Give Me Five 1 (90 hours) – Basic and Standard versions

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 | * Goodbye, hello * balloons, balls, bananas, bike, books, dogs, hats, socks * numbers 1-10 * black, pink, purple, grey, white | * What’s your name? * I’m (Jack) | * asking for someone’s name * giving your name * listening to your classmates * identifying numbers 1-10 * counting boys and girls in the class |
| Lesson 2 | * shapes – circle, oval, rectangle, triangle | * What is this? * It is a (bike). | * identifying and saying shapes * listening for specific information * learning to learn |
| Lesson 3 | * colours – blue, brown, green, grey, orange, red, yellow | * What colour is it? * It’s (green) * The (bike) is green. * Let’s clean the bike! * Good idea! | * identifying and saying colours * reading, listening and understanding a story |
| Lesson 4 | * days of the week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | * What day is it today? * It’s (Monday). | * saying the days of the week * asking and answering question *What day it is today?* * Turn taking * evaluating your learning and self-assessment |

Unit 1

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5) | * book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener * file, glue, notebook, paintbrush, paper, scissors | * I’m ready for school | * identifying and saying ten classroom objects * practicing spelling |
| Lesson 2 (6) | * revision of vocabulary from lesson 1 | * Where is my (pen)? * It’s here. | * asking and answering the question *Where is my (pen)?* * listening for specific information * listening to others |
| Lesson 3 (7) | * black, pink, purple, white | * The (pencil case) is (on the shelf). * Put (the pencil case) (on the desk). | * reading, listening and understanding a story * reading with fluency * giving an opinion on the story * understanding the importance of keeping things tidy |
| Lesson 4 (8) | * bin, board, chair, cupboard, desk, shelf * bookcase, door, floor, window | * Let’s tidy up! * Put the (paper in the bin). | * naming more classroom objects * using the prepositions *in, on, under* * giving and following instructions |
| Lesson 5 (9) | * revision of vocabulary from lesson 4 | * Where’s the (sharpener)? * It’s in / on / under the (desk). | * saying the tongue twister with the ‘r’ sound * listening for specific information * playing a communication game |
| Lesson 6 (10) | * revision of school subjects * floor, good work, school, assembly | * We sit on the floor. * We listen to the head teacher. * We play music. * We sing songs. * We clap out hands. | * listening for general information * thinking about what you do at school * developing a positive classroom atmosphere |
| Lesson 7 (11) | * poster, rules | * Listen to others. * Put your hands up to speak. * Work quietly. * Sit down on your chair. * Walk in the classroom. * Tidy up your things. | * reading and understanding a classroom rules poster correctly * thinking about good behaviour in the classroom and class rules * deciding on the most important class rule |
| Lesson 8 (12) | * 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 * identifying what’s in your school bag * understanding the importance of being organised |
| Lesson 9 (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) | * ball, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train * sports – bat, board game, boat, football, monster, skateboard | * Happy birthday! * Here is a present (for you). | * working together and supporting each other * identifying and saying ten toys * practicing spelling * working together and supporting each other |
| Lesson 2 (15) | * revision of vocabulary from lesson 1 | * What is it? * Is it a (bike)? * Yes, it is. * No, it isn’t. * It’s a fantastic present. * Thank you. | * listening to others * listening for specific information * completing and practicing a conversation |
| Lesson 3 (16) | * big, fast, slow, small, wheels | * What is it? * It’s a (motor). * My (scooter) is (slow). | * listening, reading and understanding a story * reading the story with some fluency * understanding why forms of transport go fast or slow * giving an opinion on a story * understanding the importance of saying *Thank you*. |
| Lesson 4 (17) | * new, old * loud, quiet, long, short * revision of adjectives describing senses | * What’s your favourite toy? * My favourite toy is a (ball). | * developing a positive classroom atmosphere * asking and answering questions about favourites toys * doing a classroom survey * describing your favourite toy * listening for specific information |
| Lesson 5 (18) | * revision of vocabulary from lesson 1, 3 and 4 | * My favourite toy is (old). | * saying a tongue twister with ‘s’ sound * listening for specific information * understanding the importance of sharing * playing a communication game |
| Lesson 6 (19) | * birthday cake, birthday card, candles, fancy dress, party, party games, presents | * I’ve got a (birthday cake). * I have a (party). * I play (party games). * I wear (fancy dress). * It’s good fun. | * listening for general information * reading about birthday parties in Britain * thinking about your birthday party * comparing traditions and cultures |
| Lesson 7 (20) | * balloons * revision of vocabulary from lessons 1 and 6 | * To … . * Lots of love. * From … . * Have a (fantastic party with your friend). | * reading for specific information * reading and understanding a birthday card * designing and writing a birthday card * developing a positive classroom atmosphere – establishing classroom birthday routine |
| Lesson 8 (21) | * 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 * saying what your favourite toys are |
| Lesson 9 (22) | Unit 2 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 23 | Festival lesson – Bonfire Night (4/11)   * bonfire, Bonfire Night, firework, toffee apple | * I can see (fireworks). * They’re (red and yellow). | * saying and doing a firework action rhyme * making a firework * thinking about fireworks in your country |

