Give Me Five 4 (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 | * revision – vocabulary from level 3 | revision of grammar from level 3:   * What are your names? * This is my … * His name’s … * How old is …? * What does he / she like doing? * What does he / she do? | * asking for and giving information about other people * categorising |
| Lesson 2 | * adjectives to describe physical appearances | * What does your … look like? * He’s got (short, blonde hair and brown eyes). | * listening for specific information |
| Lesson 3 | * recycled vocabulary from lesson 2 | * You look different. * He’s taller. * Ravi likes doing puzzles. * I love going snorkelling. | * reading, listening and understanding a story * completing a story summary |
| Lesson 4 | * reviewing numbers 1 – 100 * numbers 100 - 1000 | * ‘must’ and ‘going to’ to talk about obligations and responsibilities | * identifying and saying letters and numbers 100 – 1000 * using a code to read a message * using ‘must’ and ‘going to’ to talk about obligations and responsibilities in the classroom * reading and writing a class contract * mathematical thinking * asking how to spell things and giving the correct spelling * saying a rap about a secret code * sequencing * grouping * logical thinking * sharing information |

Unit 1

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5) | * biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar * blueberries, coffee, honey, marshmallows, raspberries, vanilla | * Is there any (cream) in the fridge? * Are there any (nuts) in the cupboard? * short answers | * identifying and saying ingredients * classifying food items * discussing cakes and ingredients * listening to each other * categorising * memory game |
| Lesson 2 (6) | * countable and uncountable nouns * recycled vocabulary from lesson 1 | * ‘How much …?‘ and ‘How many …?’ questions * We need a lot of / some / a few (nuts). | * listening, reading and acting out a conversation * listening, following the grammar table and identifying parts of a sentence * applying rules * identifying and using countable and uncountable nouns * discussing nutrients in food |
| Lesson 3 (7) | * recycled vocabulary from lesson 1 and 2 * add, chop, mix, stir * a piece * tin, fridge, oven * salty | * What do we need to do now? * Add the sugar and stir. * Let’s chop the nuts. * How many (nuts) / much (sugar) do we need? * We need a few (nuts) / a lot of (sugar). | * using a code to read a message * predicting * reading, listening, understanding a story * understanding and acting out the story * giving an opinion on the story * collaborating * understanding the importance of paying attention |
| Lesson 4 (8) | * recycled vocabulary from lessons 1 and 3 * recycled time sequencers * boil, cook, peel, slice | * ‘need to’ for requirements | * identifying and saying verbs for cooking * identifying a healthy, balanced diet * following and correcting grammar tables * using ‘need to’ to talk about requirements * applying rules * three-minute review |
| Lesson 5 (9) | * bike, kite, lie, Mike, pie, rice, Spike, tie, time, write | * How many nuts do we need? * How much flour do we need? * Spike likes … * We need a few nuts. | * saying a tongue twister with the ‘ie’ sound * learning and practicing ‘ie’ spelling * listening for specific information * playing a communication game using ‘How much‘ and ‘How many’ questions and ‘need to’ * working together * sharing information |
| Lesson 6 (10) | * Knickerbocker glory * biscuits, cherries, chocolate chips, ice cream, nuts, raspberry sauce, vanilla * bowl, dish, scoop, spoon * add, break, mix, pour, put, sprinkle | * first, next, then, finally * present simple | * reading and understanding an instructional text * identifying steps in a process * sequencing * predicting content from photos * predicting content to raise interest * reading for general information * scanning to find specific information |
| Lesson 7 (11) | * time sequencers * recycled – food items * recycled vocabulary from lesson 6 | * recycled grammar from lesson 6 | * knowing and using times sequencers * identifying text features of a recipe * identifying information content of a recipe * preparing and writing a recipe * using criteria to check your writing * sharing your writing with a partner * peer evaluation and feedback * collaborating |
