

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

diagnostic test available in Teacher's Resource Bank via Navio

Hello Unit

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1	<ul style="list-style-type: none"> • Goodbye, hello • balloons, balls, bananas, bike, books, dogs, hats, socks • numbers 1-10 • black, pink, purple, grey, white 	<ul style="list-style-type: none"> • What's your name? • I'm (Jack) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • shapes – circle, oval, rectangle, triangle 	<ul style="list-style-type: none"> • What is this? • It is a (bike). 	<ul style="list-style-type: none"> • identifying and saying shapes • listening for specific information • learning to learn
Lesson 3	<ul style="list-style-type: none"> • colours – blue, brown, green, grey, orange, red, yellow 	<ul style="list-style-type: none"> • What colour is it? • It's (green) • The (bike) is green. • Let's clean the bike! • Good idea! 	<ul style="list-style-type: none"> • identifying and saying colours • reading, listening and understanding a story
Lesson 4	<ul style="list-style-type: none"> • days of the week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday 	<ul style="list-style-type: none"> • What day is it today? • It's (Monday). 	<ul style="list-style-type: none"> • saying the days of the week • asking and answering question <i>What day it is today?</i> • Turn taking • evaluating your learning and self-assessment

Unit 1

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (5)	<ul style="list-style-type: none"> book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener file, glue, notebook, paintbrush, paper, scissors 	<ul style="list-style-type: none"> I'm ready for school 	<ul style="list-style-type: none"> identifying and saying ten classroom objects practicing spelling
Lesson 2 (6)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> Where is my (pen)? It's here. 	<ul style="list-style-type: none"> asking and answering the question <i>Where is my (pen)?</i> listening for specific information listening to others
Lesson 3 (7)	<ul style="list-style-type: none"> black, pink, purple, white 	<ul style="list-style-type: none"> The (pencil case) is (on the shelf). Put (the pencil case) (on the desk). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> bin, board, chair, cupboard, desk, shelf bookcase, door, floor, window 	<ul style="list-style-type: none"> Let's tidy up! Put the (paper in the bin). 	<ul style="list-style-type: none"> naming more classroom objects using the prepositions <i>in, on, under</i> giving and following instructions
Lesson 5 (9)	<ul style="list-style-type: none"> revision of vocabulary from lesson 4 	<ul style="list-style-type: none"> Where's the (sharpener)? It's in / on / under the (desk). 	<ul style="list-style-type: none"> saying the tongue twister with the 'r' sound listening for specific information playing a communication game
Lesson 6 (10)	<ul style="list-style-type: none"> revision of school subjects floor, good work, school, assembly 	<ul style="list-style-type: none"> We sit on the floor. We listen to the head teacher. We play music. We sing songs. We clap out hands. 	<ul style="list-style-type: none"> listening for general information thinking about what you do at school developing a positive classroom atmosphere
Lesson 7 (11)	<ul style="list-style-type: none"> poster, rules 	<ul style="list-style-type: none"> Listen to others. Put your hands up to speak. Work quietly. Sit down on your chair. Walk in the classroom. Tidy up your things. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of the language from the unit + video 	<ul style="list-style-type: none"> revision of the structures from the unit + video 	<ul style="list-style-type: none"> 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

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (14)	<ul style="list-style-type: none"> ball, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train sports – bat, board game, boat, football, monster, skateboard 	<ul style="list-style-type: none"> Happy birthday! Here is a present (for you). 	<ul style="list-style-type: none"> working together and supporting each other identifying and saying ten toys practicing spelling working together and supporting each other
Lesson 2 (15)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> What is it? Is it a (bike)? Yes, it is. No, it isn't. It's a fantastic present. Thank you. 	<ul style="list-style-type: none"> listening to others listening for specific information completing and practicing a conversation
Lesson 3 (16)	<ul style="list-style-type: none"> big, fast, slow, small, wheels 	<ul style="list-style-type: none"> What is it? It's a (motor). My (scooter) is (slow). 	<ul style="list-style-type: none"> 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 <i>Thank you</i>.
Lesson 4 (17)	<ul style="list-style-type: none"> new, old loud, quiet, long, short revision of adjectives describing senses 	<ul style="list-style-type: none"> What's your favourite toy? My favourite toy is a (ball). 	<ul style="list-style-type: none"> developing a positive classroom atmosphere asking and answering questions about favourites toys doing a classroom survey