Unit 3

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (24) | * arms, ears, eyes, feet, fingers, head, legs, mouth, nose, toes * back, bottom, hand, knee, shoulder, stomach | * This is me. * This is my body. * Count with me. | * working together – a mirror game * identifying and saying ten parts of the body * counting the parts of the body * practicing spelling |
| Lesson 2 (25) | * revision of vocabulary from lesson 1 | * I’ve got a (big nose). * I’ve got (small eyes). * I’m a (clown). | * working together to complete a task * listening for specific information * making statements about your body * describing parts of the face * completing and practicing a conversation |
| Lesson 3 (26) | * acrobat, circus, clown | * He’s got (purple hair). * Let’s make a (circus). * Here’s (Molly the clown). * She’s (fantastic). | * reading, listening and understanding a story * reading the story with some fluency * understanding the importance of riding a bike safely * understanding and acting out a story * giving an opinion about the story |
| Lesson 4 (27) | * black hair, blonde hair, brown hair, long hair, red hair, short hair * curly, spiky, straight, wavy | * My friend has got (long) hair. * He’s/She’s got (blue) eyes. | * describing a friend’s hair and eyes * focusing on similarities and differences in people’s appearances * listening for specific information * developing a positive classroom atmosphere |
| Lesson 5 (28) | * revision of vocabulary from lesson 1 | * My clown has got a (big nose). * My clown has got (red hair). | * playing a communication game describing people * listening for information and writing the numbers * saying a tongue twister to practice the ‘h’ sound |
| Lesson 6 (29) | * circus, face * revision – whet the body can do | * I juggle scarves. * I ride a special bike. * I spin a plate. * I walk on stilts. | * Reading about “Circus Day” in British schools * thinking about a circus where you live * listening for general information |
| Lesson 7 (30) | * angry, happy, sad, tired * go to sleep, laugh, sit, smile, stamp my feet | * How are you today? * I’m (sad). * When I’m (happy), I (smile). * We can do it. | * describing your feelings * identifying different feelings * understanding and acting out an action rhyme * understanding the importance of recognizing and expressing emotions and feelings * understanding the importance of positive attitude |
| 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 * understanding the importance of working together |
| 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 – Family   * aunt, brother, cousin, family, father, grandfather, grandmother, mother, sister | * Have you got a (brother)? * Yes, I have./No, I haven’t. | * identifying and talking about family members * asking and answering questions about family members * understanding and completing a simple graph about family members * following instructions * presenting a tree display to the class * respecting different types of families |