| Lesson 8 (12) | * bread, chickpeas, falafel, melted chocolate, onions, pretzel, salad, strawberries, sugar, vegetables, waffles * cart | * There are … * You can add … * What’s the name of (the famous statue) in New York? * What time is it in New York? * How many people live in New York? | * predicting * working together * investigate New York * learning about New York City and street food * reading and listening for specific information * thinking about your own culture * understanding the importance of collaboration and teamwork |
| Lesson 13 | Unit 1 test (available in Teacher’s Resource Bank via Navio) at standard and higher levels |  |  |
| Lesson 14 | Festival lesson – International Peace Day (21 September) |  |  |

Unit 2

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (15) | adjectives of character:   * active, confident, friendly, kind, lazy, noisy, quiet, shy, tidy, unfriendly, unkind, untidy * helpful, polite, rude, sociable, unhelpful, unsociable | * What are you like? * I’m … * Are you …? * short answers | * identifying and saying adjectives of character * discussing different families * categorising * team building * asking and answering questions using the recycled structure |
| Lesson 2 (16) | * recycled vocabulary from lesson 1 | * I / he / she was /wasn’t (active) when I / he / she was young. * You / We / They were / weren’t (lazy) when you / we / they were young. * Was I / he / she (shy)? * Were you / we / they (confident)? * short answers | * listening, repeating and acting out a conversation * following, completing and correcting grammar tables * listening, following the grammar table and identifying parts of a sentence * talking what people were like when they were young * applying rules |
| Lesson 3 (17) | * adventurous, scared * explorer, famous people, museum attendant, tennis player * frighten, play a trick, wax museum, waxworks | * He’s active and kind. * He was adventurous. | * using a code to read a message * predicting * reading, listening, understanding a story about a trick that went wrong * giving an opinion on the story * collaborating * understanding the importance of considering your friends’ feelings before playing tricks |
| Lesson 4 (18) | * get a pet, go o a plane, learn to walk, move house, start nursery, write a story * ten months old * draw (drew) a picture, read (read) a book, ride (rode) a bike, sing (sang) a song | * past simple | * following, completing and correcting grammar tables * talking about past activities * identifying different life stages * applying rules * passing on a message |
| Lesson 5 (19) | * bee, chimney, donkey, drop, eat, happy, key, lazy, leaf, lorry, meat, monkey, noisy, queen, sheep, teddy, tree, very * recycled vocabulary from lesson 4 | * I (learnt to walk) when I was (one). * Did you (write a story) when you were (eight)? * short answers | * saying a tongue twister with the ‘ey’ sound * learning and practicing spelling of ‘ey’ sound * listening for specific information * playing a communication game using past simple * working together |
| Lesson 6 (20) | * listen to stories, read books, start boarding school, tell stories, write a secret diary / story / book * mythical creatures, trolls | * He wrote his first children’s book in 1943. * When he was 13, he started a new school. | * reading and understanding a chronological account * predicting content to raise interest * reading for general information * scanning to find specific information |
| Lesson 7 (21) | * recycled - family members * recycled – adjectives of character | * inverted commas * recycled grammar from lessons 4, 5, 6 | * predicting the order of information in a biography * identifying the text features of an autobiography * preparing and writing your autobiography * using criteria to check your writing * sharing your writing with a partner |
| Lesson 8 (22) | * recycled – adjectives of character * astronomy, fishing, marching band, play the guitar / drums / piano, running, sing, telescope, write songs | * recycled grammar from lessons 3,5 and 6 | * researching Hawaii * learning about famous Hawaiian people * reading and listening for specific information * thinking about your own culture and identity * collaborating |
| Lesson 23 | Unit 2 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels |  |  |

Unit 3