			<ul style="list-style-type: none"> describing your favourite toy listening for specific information
Lesson 5 (18)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1, 3 and 4 	<ul style="list-style-type: none"> My favourite toy is (old). 	<ul style="list-style-type: none"> saying a tongue twister with 's' sound listening for specific information understanding the importance of sharing playing a communication game
Lesson 6 (19)	<ul style="list-style-type: none"> birthday cake, birthday card, candles, fancy dress, party, party games, presents 	<ul style="list-style-type: none"> I've got a (birthday cake). I have a (party). I play (party games). I wear (fancy dress). It's good fun. 	<ul style="list-style-type: none"> listening for general information reading about birthday parties in Britain thinking about your birthday party comparing traditions and cultures
Lesson 7 (20)	<ul style="list-style-type: none"> balloons revision of vocabulary from lessons 1 and 6 	<ul style="list-style-type: none"> To Lots of love. From Have a (fantastic party with your friend). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of the language from the unit + video 	<ul style="list-style-type: none"> revision of the structures from the unit + video 	<ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> bonfire, Bonfire Night, firework, toffee apple 	<ul style="list-style-type: none"> I can see (fireworks). They're (red and yellow). 	<ul style="list-style-type: none"> saying and doing a firework action rhyme making a firework thinking about fireworks in your country

Unit 3

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (24)	<ul style="list-style-type: none"> arms, ears, eyes, feet, fingers, head, legs, mouth, nose, toes back, bottom, hand, knee, shoulder, stomach 	<ul style="list-style-type: none"> This is me. This is my body. Count with me. 	<ul style="list-style-type: none"> working together – a mirror game identifying and saying ten parts of the body counting the parts of the body practicing spelling
Lesson 2 (25)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> I've got a (big nose). I've got (small eyes). I'm a (clown). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> acrobat, circus, clown 	<ul style="list-style-type: none"> He's got (purple hair). Let's make a (circus). Here's (Molly the clown). She's (fantastic). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> black hair, blonde hair, brown hair, long hair, red hair, short hair curly, spiky, straight, wavy 	<ul style="list-style-type: none"> My friend has got (long) hair. He's/She's got (blue) eyes. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> My clown has got a (big nose). My clown has got (red hair). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> circus, face revision – what the body can do 	<ul style="list-style-type: none"> I juggle scarves. I ride a special bike. I spin a plate. I walk on stilts. 	<ul style="list-style-type: none"> Reading about "Circus Day" in British schools thinking about a circus where you live listening for general information
Lesson 7 (30)	<ul style="list-style-type: none"> angry, happy, sad, tired 	<ul style="list-style-type: none"> How are you today? I'm (sad). 	<ul style="list-style-type: none"> describing your feelings identifying different feelings

	<ul style="list-style-type: none"> go to sleep, laugh, sit, smile, stamp my feet 	<ul style="list-style-type: none"> When I'm (happy), I (smile). We can do it. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of the language from the unit + video 	<ul style="list-style-type: none"> revision of the structures from the unit + video 	<ul style="list-style-type: none"> reflecting on own learning self-assessment statements watching and understanding a video understanding the importance of working together
Lesson 9 (32)	<ul style="list-style-type: none"> 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	<p>Project 1 – Family</p> <ul style="list-style-type: none"> aunt, brother, cousin, family, father, grandfather, grandmother, mother, sister 	<ul style="list-style-type: none"> Have you got a (brother)? Yes, I have./No, I haven't. 	<ul style="list-style-type: none"> 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

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (34)	<ul style="list-style-type: none"> food - cake, chicken, chips, eggs, fish, fruit, ice cream, meat, rice, salad delicious burger, juice, lemonade, milk, pie, water 	<ul style="list-style-type: none"> revision – I've got (fish and chips). 	<ul style="list-style-type: none"> identifying and saying ten items of food practicing spelling working together and supporting each other talking about cold and hot food
Lesson 2 (35)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> I like (fruit). I love (ice cream). 	<ul style="list-style-type: none"> understanding and acting out a conversation listening for specific information