Unit 4

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (34) | * food - cake, chicken, chips, eggs, fish, fruit, ice cream, meat, rice, salad * delicious * burger, juice, lemonade, milk, pie, water | * revision – I’ve got (fish and chips). | * identifying and saying ten items of food * practicing spelling * working together and supporting each other * talking about cold and hot food |
| Lesson 2 (35) | * revision of vocabulary from lesson 1 | * I like (fruit). * I love (ice cream). * I don’t like (cake). * What about you? | * understanding and acting out a conversation * listening for specific information * discovering similarities |
| Lesson 3 (36) | * fruit juice, grapes, oranges, peach * revision of vocabulary from lesson 1 | * I’m hungry. * It’s my favourite. * Do you like (peaches)? * I don’t like (oranges). * revision of grammar from lesson 2 | * identifying healthy/unhealthy food * understanding the importance of eating healthy food * understanding and acting out a story * reading the story with some fluency * giving an opinion about the story |
| Lesson 4 (37) | * cherry, coconut, grape, lemon, mango, peach * kiwi, pear, strawberry, watermelon | * Eating fruit is fun to do. * revision of grammar from lesson 3 | * identifying and naming different fruit * asking and answering questions to find out what fruit people like and don’t like |
| Lesson 5 (38) | * revision of vocabulary from lessons1, 3 and 4 | * Calm down. * revision - Do you like (chicken)? Yes, I do./No, I don’t. | * saying a tongue twister to practice the ‘j’ sound * listening for specific information * playing a communication game about food * understanding the importance of keeping calm |
| Lesson 6 (39) | * baked beans, bread, breakfast, cereal, eggs, mushrooms, orange juice, tomatoes * cook the food, cut the tomatoes, make the toast, prepare the tray | * I (mix the eggs). * We (prepare the tray). * I have (eggs). | * reading about a traditional English breakfast * answering questions about traditional English breakfast * thinking about what you have for breakfast * reviewing healthy food * listening for general information |
| Lesson 7 (40) | * fruit salad, pasta, soup, vegetables * healthy | * What’s for lunch on (Monday)? * We’ve got (meat and vegetables) on (Monday). | * reading and understanding a lunch menu * reading for specific information * writing a lunch menu * identifying healthy/unhealthy food |
| 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 * understanding the importance of eating healthy food |
| Lesson 9 (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) | * bird, cat, chicken, cow, duck, frog, goat, horse, mouse, sheep * farm * farm animals and domestic animals (pets) * bee, bull, cockerel, donkey, rabbit, spider | * Can you see a (horse)? * Yes, I can. * The (duck) is (yellow). | * identifying and saying ten farm animals * practicing spelling |
| Lesson 2 (44) | * revision of vocabulary from lesson 1 | * Can you see a (cow)? * Yes, I can. * No, I can’t. | * completing and practising a conversation * listening for specific information |
| Lesson 3 (45) | * climb, fly, swim | * (Cows) can’t (fly). * This (sheep) can (climb trees)? * Is it a cow? * Yes, it is. * Stop! | * understanding and acting out a story * understanding the importance of washing your hands after touching animals * reading, listening and understanding a story about a magic farm * reading the story with some fluency * giving an opinion about the story |
| Lesson 4 (46) | * revision of vocabulary from lesson 3 * jump, run, walk   cats, cows, ducks, frogs, goats, horses   * crawl, dive, hop, talk | * (Birds) can (fly). | * saying what animals can and can’t do * listening to a conversation * identifying that animals can move in different ways |
| Lesson 5 (47) | * revision of vocabulary from lessons 1 and 4 | * It’s my turn now. * revision of grammar from lessons 3 and 4 | * saying a tongue twister to practice the ‘sh’ sound * listening for specific information * playing a communication game about what animals can do * understanding the importance of taking turns |
| Lesson 6 (48) | * carrots, garden, park, pet shop, zoo | * I can (feed them). * We can see (chickens on the farm). | * observing similarities and differences between farm and wild animals * listening for general information * reading about urban farms in Britain * thinking about farms where you live |
| Lesson 7 (49) | * revision of vocabulary from lessons 1, 3 and 4 | * What am I? * I can’t (climb). | * identifying two-legged and four-legged animals * writing a list of farm animals with two and four legs * reading an animal riddle * writing an animal riddle |
| Lesson 8 (50) | * 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 * putting things in groups (via drawing animals) |
| Lesson 9 (51) | Unit 5 test (available in Teacher’s Resource Bank via Navio) – at standard and higher level |  |  |
| Lesson 52 | Festival lesson – Valentine’s Day | * I love (my mother). * She (helps me). | * read about Valentine’s Day * thinking and writing about the people you love * thinking about Valentine’s Day in your country * making a Valentine card |

