2 (44) | * recycled vocabulary from lesson 1
 | * modal verbs of deduction: must / may / might / could / can’t
 | * making deductions using modal verbs
* listening and reading a conversation
* analysing and applying rules
* logical thinking
* working together
* collaborating
* checking learning
 |
| Lesson 3 (45) | * billabong, lake, river
* beast, bunyip, hippo, monster, prehistoric animal, seal
* bones, fur, fangs, skeleton
* scary, strange
* newspaper, theories, noise
 | * It sounds like a lion.
* This skeleton looks like a hippo.
* What did it look like?
* Bunyips (could be real monsters).
 | * researching Australia
* reading and understanding a story with a cultural focus
* thinking about what you are scared of and how to deal with fears
* listening for specific information
* working together
* collaborating
* checking learning
 |
| Lesson 4 (46) | * verbs of senses
 | * verbs of senses
* rising and falling intonation in questions
 | * acting out a dialogue
* describing things using verbs of senses
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 5 (47) | * adjectives to describe animals: colourful, domestic, dangerous, fierce, harmless, poisonous, wild
 | * What does it look like?
* It (must) be a domestic animal.
 | * learning and saying names for new animals
* comparing and describing animals
* listening for specific information
* doing a communication task
* logical thinking
* working together
* collaborating
* checking learning
 |
| Lesson 6 (48) | * enormous, mysterious, prehistoric, terrified
* creature, dark shape, eel, flippers, headline, hide, lake, Loch Ness, news, newspaper, surprise, tail, underwater cave
 | * It looked dangerous.
 | * predicting content to raise interest
* reading and writing a newspaper report
* finding and classifying information
* reading for general understanding
* scanning to find specific information
* giving an opinion on the text
* working together
* collaborating
* checking learning
 |
| Lesson 7 (49) | * brave, deadly, lucky
* fangs, fight, hero, poison, slithered, snake
 | * direct speech
* Emma’s mum said “Sally isn’t a big dog, but she is very brave”.
 | * identifying text features of a newspaper article
* identifying direct speech in a newspaper article
* identifying the five ‘Wh’ questions
* preparing and writing a newspaper report
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (50) | * boring, exercise, friendly, fun, puppy, striped, take (them) for a walk, tropical fish
 | * Did you have a pet when you were small, Eva?
* What were they like?
* What do you think?
* Do you agree?
* How do you feel about that?
 | * talking about your pets
* working in groups to choose the best pets for people
* listening for general understanding
* identifying language for making choices and giving opinions
* reflecting on your own learning and progress
* seeing another’s point of view
* reflecting and 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) | * 3D film, art exhibition, ballet, circus, classical music concert, comedy show, dance show, magazines, play, poems, pop concert, sculpture
* arts festival, drumming, wall painting, walk the tightrope, workshop
 | * I like films.
* Let’s (watch the outdoor 3D film).
* I prefer art to films.
 | * learning words associated with different forms of entertainment
* categorising
* talking about activities you prefer doing
* listening to definitions and identifying the words
* working together
* collaborating
* checking learning
 |
| Lesson 2 (53) | * recycled vocabulary from lesson 1
 | * present perfect
 | * talking about past experiences
* predicting
* listening and reading a conversation
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 3 (54) | * awards, choir, concerts, decided, drove, fan, poor, sang, war, went
 | * I’ve seen the choir four times.
* Thanks for helping us.
 | * researching Uganda
* reading and understanding a story with a cultural focus
* hypothesising
* thinking about the importance of music when bringing the world together
* listening for specific information
* working together
* collaborating
* checking learning
 |
| Lesson 4 (55) | * been, bought, broken, eaten, given, made, ridden, seen, sung, taken, written
 | * present perfect simple with regular and irregular verbs
* present perfect vs. past simple
 | * practicing weak ‘e’ in past participles
* acting out a dialogue
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 5 (56) | * act in a play, create a comic, compose music, juggle, make a film, make a sculpture, paint a portrait, play in an orchestra, sing in a choir, write a poem
 | * Have you ever juggled?
* short answers
 | * learning expressions for making art and entertainment
* defining and describing
* listening for specific information
* doing a communication task
* logical thinking
* working together
* collaborating
* checking learning
 |
| Lesson 6 (57) | * lines, rhyme, rhythm, verse
* bow, cello, clarinet, cymbals, double bass, drums, drumsticks, flute, French horn, orchestra, violin
* bigger, deep, deeper, loudly, low, pretty, sad, slow, sweet
* bang, crash, twirl
 | * I could be an orchestra.