		<ul style="list-style-type: none"> • I don't like (cake). • What about you? 	<ul style="list-style-type: none"> • discovering similarities
Lesson 3 (36)	<ul style="list-style-type: none"> • fruit juice, grapes, oranges, peach • revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> • I'm hungry. • It's my favourite. • Do you like (peaches)? • I don't like (oranges). • revision of grammar from lesson 2 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • cherry, coconut, grape, lemon, mango, peach • kiwi, pear, strawberry, watermelon 	<ul style="list-style-type: none"> • Eating fruit is fun to do. • revision of grammar from lesson 3 	<ul style="list-style-type: none"> • identifying and naming different fruit • asking and answering questions to find out what fruit people like and don't like
Lesson 5 (38)	<ul style="list-style-type: none"> • revision of vocabulary from lessons 1, 3 and 4 	<ul style="list-style-type: none"> • Calm down. • revision - Do you like (chicken)? Yes, I do./No, I don't. 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • baked beans, bread, breakfast, cereal, eggs, mushrooms, orange juice, tomatoes • cook the food, cut the tomatoes, make the toast, prepare the tray 	<ul style="list-style-type: none"> • I (mix the eggs). • We (prepare the tray). • I have (eggs). 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • fruit salad, pasta, soup, vegetables • healthy 	<ul style="list-style-type: none"> • What's for lunch on (Monday)? • We've got (meat and vegetables) on (Monday). 	<ul style="list-style-type: none"> • reading and understanding a lunch menu • reading for specific information • writing a lunch menu • identifying healthy/unhealthy food
Lesson 8 (41)	<ul style="list-style-type: none"> • revision of the language from the unit + video 	<ul style="list-style-type: none"> • revision of the structures from the unit + video 	<ul style="list-style-type: none"> • 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

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (43)	<ul style="list-style-type: none"> bird, cat, chicken, cow, duck, frog, goat, horse, mouse, sheep farm farm animals and domestic animals (pets) bee, bull, cockerel, donkey, rabbit, spider 	<ul style="list-style-type: none"> Can you see a (horse)? Yes, I can. The (duck) is (yellow). 	<ul style="list-style-type: none"> identifying and saying ten farm animals practicing spelling
Lesson 2 (44)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> Can you see a (cow)? Yes, I can. No, I can't. 	<ul style="list-style-type: none"> completing and practising a conversation listening for specific information
Lesson 3 (45)	<ul style="list-style-type: none"> climb, fly, swim 	<ul style="list-style-type: none"> (Cows) can't (fly). This (sheep) can (climb trees)? Is it a cow? Yes, it is. Stop! 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of vocabulary from lesson 3 jump, run, walk cats, cows, ducks, frogs, goats, horses crawl, dive, hop, talk 	<ul style="list-style-type: none"> (Birds) can (fly). 	<ul style="list-style-type: none"> saying what animals can and can't do listening to a conversation identifying that animals can move in different ways
Lesson 5 (47)	<ul style="list-style-type: none"> revision of vocabulary from lessons 1 and 4 	<ul style="list-style-type: none"> It's my turn now. revision of grammar from lessons 3 and 4 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> carrots, garden, park, pet shop, zoo 	<ul style="list-style-type: none"> I can (feed them). We can see (chickens on the farm). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of vocabulary from lessons 1, 3 and 4 	<ul style="list-style-type: none"> What am I? I can't (climb). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of the language from the unit - video 	<ul style="list-style-type: none"> revision of the structures from the unit – video 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> I love (my mother). She (helps me). 	<ul style="list-style-type: none"> 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

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (53)	<ul style="list-style-type: none"> climbing frame, roundabout, seesaw, slide, swing bush, flower, grass, rock, tree play bench, fountain, playhouse, sandpit, trampoline, wall 	<ul style="list-style-type: none"> We can (climb). We can play on the (slide). The park is fun. It's fun in the park. 	<ul style="list-style-type: none"> identifying and saying ten park objects identifying living and non-living things practicing spelling
Lesson 2 (54)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> Where's (Beth)? She's (on the swing). Where's (Jake)? He's (on the slide). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> behind playground, sign 	<ul style="list-style-type: none"> Where are (Jake and Molly)? They're (behind) the (tree). 	<ul style="list-style-type: none"> reading, listening and understanding a story about a game of hide and seek

