

Give Me Five 2 (90 hours)

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"> revision – animals, toys, classroom objects, places, clothes, shapes 	<ul style="list-style-type: none"> What colour is ... / are the ... ? I can see What's your / his / her name? My / His / Her name is 	<ul style="list-style-type: none"> identifying and saying vocabulary from level 1 listening and acting out a conversation listening to one another saying your name asking and answering about your friends' names
Lesson 2	<ul style="list-style-type: none"> Arts and Crafts, English, ICT, Maths, Music, PE, Science, Spanish 	<ul style="list-style-type: none"> What's your favourite subject? My favourite subject is (English). What's yours? 	<ul style="list-style-type: none"> identifying and saying eight school subjects asking and answering about school subjects reading, listening and understanding a story about the magic bike friends as a resource
Lesson 3	<ul style="list-style-type: none"> the alphabet 	<ul style="list-style-type: none"> How do you spell (English)? 	<ul style="list-style-type: none"> saying the alphabet in English spelling out words working together
Lesson 4	<ul style="list-style-type: none"> revision – cloudy, raining, snowy, stormy, sunny, windy cold, cool, hot, warm 	<ul style="list-style-type: none"> revision – What's the weather like? It's (sunny) today. Is it (raining)? Yes, it is. 	<ul style="list-style-type: none"> reading, listening and understanding a story reading the story with some fluency acting out a story asking and answering about the weather

Unit 1

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (5)	<ul style="list-style-type: none"> baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball 	<ul style="list-style-type: none"> Do you play any sports? I go (cycling). I play (football). 	<ul style="list-style-type: none"> identifying and saying ten sports talking about the sports you play identifying joins that move when we play sports

	<ul style="list-style-type: none"> (go) climbing, (go) fishing, (go) sailing (play) badminton, (play) golf, (play) table tennis indoors, outdoors 		<ul style="list-style-type: none"> using a strategy to practice spelling key words
Lesson 2 (6)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 goggles, mess 	<ul style="list-style-type: none"> use the present simple 'I' and 'you' recycled grammar from lesson 1 	<ul style="list-style-type: none"> understanding and acting out a conversation completing and practicing a conversation listening for specific information encouraging participation
Lesson 3 (7)	<ul style="list-style-type: none"> bat, football boots, rollerblades, sports centre, tennis racket recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> I play baseball. Molly plays tennis on Monday. recycled grammar from lesson 1 	<ul style="list-style-type: none"> reading, listening and understanding a story about Molly's activities reading the story with some fluency understanding and acting out the story giving an opinion on the story understanding the importance of organising personal possessions
Lesson 4 (8)	<ul style="list-style-type: none"> bounce, catch, hit, jump, kick, throw (do) athletics, (do) ballet, (do) gymnastics, (do) karate 	<ul style="list-style-type: none"> He (throws) the ball. She (catches) the ball. 	<ul style="list-style-type: none"> identifying and saying six action verbs describing and guessing a sport identifying safety equipment for sports
Lesson 5 (9)	<ul style="list-style-type: none"> day, May, play, rain, rainbow, say, snail, Spain, train, Tuesday 	<ul style="list-style-type: none"> recycled grammar from lesson 3 	<ul style="list-style-type: none"> saying a tongue twister to practice the 'ai' sound learning and practicing the 'ai' and 'ay' spellings listening for specific information playing a communication game about sports working together as a team
Lesson 6 (10)	<ul style="list-style-type: none"> balloon toss, egg and spoon race, sack race, wheelbarrow race 	<ul style="list-style-type: none"> What sports do you play at school? 	<ul style="list-style-type: none"> reading about Sports Day in Britain learning that muscles pull our bones to help us move listening for general information thinking about the sports you play at school
Lesson 7 (11)	<ul style="list-style-type: none"> overarm, underarm recycled vocabulary from lesson 1 		<ul style="list-style-type: none"> reading and understanding a poem writing and acting out a poem working together as a class reading for specific information