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (24) | * axe, basket, bones, bowl, cave, fire, fossil, fur, hammer, knife, spear, tools * arrow, bow, club, flint, jug, spoon | * past simple – statements and questions | * identifying and saying prehistoric times vocabulary * reviewing and discussing prehistoric times * collaborating * memory game |
| Lesson 2 (25) | * recycled vocabulary from lesson 1 | * past simple questions | * listening, repeating and acting out a conversation * listening, following the grammar table and identifying parts of a question * following, completing and correcting the grammar tables * applying rules * sharing information |
| Lesson 3 (26) | * helmet, kayak club, life jackets, paddle (v), river, water bottle, waterfall * recycled vocabulary from lesson 1 * hunting, sabre-toothed tigers, woolly mammoths | * Did prehistoric men use spears? * Where did you find the prehistoric tools? * What did they hunt? * We found them in a cave. * Sabre-toothed tigers could run very fast. | * using a code to read a message * predicting * reading, listening and understanding a story about an important discovery * understanding and acting out the story * giving an opinion on the story * collaborating * understanding the importance of not dropping litter |
| Lesson 4 (27) | * dodo, giant ground sloth, prehistoric armadillo, sabre-toothed squirrel, sabre-toothed tiger, woolly mammoth * elephant bird, giant dragonfly, short-faced bear, Tasmanian wolf | * ‘could’ and ‘couldn’t’ | * identifying animals from the past * identifying different animal groups * following, completing and correcting grammar tables * talking about abilities in the past * applying rules |
| Lesson 5 (28) | * recycled vocabulary from lesson 4 | * ‘could’ - questions * short answers | * saying a tongue twister with the ‘aw’ sound * learning and practicing spelling of ‘aw’ sound * listening for specific information * playing a communication game using ‘could’ * working together * sharing information |
| Lesson 6 (29) | * dinosaurs, carnivore, herbivore * million * beak, frill, horns, neck, tail, teeth, tusk * extinct, hard, huge, sharp | * Dinosaurs were reptiles. * Some dinosaurs could run very fast. * It had a very long neck. * What did a diplodocus have? | * reading and understanding an information text * predicting content to raise interest * reading for general understanding * scanning to find specific information |
| Lesson 7 (30) | * extreme adjectives * enormous, fast, friendly, shiny, slow, tiny * carnivore, herbivore * brain, plates, spikes, tail | * The stegosaurus had a tiny head. * It was an enormous herbivore. * It walked on four legs. | * Identifying and discussing reptiles * identifying the text features of an encyclopaedia entry * preparing and writing an encyclopaedia entry * predicting * using criteria to check your writing * collaborating * sharing your writing * peer evaluation and feedback |
| Lesson 8 (31) | * bone, carving, cave paintings, dinosaur, fossils * discoveries, scenery, wildlife * discover / find / identify fossils * go camping / hiking * palaeontologist | * Scientists found fossils. * You can (go hiking). | * collaborating * researching Canada * reading about dinosaur fossils in Canada * reading and listening for specific information * thinking about your own culture and identity * understanding the value of museums |
| Lesson 32 | * Unit 3 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels * alternatively Term 1 test (available as above) |  |  |
| Lesson 33 | Project 1 – The minibeast exhibition   * beetle, butterfly, centipede, dragonfly, grasshopper, ladybird, millipede, moth, slug, snail, spider, worm * grass, plant, pond, rock, tree, twigs | * present simple * ‘can’ | * learning about exhibitions in your town museum * identifying and naming different habitats for your minibeasts * reviewing how insects help pollination * sharing information |

Unit 4

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (34) | * asteroid belt, astronaut, comet, Jupiter, Mercury, meteorite, Neptune, planets, rings, rocket, satellite, Venus * ordinal numbers * alien, Earth, Mars, Saturn, space station, Uranus | * (Earth) is the (third) planet. * It’s (next to Earth). * Is it Mars? * short answers | * identifying and saying objects in space * reviewing and discussing what is in the sky * classifying celestial bodies * playing a guessing game with a partner * collaborating |