* Did you like the poem?
* What did you like about it?
 | * identifying features of a poem
* discussing rhyme and rhythm of a poem
* reading and understanding a poem
* finding information
* reading for general understanding
* scanning to find specific information
* giving an opinion on the text
* working together
* collaborating
* checking learning
 |
| Lesson 7 (58) | * onomatopoeic words
* feelings, line, meaning, onomatopoeic, rhyme, rhythm, sentence, sound, syllable, verse, vowel
 | * The sounds boom around the room.
 | * defining words relating to poetry
* identifying onomatopoeic words
* identifying features of a haiku
* preparing and writing a haiku
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (59) | * adventure / action / animated films, characters, comedies, music, film director, popcorn, scary, theatre, video camera
 | * What’s your favourite kind of entertainment?
* Have you ever seen a 3D film?
* I like films, best, do you?
* Have you seen it, too?
* How about you?
 | * preparing and carrying out a conversation about a topic
* listening for general and specific understanding
* reflecting on your own learning and progress
* seeing another’s point of view
* reflecting and 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 – A film script* castle, characters, go hunting, have a banquet / a tournament, historical film, jester, king, knight, medieval times, Middle Ages, noble, palace, peasant, queen, suit of armour, TV show, wooden hut
 |  | * investigating how people lived in the Middle Ages
* identifying correct information
* sharing information about films
 |

Unit 7

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (62) | * blow up balloons, choose the music, clean the furniture, decorate the room, go shopping, make a cake, make posters, put out the food, sell tickets, send invitations, serve drinks, sweep the floor
 | * What shall we do a week before the party?
* We could make posters.
* What will we need?
* We’ll need pens.
 | * naming different ways of preparing for a party
* categorising
* listening to definitions and identifying the words
* reading for general understanding
* reviewing different ways of helping others
* working together
* collaborating
* checking learning
* reflecting and setting goals
 |
| Lesson 2 (63) | * do my homework, feed (Charlie), make a cake / cupcakes, raise money, sell all the tickets, tidy up my room, water the plants
* bowl, mixture, stir
* medical discovery
 | * present perfect with ‘yet’ and ‘already’
 | * talking about past experiences
* predicting
* listening and reading a conversation
* using ‘yet’ and ‘already’ to talk about have and haven’t been done
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 3 (64) | * amount, become ill, blood, chemical, control, cure, dangerous, diabetes, discover, famous politician, hope, hungry, insulin, medicine, Nobel Prize, optimistic, pancreas, scientist, sugar, twice
 | * Elizabeth Hughes was living with her family.
* If she eats very little food, she can live for longer.
* She’s just eaten, but she’s still hungry.
* We haven’t finished testing it yet.
* Elizabeth took insulin twice a day.
 | * researching Canada
* reading and understanding a story with a cultural focus
* thinking about the importance of being optimistic
* listening for specific information
* working together
* collaborating
* checking learning
 |
| Lesson 4 (65) | * been, bought, broke, eaten, finished, met, read
* inject, insulin, healthy food
 | * present perfect with ‘just’
* intonation of sentences in present perfect
 | * practicing weak ‘e’ in past participles
* acting out a dialogue
* analysing and applying rules
* creating
* working together
* collaborating
* checking learning
 |
| Lesson 5 (66) | * phrases related to accidents: break / bruise my arm, burn my hand, cut my finger, hurt my knee, scratch my leg, twist my ankle
 | * present perfect for a present evidence of a past action
* reviewing past continuous
 | * learning expressions related to accidents
* defining and describing
* listening for specific information
* doing a communication task
* working together
* collaborating
* checking learning
 |
| Lesson 6 (67) | * bring, broke my leg, care home, clean up, coats, community, environment, homeless people, hospital, lake, local animal shelter, picture frames, scared, volunteer (v), volunteers
 | * When I was seven I (broke my leg).
* We’ve spoken to lots of children.
* You can (help animals).