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 Well done everyone! 	<ul style="list-style-type: none"> reflecting on own learning self-assessment statements watching and understanding a video saying what sports you join in learning to join in and understanding the importance to join in
Lesson 9 (13)	Unit 1 test (available in Teacher's Resource Bank via Navio) at standard and higher levels		
Lesson 14	Festival lesson – Harvest Festival <ul style="list-style-type: none"> autumn, harvest, celebrate, cheer, food, fruit, ground, grow, harvest, moon, round, summer, vegetables 	<ul style="list-style-type: none"> We celebrate (Harvest Festival). We make (big baskets). 	<ul style="list-style-type: none"> listening, reading and saying a poem learning about traditional Harvest Festival traditions in Britain thinking about food festivals in your country

Unit 2

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (15)	<ul style="list-style-type: none"> bread, carrots, green beans, lemons, peaches, pineapples, potatoes, sweets, tomatoes, yoghurt blackberry, broccoli, coconut, lettuce, lime, peas, plum food, shopping 	<ul style="list-style-type: none"> revision – I like ..., I love ..., I don't like ..., Do you like ...? Yes, I do., No, I don't. Let's go (shopping). 	<ul style="list-style-type: none"> identifying and saying ten food items identifying the five food groups using a strategy to practice spelling key words
Lesson 2 (16)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> using indefinite articles - a / an / some Can I have (a tomato / an apple / some sweets)? 	<ul style="list-style-type: none"> listening to others identifying foods for health, growth and energy listening for specific information completing and practicing a conversation
Lesson 3 (17)	<ul style="list-style-type: none"> list, money, naughty, shop, shopping list recycled vocabulary from lessons 1 	<ul style="list-style-type: none"> Can I have some bread please? How much are these (green beans)? They're (twenty-five cents). 	<ul style="list-style-type: none"> listening, reading and understanding a story about a naughty parrot reading the story with some fluency describing balanced meals understanding and acting out a story

			<ul style="list-style-type: none"> giving an opinion on the story understanding the importance of saying <i>Please</i> when you ask for something
Lesson 4 (18)	<ul style="list-style-type: none"> numbers 10 – 50 sixty, seventy, eighty, ninety 	<ul style="list-style-type: none"> How much is this (lemon)? How much are these (sweets)? It's (fifty) cents. They're (twenty-seven) cents. Great! I'll take it / them. 	<ul style="list-style-type: none"> counting to 50 (numbers 10-50) working together as a team asking and answering questions about the price of food
Lesson 5 (19)	<ul style="list-style-type: none"> bee, cheese, ice cream, meat, peach, peas, queen, sheep, sweets, three recycled vocabulary from lessons 1 and 4 	<ul style="list-style-type: none"> What do I need to do? Read/Listen to instructions. 	<ul style="list-style-type: none"> saying a tongue twister with the 'ee' sound learning and practicing the 'ee' and 'ea' spellings working together as a team listening for specific information playing a communication game about shopping
Lesson 6 (20)	<ul style="list-style-type: none"> chocolate, flour, pancake, special day/food, sugar bowl, cook, make, mix, put, toss 	<ul style="list-style-type: none"> I help / put ... She puts in (flour). She tosses (the pancake). We have (pancake races). 	<ul style="list-style-type: none"> listening for general information reading about Pancake Day in Britain thinking about special food days where you live reviewing foods that are made with eggs, flour and milk
Lesson 7 (21)	<ul style="list-style-type: none"> olives, sandwich, slices first, then, now, finally 		<ul style="list-style-type: none"> reading for specific information reading, understanding a recipe writing a recipe encouraging one another
Lesson 8 (22)	<ul style="list-style-type: none"> revision of the language from the unit + video cheese, flour, ingredients, milk, onion, online, peppers, pizza, recipe, tomatoes, water 	<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 making a pizza learning to find information online thinking and choosing the ingredients for pizza
Lesson 9 (23)	Unit 2 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels		