Unit 6

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (53) | * climbing frame, roundabout, seesaw, slide, swing * bush, flower, grass, rock, tree * play * bench, fountain, playhouse, sandpit, trampoline, wall | * We can (climb). * We can play on the (slide). * The park is fun. * It’s fun in the park. | * identifying and saying ten park objects * identifying living and non-living things * practicing spelling |
| Lesson 2 (54) | * revision of vocabulary from lesson 1 | * Where’s (Beth)? * She’s (on the swing). * Where’s (Jake)? * He’s (on the slide). | * asking questions to find where people are * listening for specific information * understanding and acting out a grammar conversation * being aware of others |
| Lesson 3 (55) | * behind * playground, sign * Ready or not, here I come. | * Where are (Jake and Molly)? * They’re (behind) the (tree). * Where’s Toby? * He’s (on the slide). * He isn’t (under the bush). * Let’s play (hide and seek). * You can/can’t (play in here). | * reading, listening and understanding a story about a game of hide and seek * reading a story with some fluency * understanding and acting out a story * giving an opinion on the story * understanding the importance of respecting signs in public places |
| Lesson 4 (56) | * between, in front of, near, next to * ground, plant, pond, shell | * revision of grammar from lessons 2 and 3 | * asking questions to find where people are |
| Lesson 5 (57) | * revision of vocabulary from lessons 1 and 4 | * revision of grammar from lessons 2 and 3 | * saying a tongue twister to practice the ‘w’ sound * listening for specific information * playing a communication game about finding people |
| Lesson 6 (58) | * cricket, picnic, zip wire | * We love (the playground). * We play (cricket on the grass). * We (feed the ducks). * We (ride on the train). | * reading about activities you can do in the park in Britain * listening for general information * thinking about the parks where you live |
| Lesson 7 (59) | * grow, plants, pot, seeds, soil, sun, sunny place, watch, water | * Put the (pot in a sunny place). * Push the seeds (into the soil). * Water the seeds. | * reading and writing instructions for growing flowers * identifying what plants need to survive |
| 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 playgrounds * understanding the importance of being careful in the playground * thinking what you do in the playground |
| 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 – Spring   * butterflies, chicks, lambs, rabbits * spring * cloudy, snowy, stormy, sunny, windy | * How many (lambs) can you see? * I can see (three lambs). * What’s the weather like today? * It’s (windy). * Is it (rainy) today? * Yes, it is. * No, it isn’t. * It’s got (big) ears. | * identifying and talking about spring plants and animals * identifying weather conditions in spring * following instructions – preparing a wall display * working together to make a display |