* What could you do to help?
 | * predicting content
* reading and understanding a publicity leaflet
* finding and classifying information
* reading for general understanding
* scanning to find specific information
* giving an opinion on the text
* working together
* talking about volunteering in the community
 |
| Lesson 7 (68) | * detailed information, football club, healthy, historic, lifesaver, make new friends, on foot, portions, practise, skills, strapline, testimonials, title, vegetables
 | * Do you want to learn new skills and make new friends?
* I’ve (learnt new football skills).
 | * making predictions from headlines
* using questions to make your writing more interesting
* learning a structure for a text to persuade
* preparing and writing a publicity leaflet
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (69) | * competition, costumes, drama club, prize, raise money, talent show, winner
 | * Have you decided how to raise money yet?A talent show?
* How does it work?
* What’s the prize?
 | * having a conversation about raising money
* identifying key functional language
* listening for general understanding
* reflecting on your own learning and progress
* seeing another’s point of view
* reflecting and setting goals
 |
| Lesson 70 | * Unit 7 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels
 |  |  |

Unit 8

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (71) | * bottle top, button, can, cardboard box / tube, carton, elastic band, fabric, lolly stick, plastic bottle, straw, string
* collect, recycle, throw away
* battery, bin, container, environment, glass, metal, paper, plastic, rubbish, spray cans
 | * What are the toys made of?
* Have you ever made something with recycled materials?
* Do you recycle batteries at home?
* How do you recycle them?
 | * naming recyclable objects and materials
* categorising
* listening to definitions and identifying the words
* reading for specific information
* working together
* collaborating
* checking learning
* reflecting and setting goals
 |
| Lesson 2 (72) | * cameras, computers, countryside, factories, printers, rice, robot, technology, vegetables
 | * present passive
 | * listening and reading a conversation
* using present passive to talk about the things that are grown or produced in your country
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 3 (73) | * artificial prey, beach, collect, food containers, marine biologist, ocean, plastic bottles, protect, raincoat, recycled, recycling, remote control, robotic fish, rubbish, technology, turtle
 | * They’re operated by remote control.
* Hayashi has made over 100 robots from recycled materials.
 | * researching Japan
* reading and understanding a story with a cultural focus
* thinking about the importance of protecting oceans
* listening for specific information
* thinking about the importance of protecting oceans
* working together
* collaborating
* checking learning
 |
| Lesson 4 (74) | * olives, plastic bottles, rice, robotic fish, rubbish, T-shirt
* Argentina, Brazil, Canada, Egypt, Germany, Italy, Japan, Switzerland
 | * questions using present passive
 | * acting out a dialogue
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 5 (75) | * add water, collect paper, cut paper, remove ink, roll paper, transport paper, use paper, wash paper
* bottle, recycling plant, soft, wet
* after that, first, next
 | * Do you know how paper is recycled?
* What happens next?
* The paper is collected.
* The bottles are collected.
 | * learning phrases to describe how different materials are recycled
* describing a recycling process for paper
* listening for specific information
* doing a communication task
* working together
* collaborating
* checking learning
 |
| Lesson 6 (76) | * garden canes, plastic bottles, screws, stapler, wooden posts
* collect, cut, dig, fix, make, remove, screw (v), use, wash
 | * Have you ever read instructions for (a game)?
* Why is it a good idea to ask an adult to help you?
 | * making inferences
* reading and understanding a set of instructions
* reading for general understanding
* reading to find specific information
* giving an opinion on the text
* working together
* collaborating
* checking learning
 |
| Lesson 7 (77) | * CD, coloured card, decoration, felt-tip pens, fins, glue, instructions, materials, mouth, permanent, plastic eye, scales, scissors, string, tall, useful tips
* cut out, draw, hang, mark, stick
 | * imperative
* Be creative.
* Don’t touch the scales when the ink is wet.
 | * using imperatives to give instructions
* identifying features of a set of instructions
* reading and writing instructions
* designing an object made from recycled materials
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (78) | * go to school by car, protect the environment, save energy, recycle rubbish, switch off lights / the TV, walk
 | * What do you do to save energy?
* Do you usually switch off the TV, too?
* Absolutely! / Absolutely not!
* Of course!
* Not at all!
 | * having a conversation about the environment
* listening to a conversation about the environment
* different ways of saying ‘yes’ and ‘no’ in a conversation
* reflecting on your own learning and progress
* seeing another’s point of view
* reflecting and 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 – World Environment Day (5 June)* absorb, burn, carbon, carbon footprint, coal, energy, environment, gas, oxygen, standby, trap
* less, more, the least, the most
* adverbs of frequency
* by car, on foot
 | * How often do you leave the TV on standby?