Unit 3

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (24)	<ul style="list-style-type: none"> crocodile, elephant, giraffe, hippo, lion, lizard, monkey, penguin, snake, tiger bear, camel, dolphin, kangaroo, turtle, whale dangerous, grasslands, jungle, wild animal 	<ul style="list-style-type: none"> revision – I've got (four legs). / I'm a (wild animal). / I live (in the jungle). / I can/can't (swim). 	<ul style="list-style-type: none"> identifying and saying ten wild animals identifying animal habitats using a strategy to practice spelling key words
Lesson 2 (25)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> Has it got (big ears)? Have they got (four legs)? short answers 	<ul style="list-style-type: none"> listening for specific information completing and practicing a conversation listening to others
Lesson 3 (26)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 ground, hatches, inside, lost, sign, strange 	<ul style="list-style-type: none"> Has it got (a long neck)? This (baby animal) hasn't got (big teeth). It's got (feathers). 	<ul style="list-style-type: none"> reading, listening and understanding a story about a mysterious egg reading the story with some fluency understanding the importance of helping your friends and family understanding and acting out a story giving an opinion about the story classifying animals by their diet
Lesson 4 (27)	<ul style="list-style-type: none"> beak, body, face, tail, teeth, wings feathers, fur, spots, stripes 	<ul style="list-style-type: none"> recycled grammar from lesson 3 	<ul style="list-style-type: none"> describing and guessing animals describing animal features using animals body parts to compare animals reviewing the differences between mammals and birds
Lesson 5 (28)	<ul style="list-style-type: none"> fruit, goose, juice, kangaroo balloon, food, moon, pool, spoon, swimsuit, zoo 	<ul style="list-style-type: none"> Let's take turns. It's my turn. It's your turn 	<ul style="list-style-type: none"> playing a communication game describing animals listening for specific information learning and practicing 'oo' and 'ui' spellings saying a tongue twister with the 'oo' sound working together as a team

Lesson 6 (29)	<ul style="list-style-type: none"> dish, fox, garden, grass, hedgehog, night, nuts, seeds, squirrel, tail, tree, water 	<ul style="list-style-type: none"> recycled grammar from lesson 1 	<ul style="list-style-type: none"> reading about garden wildlife in Britain thinking about wild animals where you live listening for general information
Lesson 7 (30)	<ul style="list-style-type: none"> fact file, gorilla, polar bear ice, insects, leaves, rainforest, snow 	<ul style="list-style-type: none"> recycled grammar from lessons 1 	<ul style="list-style-type: none"> reading and understanding animal fact files writing an animal fact file encouraging one another reading for specific information
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 about animals learning to sort information finding similarities and differences
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	Project 1 – Pets <ul style="list-style-type: none"> goldfish, guinea pig, hamster, rabbit, spider, stick insect, turtle cage, tank 	<ul style="list-style-type: none"> There are (rabbits). This is a (hamster). Listen to others. Listen with your ears. 	<ul style="list-style-type: none"> identifying and naming animals we keep as pets doing a survey to find out what pets the class have got understanding and completing a simple graph about pets planning you pets class book page writing and presenting a page about your pet

Unit 4

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (34)	<ul style="list-style-type: none"> bridge, forest, grass, hill, lake, leaves, path, river, road, sand field, mud, sea, stream, village, waterfall 	<ul style="list-style-type: none"> recycled verbs of action 	<ul style="list-style-type: none"> identifying and saying ten features of a nature trail identifying characteristics of plants