| Lesson 2 (35) | * long and short superlative adjectives * recycled - planets | * (Venus) is the (hottest) planet. * Which is the (biggest) planet? * (Mercury) is the (closest) planet to the Sun. | * listening, repeating and acting out a conversation * listening, following and correcting the grammar table * following a grammar table and identifying parts of a sentence * applying rules * reviewing the Solar System * remembering |
| Lesson 3 (36) | * beach, Earth, lighthouse, living thing, meteorite, night sky, planets, rock, sea, shooting star, starfish, Venus * brightest, shiniest | * recycled grammar from lessons 1 and 2 | * using a code to read a message * predicting * reading, listening and understanding a story about a meteorite * understanding and acting out the story * collaborating * giving an opinion on the story * understanding the importance of not taking living things out of their habitats |
| Lesson 4 (37) | * adjectives to describe objects:   expensive, heavy, interesting, modern, powerful, shiny, cheap, dull, large, tiny   * recycled - short and long superlative adjectives | * It’s the most (fantastic) rocket in the world. * It’s the (fastest) rocket. * The (red) rocket is the (heaviest) rocket. | * following, completing and correcting grammar tables * playing a communication game using superlative adjectives * applying rules * collaborating |
| Lesson 5 (38) | * away, cake, came, day, eight, eighth, eighty, horse, May, neigh, play, price, race, rain, say, sleigh, snail, snake, space, train, whale * date of manufacture, engine power, interest rating * recycled vocabulary from lesson 4 | * Which is the most modern rocket? | * saying a tongue twister with the ‘a\_e’ sound * learning and practicing spelling of ‘a\_e’ sound * listening for specific information * playing a communication game using superlative adjectives * sharing information |
| Lesson 6 (39) | * glass giants, Jupiter moon * recycled – planets * recycled – superlative adjectives | * It’s the (windiest) planet. * It’s got at least (16 moons). | * reading and understanding an information text * classifying * predicting content * reading for general understanding * scanning to find specific information |
| Lesson 7 (40) | * dry, dust, ice cap, mountains, north, rocky, south pole, surface, temperature, volcano | * Mars has got the largest volcano. * The average temperature on Mars is -23◦C. | * using subheadings * preparing and writing a fact file * sharing information about our planet * identifying the information content of a fact file * identifying the text features of a fact file * using criteria to check your writing * sharing your writing * peer evaluation and feedback |
| Lesson 8 (41) | * recycled vocabulary from lessons 1 and 3 | * You need clear skies and a high position. * The largest telescope is … * These are clouds of dust and gas where new stars are born. | * working together * researching Australia * reading about an observatory in Australia * reading and listening for specific information * thinking about your own culture and identity |
| 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) | * go bowling / hiking / horse riding / sailing / shopping / snorkelling / surfing / windsurfing * have a barbecue / an ice lolly * make a cake, play table tennis, ride a mountain bike * do a jigsaw / a quiz / an experiment | * What do you do in your free time? * What’s your favourite activity? * What do you do at the weekend? * What shall we do today? * Do you (go hiking)? | * identifying and saying free-time activities * identifying forms of energy * classifying * listening to each other * checking learning |
| Lesson 2 (44) | * Recycled vocabulary from lesson 1 | * conditional sentences with ‘can’ * If it’s (windy), we can go (windsurfing). * We (can’t have) a barbecue, if it’s (wet). | * listening, repeating and acting out a conversation * listening, following the grammar table and identifying parts of a sentence * applying rules |
| Lesson 3 (45) | * recycled vocabulary from lesson 1 * drums, electric guitar, keyboard, musical instruments, tambourine, xylophone * food colouring, glasses, spoon, water | * If it’s wet, we can’t ride our mountain bikes. * I’d rather play the drums. * Hurry up! * I’m nearly ready. | * using a code to read a message * predicting * reading, listening and understanding a story about a rainy day * understanding and acting out the story * identifying things that produce sound * giving an opinion on the story * collaborating * understanding the importance of being creative with your time |