Unit 7

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (63) | * features of a neighbourhood – bookshop, café, cinema, hospital, restaurant, sweet shop, swimming pool, supermarket, toy shop, zoo * town * bus stop, crossing, pavement, roundabout, square, street | * Let’s go (to town). * There’s a (hospital). * Stand up. * Sit down. | * identifying and saying ten places in town * practicing spelling * working together and supporting each other |
| Lesson 2 (64) | * sweets | * There are (two cinemas). * Welcome to (my town). | * discovering similarities * completing and practicing a conversation |
| Lesson 3 (65) | * bone, count, cross the road, steps, treasure map | * There’s (a tree) next to the (swimming pool). * There are (two rocks) in front of the (zoo). * How many (steps) are there? | * reading, listening and understanding a story about a treasure map * reading the story with some fluency * understanding and acting out a story * giving an opinion about the story * understanding the importance of taking care when crossing the road |
| Lesson 4 (66) | * boat, bus, helicopter, lorry, motorbike, train * numbers 1-20 in words and figure * metro, plane, ship, taxi | * What is it? * It’s a (helicopter). | * recognizing and saying different forms of transport * recognizing and using numbers up to 20 * asking and saying how many objects there are * listening to others |
| Lesson 5 (67) | * revision of vocabulary from lesson 4 | * revision of grammar from lesson 3 | * saying a tongue twister to practice the ‘z’ sound * playing a communication game about transport * listening for specific information |
| Lesson 6 (68) | * exercise, travel * rickshaw | * How do you travel in your country? * I travel by (bus)? | * reading about cycling in Britain * classifying forms of transport according to how they move * listening for general information * thinking about how you travel where you live |
| Lesson 7 (69) | * apples, bad, cheese, country, fantastic, good, life, quiet | * I live in the (country). * I eat (apples) and (cheese). | * reading and understanding a fable * reading for specific information * writing a short personalised text |
| 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 transport * reading and understanding digital maps * drawing, saying and writing what places are near to where you live |
| 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) | * shirt, shoes, shorts, skirt, sweater, swimsuit, sun hat, trainers, trousers, T-shirt * dress, coat, jacket, jeans, scarf, tracksuit | * What are you wearing? * I’m wearing (shorts) and (a T-shirt). | * identifying and saying ten items of clothing * asking what people are wearing * practicing spelling * identifying human and physical elements in a landscape * working together and supporting each other |
| Lesson 2 (73) | * cold, hot | * Is it (cold)? * Yes, it is. / No, it isn’t. * What’s the weather like today? * It’s (hot). | * using Present Continuous in a conversation * listening for specific information * completing a conversation * asking what people are wearing * recognising which clothes we wear when it’s cold or hot |
| Lesson 3 (74) | * bookshop * fun * swim * cold, hot | * He’s (sailing a boat). * She’s (riding a horse). * I’m (wearing trousers). * What’s the weather like? * It’s (raining). * Let’s (swim in the lake). * You can/can’t (swim today). | * reading, listening and understanding a story about an activity camp * reading the story with some fluency * understanding and acting out a story * giving an opinion about the story * reviewing the importance of safety rules on holiday * understanding the importance of safety when near water |
| Lesson 4 (75) | * play the guitar, play volleyball, sing songs * in the sun, forest * draw a picture, play games on my tablet, play the piano, watch television | * What’s (Jake) doing? * He’s (sailing a boat). * He’s having fun! * Camping is great! * He’s / She’s (playing the guitar). | * using Present Continuous in a conversation * raising your hand |
| Lesson 5 (76) | * revision of vocabulary from lesson 4 | * revision of grammar from lesson 4 | * saying a tongue twister to practice the ‘v’ sound * listening for specific information * playing a communication game about what people are doing |
| Lesson 6 (77) | * camel, camp, ghost stories, go camping, hump, funny, scary, sea, sleeping bag, tent | * We sleep in our sleeping bags. * We camp in the garden. * We sing songs. * We tell ghost stories. | * reading about camping in Britain * listening for general information * thinking about what activities you do |
| Lesson 7 (78) | * beautiful, campsite, mountain, postcard, rainy, river * revision of vocabulary from lessons 4 and 5 | * revision of grammar from lessons 1 and 3 | * reading and understanding a postcard * writing a postcard * extracting key information from a text |
| 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 camping * saying whet the weather is like * learning to think before you choose |
| 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) | * brush my teeth, comb my hair, get dressed, get up, go to bed, go to school, have a shower, make my bed, sleep, wash my face * do my homework, get undressed, have a bath, put my pyjamas on, read a book, wake up | * It’s a beautiful day. * I (wash my face). | * identifying and saying ten daily routines * practicing spelling * identifying day and night routines |
| Lesson 2 (82) | * revision of vocabulary from lesson 1 | * I (wash my face) every day. * Me too. * Are you ready? * Yes, I am. * Let’s play. | * using Present Simple in a conversation * completing and practicing a conversation * listening for specific information |
| Lesson 3 (83) | * breakfast, champion, dinner, incredible, magic, pillow, tomorrow, wobbly tooth | * I (have breakfast every morning). * What’s the matter? * I’ve got a (wobbly tooth). | * reading, listening and understanding a story about a lost tooth * reading the story with some fluency * understanding and acting out a story * giving an opinion about the story * understanding the importance of looking after your teeth |
| Lesson 4 (84) | * breakfast in the morning, lunch in the afternoon, dinner in the evening, a snack at night * fork, knife, plate, spoon | * I have (dinner) in the (evening). * Are you hungry (in the morning)? * Yes, I am. | * identifying and saying the three meals a day * saying when you have meals * writing what you do at different times of the day |
| Lesson 5 (85) | * revision of vocabulary from lesson 4 | * I (have a shower) ( in the morning). * I (sleep) (at night). | * saying a tongue twister to practice a ‘th’ sound * listening for specific information * playing a communication game about daily routines |
| Lesson 6 (86) | * box, letter, lunch, money, money box, pillow, Tooth Fairy | * The Tooth Fairy (comes at night). * I put the box (under my pillow). * I find ( a letter). | * reading about the Tooth Fairy in Britain * listening for general information * thinking what happens to teeth where you live |
| Lesson 7 (87) | * animal noises * children, cockerel, moon, owl, stars * in the day | * I can see (the moon). * I can hear (a cockerel). | * thinking about what you can see in the day or at night * reading and understanding a poem * 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 teeth * drawing and saying what you do to look after after teeth * understanding the importance of looking after your teeth |
| 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 – Holidays   * beach, city, desert, jungle * boots, camera, map, sunglasses, torch, water | * Where do you go on holiday? * I go to the (beach). | * identifying and talking about holiday objects and places * identifying places in the world around us * making a holiday list |