	<ul style="list-style-type: none"> • deep, nature trail 		<ul style="list-style-type: none"> • using a strategy to practice spelling key words
Lesson 2 (35)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> • present continuous to describe actions 	<ul style="list-style-type: none"> • identifying features of trees, bushes and grass • completing and practicing a conversation listening for specific information • listening to others
Lesson 3 (36)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 6 unit 3 • chasing, crazy, cycle path, spines 	<ul style="list-style-type: none"> • present continuous to describe actions - questions 	<ul style="list-style-type: none"> • reading, listening and understanding a story about Toby on a nature trail • understanding and acting out a story • reading the story with some fluency • giving an opinion about the story • understanding the importance of not touching wild animals
Lesson 4 (37)	<ul style="list-style-type: none"> • prepositions of movement – across, along, down, up • rolling, running, sailing, walking • around, into, out of, through 	<ul style="list-style-type: none"> • present continuous to describe actions – questions and short answers 	<ul style="list-style-type: none"> • asking and answering questions to find out what people are doing
Lesson 5 (38)	<ul style="list-style-type: none"> • chalk, corn, fork, horse, short, shorts, sport, storm, talk, walk 	<ul style="list-style-type: none"> • recycled grammar from lesson 4 	<ul style="list-style-type: none"> • learning and practicing ‘or’ and ‘al’ spellings • saying a tongue twister with the ‘or’ sound • listening for specific information • playing a communication game about nature trail • working together as a team
Lesson 6 (39)	<ul style="list-style-type: none"> • branches, butterflies, caterpillars, den, forest, minibeast, mud pies, rocks, stones, twigs, worms 	<ul style="list-style-type: none"> • I can touch and smell (the tree), but I can’t see it. • We learn how to (make a den). • We make (mud pies). • We go on a (minibeast hunt). 	<ul style="list-style-type: none"> • reading about forest schools in Britain • learning about school trips to forest schools in Britain • listening for general information • thinking about your own culture • thinking about your favourite outdoor activity
Lesson 7 (40)	<ul style="list-style-type: none"> • afraid, beach, cave, giant spiders, hero, key, map, monsters, mummies, pool, secret passage, torch, treasure 	<ul style="list-style-type: none"> • He sails / crosses / goes / finds ... 	<ul style="list-style-type: none"> • reading and understanding an adventure story • reading for specific information • writing a guided adventure story • encouraging one another
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

			<ul style="list-style-type: none"> • watching and understanding a video about environment • learning to look after the environment
Lesson 9 (42)	Unit 4 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels		
Lesson 43	Festival lesson – Carnival <ul style="list-style-type: none"> • cape, carnival, competition, costume, face, mask, paint, parade, wig 	<ul style="list-style-type: none"> • Put on (your costume). • Paint (your face). • Wear (a wig). 	<ul style="list-style-type: none"> • listening, reading and saying a rhyme • learning about carnival

Unit 5

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (44)	<ul style="list-style-type: none"> • dance, drink, eat, listen to music, make a snowman, play, skate, smile, take a photo, wave • cry, fall, laugh, move, shout, skip 	<ul style="list-style-type: none"> • Are you ready? 	<ul style="list-style-type: none"> • identifying and saying ten action verbs • identifying different forms of water • using a strategy to practice spelling key words
Lesson 2 (45)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> • using present continuous questions – 'you' and 'we' • short answers 	<ul style="list-style-type: none"> • identifying names of different forms of water • completing and practicing a conversation • listening for specific information
Lesson 3 (46)	<ul style="list-style-type: none"> • recycled vocabulary of body parts • alive, moving, park, sledge, sledging, snowing 	<ul style="list-style-type: none"> • What are you doing? • We're making a snowman. • He's got a fat tummy. 	<ul style="list-style-type: none"> • reading, listening and understanding a story about a snowman • reading the story with some fluency • understanding and acting out a story • giving an opinion about the story • recognizing how water changes state • understanding the importance of wearing warm clothes when it's cold
Lesson 4 (47)	<ul style="list-style-type: none"> • clean, dirty, fat, short, tall, thin • beautiful, strong, ugly, weak • recycled vocabulary of shapes and body parts 	<ul style="list-style-type: none"> • using adjectives, present continuous verbs and 'have got' 	<ul style="list-style-type: none"> • describing and guessing snowmen

Lesson 5 (48)	<ul style="list-style-type: none"> boat, coat, goat, rainbow, road, row, slow, snow, snowman, soap, toad, window, yellow sharing 	<ul style="list-style-type: none"> You share with me. I share with you. recycled grammar from lesson 3 	<ul style="list-style-type: none"> learning and practicing 'oa' and 'ow' spellings saying a tongue twister with the 'oa' sound listening for specific information playing a communication game about what snowmen are doing working together as a team
Lesson 6 (49)	<ul style="list-style-type: none"> dry ski slope, ice rink, skiing, toboggan, tubing, winter 	<ul style="list-style-type: none"> I / We go (skating/skiing/tubing). We ride (on a toboggan). recycled grammar from lesson 2 and 3 	<ul style="list-style-type: none"> reading about winter activities in Britain listening for general information thinking about winter activities you can do where you live
Lesson 7 (50)	<ul style="list-style-type: none"> autumn, spring, summer, winter ant, grasshopper cold, happy, hungry, silly 	<ul style="list-style-type: none"> We're working. We're collecting food. Winter is coming. I'm (hungry). 	<ul style="list-style-type: none"> reading and understanding a fable identifying different types of land reading for specific information writing a guided conversation
Lesson 8 (51)	<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 making snowmen saying what snowmen is like learning to be creative
Lesson 9 (52)	Unit 5 test (available in Teacher's Resource Bank via Navio) – at standard and higher level		