| Lesson 4 (46) | * recycled vocabulary from lesson 3 * cymbals, rock band, flute, recorder, saxophone, triangle * sing | * ‘I’d rather’ for preferences * I’d rather sing than play the tambourine. | * identifying and saying musical instruments * following, completing and correcting grammar tables * talking about preferences * applying rules * collaborating |
| Lesson 5 (47) | * balloon, barbecue, computer, fruit, huge, juice, June, kangaroo, moon, mule, rescue, spoon, statue, swimsuit, tune | * Would you rather eat a cake or eat an ice lolly? * I’d rather eat … * David would rather make …. | * saying a tongue twister with the ‘ue’ sound * learning and practicing spelling of ‘ue’ sound * listening for specific information * playing a communication game using ‘would rather’ * checking learning |
| Lesson 6 (48) | * crashed, hero, monster, music, myth, mythical creatures, sailors, ship’s mast, Sirens, war, wax | * It’s about Ulysses and his adventures. * The Sirens were mythical creatures. * When the ship passed the Sirens’ island, the Sirens started singing. | * predicting the content * reading and understanding a text to entertain * reading for general understanding * scanning to find specific information |
| Lesson 7 (49) | * enormous, poisonous * cows, dragon, snake, swamp, village * recycled – body parts of animals | * using apostrophes * What does it look like? * What does it eat? * Where does it live? | * identifying the information content and features of a text about a mythical creature * planning and writing a text about a mythical creature * collaborating * using criteria to check your writing * sharing your writing * peer evaluation and feedback |
| Lesson 8 (50) | * bagpipes, didgeridoo, sitar, steel drum, strings * animal skin, branch, metal containers, wood * bottom, top * noise | * The pipes are made from wood. * The didgeridoo comes from Australia. | * predicting * working together * researching New Zealand * reading about WOMAD in New Zealand * reading and listening for specific information * thinking about your own culture and identity |
| Lesson 51 | Unit 5 test (available in Teacher’s Resource Bank via Navio) – at standard and higher level |  |  |
| Lesson 52 | Festival lesson –  World Water Day (22 March)   * brush my teeth, cleaning, cooking, drinking, full, have a bath / shower, plants, tap, turn off, washing, washing machine, water (n) (v), watering can | * reviewing present simple * recycling ‘can’ | * thinking why it’s important to save water * finding out ways you can save water * finding out when the first World Water Day was |

Unit 6

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (53) | * blender, cooker, dishwasher, DVD player, fridge, hairdryer, hoover, microwave, printer, tablet, toaster, washing machine * bedroom, kitchen, living room | * There’s a cooker in the kitchen. * We use it for cooking food. * Have you got a dishwasher? * How often to you use it? * short answers | * identifying and saying machines in our houses * discussing household machines * brainstorming * identifying machines that need electricity to work * playing a game using the recycled structure |
| Lesson 2 (54) | * recycled vocabulary from lesson 1 | * ‘is / are used for’ * A (hairdryer) is used for (drying your hair). * (Microwaves) are used for (heating food). * What’s it used for? | * listening, repeating and acting out a conversation * talking about machines in our houses * listening, following the grammar table and identifying parts of a sentence * applying rules * playing a communication game |
| Lesson 3 (55) | * batteries, boat race, coins, fabric, harbour, lemons, machine, mast, paperclip, sail, solar power, windy, wires | * It’s working! * We’ve got a battery made of lemons. * Ravi is brilliant at making machines. * What’s wrong with the boat? * I don’t think we’re going to win. | * using a code to read a message * predicting * learning how to make a battery out of lemons * understanding and acting out the story * giving an opinion on the story * collaborating * understanding the importance of recycling batteries |
| Lesson 4 (56) | * cotton, gold, leather, plastic, silver, wool * boots, bracelet, earrings, sweater, card, glass, metal, wood | * ‘it’s’ and ‘they’re’ to talk about what materials things are made of * What’s made of? * What are they made of? | * identifying and saying materials * following, completing and correcting grammar tables * applying rules * telling what materials things are made of * collaborating |
