Give Me Five 5 (120 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 |

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 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * watching and understanding a video about making clothes |
| Lesson 14 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 15 | Unit 1 test (available in Teacher’s Resource Bank via Navio) at standard and higher levels |  |  |
| Lesson 16 |  |  | Cambridge Exams Practice unit 1 + video (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 1 and Speaking Part 2 * practice for Reading and Writing Part 1 |

Unit 2

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (17) | * 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 (18) | * 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 (19) | * 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 (20) | * 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 (21) | * 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 (22) | * 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 (23) | * 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 (24) | * 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 25 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about adventurous sports * learning about safety equipment when doing dangerous activities |
| Lesson 26 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 27 | Unit 2 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 28 |  |  | Cambridge Exams Practice unit 2 + video  (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 5 and Speaking Part 2 * practice for Reading and Writing Part 4 |

Unit 3

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (29) | * 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 (30) | * 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 (31) | * 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 (32) | * 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 (33) | * 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 (34) | * 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 (35) | * 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 (36) | * 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 37 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about other people’s favourite cities * making detailed comparisons using Venn diagrams * learning about the city of Venice |
| Lesson 38 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 39 | * Unit 3 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels * alternatively Term 1 test (available as above) |  |  |
| Lesson 40 |  |  | Cambridge Exams Practice unit 3 + video  (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 2 and Speaking Part 2 * practice for Reading and Writing Part 2 |
| Lessons 41, 42 | 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 43 | 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 (44) | * 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 (45) | * 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 (46) | * 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 (47) | * 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 (48) | * 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 (49) | * 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 (50) | * 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 (51) | * 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 52 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about new technologies * learning about augmented reality glasses * thinking about new ways in which technology can help us |
| Lesson 53 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 54 | Unit 4 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 55 |  |  | Cambridge Exams Practice unit 4 + video  (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 4 and Speaking Part 2 * practice for Reading and Writing Part 3 |

Unit 5

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (56) | * 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 (57) | * 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 (58) | * 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 (59) | * 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 (60) | * 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 (61) | * 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 (62) | * 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 (63) | * 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 64 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about animals that are in danger * learning about the habitat and diet of koala * thinking about the importance to help endangered species |
| Lesson 65 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 66 | Unit 5 test (available in Teacher’s Resource Bank via Navio) – at standard and higher level |  |  |
| Lesson 67 |  |  | Cambridge Exams Practice unit 5 + video  (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 5 and Speaking Part 2 |

Unit 6

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (68) | * 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 (69) | * 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 (70) | * 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 (71) | * 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 (72) | * 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 (73) | * 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 (74) | * 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 (75) | * 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 76 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about art * using a mind map to brainstorm ideas about a talent day * thinking about activities and products for a talent day |
| Lesson 77 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 78 | * Unit 6 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels * alternatively Term 2 test (available as above) |  |  |
| Lesson 79 |  |  | Cambridge Exams Practice unit 6 + video (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 1 and Speaking Part 2 * practice for Reading and Writing Part 7 |
| Lessons 80, 81 | 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 (82) | * 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 (83) | * 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 (84) | * 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 (85) | * 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 (86) | * 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 (87) | * 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 (88) | * 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 (89) | * 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 90 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about volunteering * learning about volunteering and ways to help your community and environment * thinking about the qualities of a leader |
| Lesson 91 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 92 | * Unit 7 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 93 |  |  | Cambridge Exams Practice unit 7 + video (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 5 and Speaking Part 2 * practice for Reading and Writing Part 5 |

Unit 8

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (94) | * 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 (95) | * 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 (96) | * 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 (97) | * 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 (98) | * 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 (99) | * 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 (100) | * 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 (101) | * 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 102 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about recycling * thinking why recycling is important and helps the planet |
| Lesson 103 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 104 | * Unit 8 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |
| Lesson 105 |  |  | Cambridge Exams Practice unit 8 + video (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 2 and Speaking Part 2   practice for Reading and Writing Part 5 |
| Lesson 106 | 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

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (107) | * 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 (108) | * 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 (109) | * 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 (110) | * 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 (111) | * 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 (112) | * 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 (113) | * 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 (114) | * 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 115 | video lesson and 21st century skills   * recycled vocabulary from the unit |  | * understanding a video about different places where people live * showing curiosity about the people who live in different places * learning about daily life in Alaska |
| Lesson 116 | consolidation of the language from the unit   * Vocabulary booster worksheets (available in Teacher’s Resource Bank via Navio) * Vocabulary practice worksheets (available in Teacher’s Resource Bank via Navio) | consolidation of the structures from the unit   * Grammar booster worksheets (available in Teacher’s Resource Bank via Navio) * Grammar practice worksheets (standard and higher levels) (available in Teacher’s Resource Bank via Navio) | * reflecting on own learning |
| Lesson 117 | * 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 118 |  |  | Cambridge Exams Practice unit 9 + video (available in Teacher’s Resource Bank via Navio)   * practice for Key for Schools Listening Part 1 and Speaking Part 2   practice for Reading and Writing Part 6 |
| Lessons 119, 120 | 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 |