	<ul style="list-style-type: none"> Ready or not, here I come. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> between, in front of, near, next to ground, plant, pond, shell 	<ul style="list-style-type: none"> revision of grammar from lessons 2 and 3 	<ul style="list-style-type: none"> asking questions to find where people are
Lesson 5 (57)	<ul style="list-style-type: none"> revision of vocabulary from lessons 1 and 4 	<ul style="list-style-type: none"> revision of grammar from lessons 2 and 3 	<ul style="list-style-type: none"> saying a tongue twister to practice the 'w' sound listening for specific information playing a communication game about finding people
Lesson 6 (58)	<ul style="list-style-type: none"> cricket, picnic, zip wire 	<ul style="list-style-type: none"> We love (the playground). We play (cricket on the grass). We (feed the ducks). We (ride on the train). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> grow, plants, pot, seeds, soil, sun, sunny place, watch, water 	<ul style="list-style-type: none"> Put the (pot in a sunny place). Push the seeds (into the soil). Water the seeds. 	<ul style="list-style-type: none"> reading and writing instructions for growing flowers identifying what plants need to survive
Lesson 8 (60)	<ul style="list-style-type: none"> revision of the language from the unit + video 	<ul style="list-style-type: none"> revision of the structures from the unit + video 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Project 2 – Spring butterflies, chicks, lambs, rabbits spring cloudy, snowy, stormy, sunny, windy 	<ul style="list-style-type: none"> How many (lambs) can you see? I can see (three lambs). What's the weather like today? It's (windy). 	<ul style="list-style-type: none"> identifying and talking about spring plants and animals identifying weather conditions in spring following instructions – preparing a wall display

		<ul style="list-style-type: none"> • Is it (rainy) today? • Yes, it is. • No, it isn't. • It's got (big) ears. 	<ul style="list-style-type: none"> • working together to make a display
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Unit 7

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (63)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Let's go (to town). • There's a (hospital). • Stand up. • Sit down. 	<ul style="list-style-type: none"> • identifying and saying ten places in town • practicing spelling • working together and supporting each other
Lesson 2 (64)	<ul style="list-style-type: none"> • sweets 	<ul style="list-style-type: none"> • There are (two cinemas). • Welcome to (my town). 	<ul style="list-style-type: none"> • discovering similarities • completing and practicing a conversation
Lesson 3 (65)	<ul style="list-style-type: none"> • bone, count, cross the road, steps, treasure map 	<ul style="list-style-type: none"> • There's (a tree) next to the (swimming pool). • There are (two rocks) in front of the (zoo). • How many (steps) are there? 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • boat, bus, helicopter, lorry, motorbike, train • numbers 1-20 in words and figure • metro, plane, ship, taxi 	<ul style="list-style-type: none"> • What is it? • It's a (helicopter). 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • revision of vocabulary from lesson 4 	<ul style="list-style-type: none"> • revision of grammar from lesson 3 	<ul style="list-style-type: none"> • saying a tongue twister to practice the 'z' sound • playing a communication game about transport • listening for specific information

Lesson 6 (68)	<ul style="list-style-type: none"> exercise, travel rickshaw 	<ul style="list-style-type: none"> How do you travel in your country? I travel by (bus)? 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> apples, bad, cheese, country, fantastic, good, life, quiet 	<ul style="list-style-type: none"> I live in the (country). I eat (apples) and (cheese). 	<ul style="list-style-type: none"> reading and understanding a fable reading for specific information writing a short personalised text
Lesson 8 (70)	<ul style="list-style-type: none"> revision of the language from the unit + video 	<ul style="list-style-type: none"> revision of the structures from the unit + video 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Unit 7 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels 		

Unit 8

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (72)	<ul style="list-style-type: none"> shirt, shoes, shorts, skirt, sweater, swimsuit, sun hat, trainers, trousers, T-shirt dress, coat, jacket, jeans, scarf, tracksuit 	<ul style="list-style-type: none"> What are you wearing? I'm wearing (shorts) and (a T-shirt). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> cold, hot 	<ul style="list-style-type: none"> Is it (cold)? Yes, it is. / No, it isn't. What's the weather like today? It's (hot). 	<ul style="list-style-type: none"> using Present Continuous in a conversation listening for specific information completing a conversation asking what people are wearing