Unit 6

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (53)	<ul style="list-style-type: none"> celebrate Halloween, eat chestnuts, finish school, go to the beach, open presents, plant seeds, smell flowers, wear warm clothes cold, cool, hot, warm 		<ul style="list-style-type: none"> identifying and saying eight seasonal activities using a strategy to practice spelling key words

	<ul style="list-style-type: none"> look at baby animals, go on holiday, eat ice cream, play in the leaves, pick apples, play in the snow 		
Lesson 2 (54)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 America, cousin, postcard 	<ul style="list-style-type: none"> using present simple 'we', 'you' and 'they' – statements and questions short answers 	<ul style="list-style-type: none"> understanding and acting out a grammar conversation completing and practicing a conversation listening for specific information identifying the position of the Sun in different seasons
Lesson 3 (55)	<ul style="list-style-type: none"> recycled names of the months and seasons camera, pedalling backwards, poster, project, wheels 	<ul style="list-style-type: none"> Do you (eat chestnuts in America) too? Yes, we do. recycled grammar – can, have got, it's, there are 	<ul style="list-style-type: none"> reading, listening and understanding a story about the four seasons reading the story with some fluency understanding and acting out a story giving an opinion about the story identifying the characteristics of seasons and position of the Sun understanding the importance of working together
Lesson 4 (56)	<ul style="list-style-type: none"> first, second, third, fourth, fifth, sixth ... thirty-first eat special food, have a party, send cards, wear a costume recycled – months of the year 	<ul style="list-style-type: none"> using ordinal numbers When's your birthday? My birthday is on the (eighteenth) of (June). 	<ul style="list-style-type: none"> asking and answering about dates asking and answering about your birthday
Lesson 5 (57)	<ul style="list-style-type: none"> bird, birthday, first, girl, nurse, purple, shirt, surf, third, thirty, Thursday, turn, turtle recycled – months of the year, ordinal numbers 	<ul style="list-style-type: none"> recycled grammar from lesson 4 	<ul style="list-style-type: none"> learning and practicing 'ir' and 'ur' spellings saying a tongue twister with the 'ir' sound listening for specific information doing a class survey about birthdays working together as a team
Lesson 6 (58)	<ul style="list-style-type: none"> April Fools' Day, Bonfire Night, carnival, Christmas celebrate, crackers, drum, jokes, parade, remember, turkey 	<ul style="list-style-type: none"> We pull crackers. We play jokes. We wear (paper hats). We have (a bonfire). What festivals do you celebrate? What do you do on festival days? 	<ul style="list-style-type: none"> reading about seasonal festivals in Britain listening for general understanding thinking about seasonal festivals where you live

Lesson 7 (59)	<ul style="list-style-type: none"> • leap year • recycled – months of the year, ordinal numbers 	<ul style="list-style-type: none"> • recycled – There are... 	<ul style="list-style-type: none"> • identifying the months in each season • reading and understanding a traditional rhyme • reading for specific information • completing a traditional rhyme – ordering sentences • learning strategies
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 the four seasons • learning to do a survey
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	<p>Project 2 – Jobs</p> <ul style="list-style-type: none"> • artist, cook, dancer, doctor, firefighter, footballer, pilot, police officer, teacher, vet • boots, helmet, white coat • cook, dance, fly a plane, paint pictures, put out fires 	<ul style="list-style-type: none"> • using present simple • I want to be a (vet). 	<ul style="list-style-type: none"> • identifying and naming different jobs • asking and answering questions about jobs • saying what people do in their job • listening for specific information • following instructions • writing and presenting your jobs poster