| Lesson 5 (57) | * recycled vocabulary from lesson 4 * boat, bone, coat, goat, home, no, nose, phone, rainbow, robot, roll, rose, snowman, window | * ‘it’s made of’ / ‘they’re made of’ | * saying a tongue twister with the ‘o\_e’ sound * learning and practicing spelling of ‘o\_e’ sound * listening for specific information * playing communication game using ‘it’s made of’ and ‘they’re made of’ * checking learning |
| Lesson 6 (58) | * modern, special * chores, fully automatic, opinion, price, product name, slogan, solar-powered, special offer, true statement | * It’s (fully automatic)! * It’s the most modern robot in the world! * It comes in three different colours! | * predicting content * reading the text for general understanding * scanning to find specific information * reading and understanding a text to persuade |
| Lesson 7 (59) | * blender, plastic * amazing, delicious, fantastic, special * opinion, price, product name, slogan, true statement | * ‘wow’ words * recycled grammar from lesson 5 and 6 | * learning about the layout of an advert * identifying the text features of an advert * collaborating * preparing and writing an advert * using criteria to check your writing * sharing your writing with a partner * peer evaluation and feedback |
| Lesson 8 (60) | * balance, breakdancing, competition, football, hockey, humans, kung fu, medal, robot, somersaults * bronze, gold, silver | * Some are made of new materials. | * researching the USA * predicting * collaborating * learning how complex machines work * reading and listening for specific information * thinking about your own culture and identity |
| Lesson 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 – The green school project   * batteries, bottles, boxes, cardboard boxes, glass jars, lights, paper, plastic bags, taps, tins * recycled – places at school * have a meeting, make signs / posters, paint trees, recycle, reuse, save electricity / water, turn off, write letters | * The most important way to make our school green is …because … | * learning ways of saving energy * identifying and naming different ways of recycling energy * reviewing the three Rs (Reduce, Reuse and Recycle) * investigating the recycling programme at your school * sharing information with your group |

Unit 7

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (63) | * adventure playground, airport, art gallery, bowling alley, cinema, football stadium, hotel, ice rink, library, market, shopping centre, university * campsite, college, factory, office, service station, town hall * city, weekend | * Where do you go at the weekend? * I usually go to the (art gallery). * What do you do there? * I look at paintings and statues. | * identifying and naming places in a city * discussing familiar places * checking learning * playing a game using the recycled structure |
| Lesson 2 (64) | * recycled vocabulary from lesson 1 | ‘will’ and ‘won’t’ for future predictions:   * Will there be (libraries) in the future? * Yes, there will. * No, there won’t. | * discussing area where you live * listening, repeating and acting out a conversation * listening, following the grammar table and identifying parts of a question * making future predictions * applying rules |
| Lesson 3 (65) | * alien, cars, chores, computer, future, hotels, key, moon, present, robot, science fiction, sea, spaceship | * recycled grammar from lesson 2 | * using a code to read a message * predicting * reading, listening and understanding a story * understanding and acting out the story * collaborating * giving an opinion on the story * understanding the importance of getting enough sleep |
| Lesson 4 (66) | * helicopter, hot-air balloon, motorbike, submarine, tram, underground * ambulance, bicycle, engine, taxi * computers, moon, radio, robots, school, sea, wheels, wings * drive, fly, live, talk, travel | ‘will’ and ‘won’t’ for future predictions:   * (Cars) will/won’t (have wings). * I think that (robots) will (drive). | * identifying and saying vocabulary about transport * following, completing and correcting grammar tables * applying rules * collaborating |