			<ul style="list-style-type: none"> recognising which clothes we wear when it's cold or hot
Lesson 3 (74)	<ul style="list-style-type: none"> bookshop fun swim cold, hot 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> play the guitar, play volleyball, sing songs in the sun, forest draw a picture, play games on my tablet, play the piano, watch television 	<ul style="list-style-type: none"> What's (Jake) doing? He's (sailing a boat). He's having fun! Camping is great! He's / She's (playing the guitar). 	<ul style="list-style-type: none"> using Present Continuous in a conversation raising your hand
Lesson 5 (76)	<ul style="list-style-type: none"> revision of vocabulary from lesson 4 	<ul style="list-style-type: none"> revision of grammar from lesson 4 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> camel, camp, ghost stories, go camping, hump, funny, scary, sea, sleeping bag, tent 	<ul style="list-style-type: none"> We sleep in our sleeping bags. We camp in the garden. We sing songs. We tell ghost stories. 	<ul style="list-style-type: none"> reading about camping in Britain listening for general information thinking about what activities you do
Lesson 7 (78)	<ul style="list-style-type: none"> beautiful, campsite, mountain, postcard, rainy, river revision of vocabulary from lessons 4 and 5 	<ul style="list-style-type: none"> revision of grammar from lessons 1 and 3 	<ul style="list-style-type: none"> reading and understanding a postcard writing a postcard extracting key information from a text
Lesson 8 (79)	<ul style="list-style-type: none"> revision of the language from the unit + video 	<ul style="list-style-type: none"> revision of the structures from the unit + video 	<ul style="list-style-type: none"> reflecting on own learning self-assessment statements watching and understanding a video about camping saying what the weather is like learning to think before you choose

Lesson 9 (80)	<ul style="list-style-type: none"> Unit 8 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels 		
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Unit 9

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (81)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> It's a beautiful day. I (wash my face). 	<ul style="list-style-type: none"> identifying and saying ten daily routines practicing spelling identifying day and night routines
Lesson 2 (82)	<ul style="list-style-type: none"> revision of vocabulary from lesson 1 	<ul style="list-style-type: none"> I (wash my face) every day. Me too. Are you ready? Yes, I am. Let's play. 	<ul style="list-style-type: none"> using Present Simple in a conversation completing and practicing a conversation listening for specific information
Lesson 3 (83)	<ul style="list-style-type: none"> breakfast, champion, dinner, incredible, magic, pillow, tomorrow, wobbly tooth 	<ul style="list-style-type: none"> I (have breakfast every morning). What's the matter? I've got a (wobbly tooth). 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> breakfast in the morning, lunch in the afternoon, dinner in the evening, a snack at night fork, knife, plate, spoon 	<ul style="list-style-type: none"> I have (dinner) in the (evening). Are you hungry (in the morning)? Yes, I am. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> revision of vocabulary from lesson 4 	<ul style="list-style-type: none"> I (have a shower) (in the morning). I (sleep) (at night). 	<ul style="list-style-type: none"> saying a tongue twister to practice a 'th' sound listening for specific information playing a communication game about daily routines

Lesson 6 (86)	<ul style="list-style-type: none"> box, letter, lunch, money, money box, pillow, Tooth Fairy 	<ul style="list-style-type: none"> The Tooth Fairy (comes at night). I put the box (under my pillow). I find (a letter). 	<ul style="list-style-type: none"> reading about the Tooth Fairy in Britain listening for general information thinking what happens to teeth where you live
Lesson 7 (87)	<ul style="list-style-type: none"> animal noises children, cockerel, moon, owl, stars in the day 	<ul style="list-style-type: none"> I can see (the moon). I can hear (a cockerel). 	<ul style="list-style-type: none"> thinking about what you can see in the day or at night reading and understanding a poem reading for specific information
Lesson 8 (88)	<ul style="list-style-type: none"> revision of the language from the unit + video 	<ul style="list-style-type: none"> revision of the structures from the unit + video 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> beach, city, desert, jungle boots, camera, map, sunglasses, torch, water 	<ul style="list-style-type: none"> Where do you go on holiday? I go to the (beach). 	<ul style="list-style-type: none"> identifying and talking about holiday objects and places identifying places in the world around us making a holiday list