Unit 7

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (63)	<ul style="list-style-type: none"> • bathroom, bedroom, dining room, flat, garage, garden, hall, house, kitchen, living room • chimney, roof, wall, window • upstairs, downstairs 	<ul style="list-style-type: none"> • recycled – ‘There’s’, ‘There are’ 	<ul style="list-style-type: none"> • identifying and saying ten rooms in the house • identifying different materials • using a strategy to practice spelling key words

	<ul style="list-style-type: none"> floor, shut the door, watching TV, watering the flowers 		
Lesson 2 (64)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> using 'There is a', 'There are', 'There isn't a', 'There aren't any' 	<ul style="list-style-type: none"> understanding and acting out a conversation listening for specific information
Lesson 3 (65)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 armchair, funfair, ghost, haunted, mirror, piano, scared, skeleton, sofa, witch 	<ul style="list-style-type: none"> There's a haunted (bedroom). There aren't any (skeletons). 	<ul style="list-style-type: none"> reading, listening and understanding a story about a haunted house reading the story with some fluency identifying properties of materials understanding and acting out a story giving an opinion about the story understanding the importance of being kind to your friends listening to others
Lesson 4 (66)	<ul style="list-style-type: none"> box, camera, clock, phone, radio, watch mess key, lamp, rug, towel 	<ul style="list-style-type: none"> Whose is this (watch)? It's mine / yours / his / hers. Is it yours / his / hers? There's a (camera) in my (garage). 	<ul style="list-style-type: none"> asking and answering about who objects belong to identifying natural and manufactured materials
Lesson 5 (67)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 and 4 	<ul style="list-style-type: none"> recycled grammar from lesson 4 	<ul style="list-style-type: none"> learning and practicing 'ou' and 'ow' spellings saying a tongue twister with the 'ou' sound listening for specific information playing a communication game about where objects are working together as a team
Lesson 6 (68)	<ul style="list-style-type: none"> board games, bookcase, drum, guitar, pop music, pyjamas, stickers, sticker collection upstairs 	<ul style="list-style-type: none"> recycled grammar from lessons 2, present simple and present continuous 	<ul style="list-style-type: none"> learning about children's bedrooms in Britain listening for general understanding thinking about what you've got in your bedroom
Lesson 7 (69)	<ul style="list-style-type: none"> dragon, fairy godmother, get married, glass, midnight, play, prince, sad, script recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> recycled grammar from lessons 4 and present continuous 	<ul style="list-style-type: none"> learning about the properties of glass reading and understanding a play script reading for specific information completing and acting out a conversation from a play acting out a play

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 unusual houses learning to help at home
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"> baker's, bank, bus station, car park, chemist's, fire station, museum, police station, post office, train station airport, butcher's, hotel, library, market, university 	<ul style="list-style-type: none"> recycled – 'It's (behind / next to) the post office.' 'It's (between) the (bank) and the (museum).' 	<ul style="list-style-type: none"> identifying and saying ten places in the town identifying and saying sources of light and sound listening to others using a strategy to practice spelling key words
Lesson 2 (73)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> using 'Is there a...?' 'Are there any...?' short answers 	<ul style="list-style-type: none"> understanding and acting out a grammar conversation completing and practicing a conversation asking and answering questions about places in a town listening for specific information
Lesson 3 (74)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 recycled prepositions of place dark, hungry, night, remember 	<ul style="list-style-type: none"> Is there a baker's? Are there any banks near here? Turn right here. 	<ul style="list-style-type: none"> reading, listening and understanding a story about a dark night reading the story with some fluency identifying natural and artificial light sources understanding and acting out a story giving an opinion about the story understanding the importance of remembering where you put your things
Lesson 4 (75)	<ul style="list-style-type: none"> go straight on, turn left, turn right 	<ul style="list-style-type: none"> How do I get to the (bank)? 	<ul style="list-style-type: none"> asking for and giving directions