| Lesson 5 (67) | * boy, coin, enjoy, giraffe, joint, judo, oil, point, toy * recycled – means of transport * fly, go to the moon, have wheels, travel under the sea | * What do you think? * Will submarines (fly) in the future? * short answers | * saying a tongue twister with the ‘oy’ sound * learning and practicing spelling of ‘oy’ sound * listening for specific information * playing communication game using ‘will/won’t’ * working together |
| Lesson 6 (68) | * cave, chores, cities, computer, dinosaur, fossil, machines, mountains, robots, time, trains, underground | * Everyone will have a computer. | * predicting the content * reading and understanding a poem * reading the text for general understanding * reading and completing and acrostic poem * sequencing |
| Lesson 7 (69) | * ants, cities, ground, high, hot-air balloon, mountains, people, sky, town, trees * blue, green, red, yellow | * High in the sky. * Never stop! | * making a list or a mind map to brainstorm vocabulary * learning about the layout of an acrostic poem * identifying the text features of an acrostic poem * planning and writing an acrostic poem * collaborating * sharing information * using criteria to check your writing * peer evaluation and feedback |
| Lesson 8 (70) | * double-decker, fishing boat, funicular railway, houseboat, junk boat, river boat, sampan, tram * harbour | * This is the steepest funicular railway in the world. * You get on the tram at the back. | * predicting * researching Hong Kong * learning about transport in Hong Kong * listening for specific information * collaborating * thinking about your own culture and identity |
| Lesson 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) | * artist, carpenter, chef, dentist, driver, hairdresser, lawyer, mechanic, nurse, photographer, vet, waiter * actor, baker, reporter, sailor, secretary, singer | * Who cooks food in a restaurant? * Is it (a chef)? * short answers | * identifying and saying jobs * identifying how population affects jobs * discussing jobs * guessing game * listening to each other * checking learning |
| Lesson 2 (73) | * recycled vocabulary from lesson 1 | * ‘have to’ in present simple questions * short answers | * listening, repeating and acting out a conversation * following the grammar table and identifying parts of a question * applying rules |
| Lesson 3 (74) | * aquarium, chef, dad, dolphin, lighthouse keeper, mum, relative, uniform, vet, work | * I have to wear a white uniform. * Sorry I’m late, everyone. What do you want to be when you’re older? * I want to be a vet. | * using a code to read a message * predicting * understanding and acting out the story about a school day * giving an opinion on the story * collaborating * understanding the importance of saying sorry when you’re late |
| Lesson 4 (75) | * clinic, factory, garage, office, salon, workshop * carpenter, dentist, hairdresser, mechanic * brush, build, check, cut, dry, fix, oil (v), saw, wash * gallery, police station, studio, surgery | ‘who’ and ‘where’ in relative clauses:   * (A hairdresser) is a person who works in (a salon). * (A salon) is a place where (a hairdresser) works. | * identifying and naming places of work * following and correcting grammar tables * applying rules * collaborating |
| Lesson 5 (76) | * bird, mirror, purse, river, skirt, thirty, turtle * garage, workshop * actor, baker, carpenter, doctor, driver, mechanic, nurse, sailor | * It’s a person who works in a garage. * It’s a place where a carpenter works. | * saying a tongue twister with the ‘er’ sound * learning and practicing spelling of ‘er’ sound * listening for specific information * playing communication game using relative clauses * checking learning * working together |
| Lesson 6 (77) | * astronaut, cartoons, crosswords, experiments, friendly, muscles, news, physical exam, Space Station, sport, TV guide, university, weather | * You have to go to university to be an astronaut. * You must work hard at school. | * predicting content * reading for general understanding * scanning the text for specific information * reading and understanding a non-chronological report |
| Lesson 7 (78) | * astronaut, exercise, fit, fly, fresh food, healthy, hot water, space | ‘for’ to talk about a period of time   * I exercise for two hours every day. * I’m going to go into space next year. | * identifying the information content of an interview * identifying the text features of an interview * preparing and writing a non-chronological report * collaborating * using criteria to check your writing * sharing your writing with a partner * peer evaluation and feedback |