* How much TV do you watch every day?
 | * learning about carbon footprints
* doing a quiz to find about out your carbon footprint
* discussing what you should and shouldn’t do reduce your carbon footprint
 |

Unit 9

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (81) | * canyon, coast, desert, island, lake, ocean, plain, rainforest, reef, valley, volcano, waterfall
* airport, bird, celebration, insect, 17 times bigger, swimming pool, take part, wildlife
 | * Brazil has won the World Cup more times than any other country.
* Brazil is the fifth biggest country in the world.
* Have you ever been to (an island)?
* Which (island) did you go to?
 | * naming natural places in the world
* categorising natural and man-made things
* listening to definitions and identifying the words
* reading for general understanding
* working together
* collaborating
* checking learning
 |
| Lesson 2 (82) | * summer, winter
* camping, canoe trip, cousins, equator, legend, rainforest
 | * present continuous for future plans
 | * listening and reading a conversation
* using present continuous to talk about future plans
* identifying present continuous for future plans in dialogues
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 3 (83) | * climb, dive, reach, save, touch, turn into
* deep, full moon, hill, legend, moon, reflection, river, stars, water lily
 | * She loved looking at the moon.
* Nala climbed up a tree.
* Why is it important that people share stories?
 | * researching Brazil
* reading and understanding a story with a cultural focus
* thinking about the importance of sharing stories
* listening for specific information
* thinking about the importance of sharing stories
* working together
* collaborating
* checking learning
 |
| Lesson 4 (84) | * close, late, search on the Internet, water lilly
 | * first conditional
 | * identifying and practicing correct pronunciation of contracted forms in first conditional sentences
* acting out a dialogue
* analysing and applying rules
* working together
* collaborating
* checking learning
 |
| Lesson 5 (85) | * anorak, dictionary, money, passport, suitcase, ticket, towel, umbrella, wallet
* binoculars, guidebook, MP3 player, pencils, sketchpad
 | * If we go on a trip to Legoland, when will we leave?
 | * reviewing items to take on a trip
* listening for specific information
* defining and describing
* doing a communication task
* working together
* collaborating
* checking learning
 |
| Lesson 6 (86) | * crab, crocodile, shark, squid, starfish
* anorak, aquarium, borrow, cinema, goggles, high-speed boat trip, lifejacket, London, online, slow down, scared of heights, screen, tickets, view
 | * It takes (30 minutes) to go round.
* If you buy your tickets online, you’ll pay less.
* Which place would you most like to visit?
 | * predicting content
* finding and classifying
* reading and understanding a tourist website
* reading for general understanding
* reading to find specific information
* talking about the places you would like to visit
* giving an opinion on the text
* working together
* collaborating
* checking learning
 |
| Lesson 7 (87) | * arrive, have a picnic, milkshake, on the left, past, plenty of, take the Tube, through, towards, tour
* at 9:00, for two hours, in the morning, on Saturday
 | * prepositions of time
 | * identifying prepositions of time
* learning the language and structure of a travel itinerary
* identifying the features of a travel itinerary
* writing a travel itinerary
* planning, checking and correcting
* using criteria to check your writing
* sharing your writing with a partner
* peer evaluation and feedback
 |
| Lesson 8 (88) | * bridge, bus, bus stop, picnic, picnic place, river, sunny, waterfall
 | * What time shall we start?
* Why don’t we take a bus together at half past nine?
* Good idea!
* That’s a great idea.
* Perfect!
* Yes, brilliant!
 | * listening for general understanding
* identifying key functional language
* presenting your trip to the class
* reflecting on your own learning and progress
* seeing another’s point of view
* reflecting and 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 – An eco tourist attraction* beach, cliff, hill, lake, marsh, mountain, plain, river, sand dune, stream, valley, waterfall
* artic, alpine, desert, rainforest
* climate, landscape, landforms
 | * What’s the (landscape) like in a rainforest?
* Which natural environment shall we choose for our tourist attraction?
 | * sharing information about places and landscapes around the world
* investigating different eco tourist attractions
* listening for specific information
* taking down notes
* sharing the information with your group
 |