	<ul style="list-style-type: none"> from, to go along, go past the ..., on the corner, opposite recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> How do I get from (here) to (there)? There's the (train station). 	<ul style="list-style-type: none"> acting out a conversation giving directions
Lesson 5 (76)	<ul style="list-style-type: none"> cry, dry, fight, fly, light, night, right, sky recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> recycled grammar from lesson 4 	<ul style="list-style-type: none"> learning and practicing 'y' and 'igh' spellings saying a tongue twister with the 'igh' sound listening for specific information playing a communication game giving directions reviewing changing direction working together as a team
Lesson 6 (77)	<ul style="list-style-type: none"> doctor, emergency, fire engine, helmet, loud, police officer, safety, siren, uniform, wheels recycled - jobs 	<ul style="list-style-type: none"> recycled present simple 	<ul style="list-style-type: none"> reading and writing about emergency services in Britain listening for general understanding thinking about the emergency telephone number where you live
Lesson 7 (78)	<ul style="list-style-type: none"> candles, face painting, games, invitation recycled – months of the year, ordinal numbers, seasons 	<ul style="list-style-type: none"> recycled grammar from lessons 3 and 4 	<ul style="list-style-type: none"> reading and understanding directions on an invitation reading, understanding and writing an invitation reading for specific information
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 important places in town and road safety learning to cross the road safely
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 		

Unit 9

lesson	vocabulary and topics	grammar	functions, competences and skills
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Lesson 1 (81)	<ul style="list-style-type: none"> aquarium, castle, chocolate factory, circus, funfair, safari park, science museum, sports centre, theatre, water park amusement arcade, art gallery, climbing wall, ice rink, royal palace, skateboard park recycled places in town from levels 1 and 2 	<ul style="list-style-type: none"> We're on holiday. We're having a great time. Let's go to the... 	<ul style="list-style-type: none"> identifying and saying ten holiday places identifying machines that use electricity listening to others using a strategy to practice spelling key words
Lesson 2 (82)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> using past simple 'I' and 'you' Where were you (yesterday)? I was at the (circus). Were you at the (castle)? Yes, I was. / No, I wasn't. 	<ul style="list-style-type: none"> understanding and acting out a conversation asking and answering questions about where you were yesterday listening for specific information
Lesson 3 (83)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 bored, magic, tower, trip 	<ul style="list-style-type: none"> Where were you? We were at the (chocolate factory). 	<ul style="list-style-type: none"> reading, listening and understanding a story about a magic trip reading the story with some fluency understanding and acting out a story giving an opinion about the story understanding the importance of playing outside with your friends
Lesson 4 (84)	<ul style="list-style-type: none"> child, children man, men woman, women person, people, parent, grandparent recycled - members of family 	<ul style="list-style-type: none"> using irregular plurals Whose that (man/woman)? Who are those (men/women)? 	<ul style="list-style-type: none"> asking and answering about groups of people
Lesson 5 (85)	<ul style="list-style-type: none"> air, airport, bear, chair, funfair, hair, pear, stairs, wear recycled - members of family 	<ul style="list-style-type: none"> recycled grammar from lesson 3 and 4 	<ul style="list-style-type: none"> learning and practicing 'ear' and 'air' spellings saying a tongue twister with the 'air' sound listening for specific information playing a communication game about where you were working together as a team

Lesson 6 (86)	<ul style="list-style-type: none"> arts and crafts, butterfly house, giant chess, hide and seek, maze, pain a cup/plate, palace, summer holidays 	<ul style="list-style-type: none"> recycled grammar from lessons 2 and present continuous 	<ul style="list-style-type: none"> reading and learning about summer holidays in Britain listening for general understanding thinking about what you do during summer holidays
Lesson 7 (87)	<ul style="list-style-type: none"> badge, clown, diary, funfair, ride, roller coaster, stilts, ticket recycled – days of the week 	<ul style="list-style-type: none"> recycled grammar from lesson 2 and 3 	<ul style="list-style-type: none"> reading, understanding a diary writing a diary extract 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 weekend activities saying whet you take photos of learning to use a digital camera
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	<p>Project 3 – Time</p> <ul style="list-style-type: none"> recycled - get up, get dressed, go to bed, go to school, have breakfast, play 	<ul style="list-style-type: none"> It’s (eight) o’clock. It’s a quarter past (eight). It’s half past (eight). It’s a quarter to (nine). I (get up) at (seven) o’clock. What time do you (get up)? 	<ul style="list-style-type: none"> asking and answering about the time reading and writing the time associating times with daily routines following instructions