| Lesson 8 (79) | * dangerous, flashes, floors, island, lamps, lighthouse, metal, oil, rocks, sailors, sequence, solar power, spiral staircase, warn | * There were three lighthouse keepers who lived on the island. | * predicting * researching Tasmania * learning about lighthouse keepers in Tasmania * reading and listening for specific information * thinking about your own culture and identity * working together |
| Lesson 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) | * Brazil, China, France, Germany, India, Italy, Japan, Mexico, Morocco, Portugal, Romania, Russia * Argentina, Belgium, Ecuador, Poland, Switzerland, Thailand | * Where do you go on holiday? * Do you go to other countries? * Would you like to go to (France)? | * identifying and saying countries * discussing countries and their location * teambuilding * playing a guessing game with your partner |
| Lesson 2 (82) | * recycled vocabulary from lesson 1 * summer holidays, university, young | * present perfect to talk about countries and experiences – affirmatives, interrogatives, negatives * short answers | * listening, repeating and acting out a conversation * discussing the population of different countries * following the grammar table and identifying parts of a question * applying rules |
| Lesson 3 (83) | * camel, dates, fruit, herbs and spices, market, oasis, snoring * comfortable, delicious, friendly, noisy | * recycled grammar from lesson 2 | * using a code to read a message * predicting * reading, listening and understanding a story about a Moroccan adventure * understanding and acting out the story * giving an opinion on the story * collaborating * understanding the importance of trying new things when you go to a different country |
| Lesson 4 (84) | * buy a souvenir, eat sushi, play cricket, see a whale, take a photo, visit a monument * Japanese restaurant, ocean | * present perfect to talk about countries and experiences * regular and irregular past participle | * identifying and saying holiday activities * following and correcting grammar tables * applying rules * listening * checking learning |
| Lesson 5 (85) | * bed, bread, egg, elephant, feather, fish, heavy, leg, Mexica, seven, treasure, weather * recycled vocabulary from lesson 4 | * present perfect – questions and short answers | * saying a tongue twister with the ‘ea’ sound * learning and practicing spelling of ‘ea’ sound * reviewing spellings for the ‘f’ sound * listening for specific information * playing communication game using ‘Has he/she ever…?’ * checking learning * working together * sharing information |
| Lesson 6 (86) | * active volcano, capital city, climate, go hiking / skiing, gondola, mountains, paintings, statues, take photos * ice cream, pasta, pizza | * Have you ever seen an active volcano? | * predicting content * reading for general understanding * scanning the text for specific information * reading and understanding a text to persuade |
| Lesson 7 (87) | * Mexico, USA * ancient history, beaches, camera, Mariachi band, Maya, monuments, sun cream * burritos, guacamole, tacos | * rhetorical questions and present perfect | * identifying the information content of a travel brochure * identifying the text features of a travel brochure * preparing and writing a travel brochure * using criteria to check your writing * collaborating * sharing your writing with a partner * peer evaluation and feedback |
| Lesson 8 (88) | * ball, football, rugby, tackle, tennis, tournament * double-decker bus, top deck * afternoon tea, cake, cream, jam, sandwich, scones * action figures, computer games, dolls, jigsaws, models, teddy bear, toys | * Hamleys is the biggest toy shop in the world. * Tennis players come from all over the world to compete. * What’s England famous for? | * predicting * collaborating * researching England * learning about culture in England * reading and listening for specific information * thinking about your own culture and identity |
| 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 – The medieval festival   * archery, arts and crafts, face painting, jousting, juggling, knight’s shield, mask, medieval castle / crown / dancing, parade, pony rides, stilt walking, tug-of-war | * What equipment do you need? | * naming activities in a medieval festival * discussing people who lived in the Middle Ages * investigating a medieval festival * sharing information with your group |