

## Give Me Five 3 (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"> <li>revision – vocabulary from levels 1 and 2</li> <li>bottom, explore, flat, grandparents, lighthouse, top, welcome</li> </ul>	<ul style="list-style-type: none"> <li>Who do you live with?</li> <li>I live with my (grandparents).</li> </ul>	<ul style="list-style-type: none"> <li>asking for and giving personal information</li> <li>categorising</li> <li>checking learning</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>cycling, dancing, making models, playing tennis, reading, singing, skateboarding, swimming</li> </ul>	<ul style="list-style-type: none"> <li>I like (swimming).</li> <li>I love (dancing).</li> <li>I don't like (skateboarding).</li> <li>Do you like (dancing)?</li> <li>Yes, I do. / No, I don't.</li> </ul>	<ul style="list-style-type: none"> <li>talking about activities you like, love and don't like doing</li> <li>listening for specific information</li> <li>sharing information</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>adventure, blog, boxes, code, help, message, number, password, scientist, secret, steps, travel</li> <li>recycled – numbers, alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Can we (help you)?</li> <li>Who's (this)?</li> <li>He's our (brother).</li> <li>He's a (scientist).</li> </ul>	<ul style="list-style-type: none"> <li>completing a story summary</li> <li>understanding and acting out a story</li> <li>collaborating</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>revision – numbers 1 – 50 and the alphabet</li> <li>numbers 50 – 100</li> <li>code, double, friend, letter, message, number, password, school, secret</li> </ul>	<ul style="list-style-type: none"> <li>How do you spell (letter)?</li> </ul>	<ul style="list-style-type: none"> <li>learning and practicing the numbers 50 – 100</li> <li>listening, following a grammar table and identifying parts of a question</li> <li>asking how to spell things and giving the correct spelling</li> <li>saying a rap about a secret code</li> <li>sequencing</li> <li>grouping</li> <li>logical thinking</li> <li>sharing information</li> </ul>

### Unit 1

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (5)	<ul style="list-style-type: none"> <li>revision – school objects and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Where do you (hang your coat)?</li> </ul>	<ul style="list-style-type: none"> <li>identifying and saying places in a school</li> </ul>

	<ul style="list-style-type: none"> <li>places in school</li> <li>recycled – days of the week</li> </ul>	<ul style="list-style-type: none"> <li>I (hang my coat) in the (corridor).</li> </ul>	<ul style="list-style-type: none"> <li>talking about your school</li> <li>listing living and non-living things at school</li> <li>listening to each other</li> </ul>
Lesson 2 (6)	<ul style="list-style-type: none"> <li>eat lunch, read books, study Maths</li> <li>recycled – days of the week, vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>‘Wh-’ question words – Where, When What</li> </ul>	<ul style="list-style-type: none"> <li>listening, reading, following and acting out a conversation</li> <li>following, completing and correcting grammar tables</li> <li>understanding and using ‘Wh-’ question words</li> <li>collaborating</li> </ul>
Lesson 3 (7)	<ul style="list-style-type: none"> <li>Arts and Crafts, basketball, bracelet, break time, brilliant, classroom, Music, swimming lesson, swimming pool</li> </ul>	<ul style="list-style-type: none"> <li>recycled grammar from lesson 1, can/can’t</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading, listening and understanding a story about a new school</li> <li>understanding and acting out the story</li> <li>giving an opinion on the story</li> <li>discussing values</li> <li>expressing opinions</li> <li>understanding the importance of helping new pupils at school</li> </ul>
Lesson 4 (8)	<ul style="list-style-type: none"> <li>Arts and Crafts, Drama, Geography, History, ICT, PE</li> <li>Biology, Chemistry, French, Literature</li> </ul>	<ul style="list-style-type: none"> <li>I’m brilliant / very good / not very good at (History).</li> <li>Are you good at (Maths)?</li> <li>short answers</li> </ul>	<ul style="list-style-type: none"> <li>following, completing and correcting grammar tables</li> <li>applying rules</li> <li>collaborating</li> </ul>
Lesson 5 (9)	<ul style="list-style-type: none"> <li>giraffe, jeans, jelly, judo, juice, jump, orange, page</li> <li>timetable</li> <li>recycled – school subjects, places at school, days of the week</li> </ul>	<ul style="list-style-type: none"> <li>When do we have (Music)?</li> <li>We have (Music) on (Monday) at (nine o’clock).</li> <li>Where do we have (Music)?</li> <li>We have it in the (music room).</li> </ul>	<ul style="list-style-type: none"> <li>saying a tongue twister with the ‘j’ sound</li> <li>learning and practicing ‘j’ spelling</li> <li>listening for specific information</li> <li>playing a communication game using ‘Wh-’ questions and completing a timetable</li> <li>collaborating</li> <li>checking learning</li> <li>peer evaluation and feedback</li> </ul>
Lesson 6 (10)	<ul style="list-style-type: none"> <li>balls, gloves, helmet, hockey stick, pads, rollerblades</li> <li>comfortable, fast, text message</li> </ul>	<ul style="list-style-type: none"> <li>Do you want to learn (an exciting sport)?</li> <li>The classes begin/finish at (five o’clock).</li> <li>We meet on (Tuesday).</li> </ul>	<ul style="list-style-type: none"> <li>reading and writing a poster for a school club</li> <li>making inferences</li> <li>reading for general information</li> </ul>

		<ul style="list-style-type: none"> <li>The classes cost (£2).</li> <li>You need to wear (comfortable clothes).</li> <li>For more information, email (...).</li> </ul>	<ul style="list-style-type: none"> <li>scanning to find specific information</li> <li>using context clues</li> <li>writing and talking about your favourite after-school activity</li> </ul>
Lesson 7 (11)	<ul style="list-style-type: none"> <li>capital letter, computers, computer programmers, draw pictures, free, games, join, memory stick, painting, skating, teachers</li> </ul>	<ul style="list-style-type: none"> <li>using capital letters</li> <li>recycled grammar from lesson 6</li> </ul>	<ul style="list-style-type: none"> <li>identifying the audience of a poster</li> <li>identifying information content and text features of a poster</li> <li>using criteria to check your writing</li> <li>peer evaluation and feedback</li> </ul>
Lesson 8 (12)	<ul style="list-style-type: none"> <li>beautiful, competitions, concert, dresses, Gaelic football, helmet, hurling, Ireland, Irish dancing, jump, noise, passing the ball, practice, running, skip, small, sport, tin whistle, traditional</li> <li>carry / hit / kick the ball</li> <li>dancing, drums, goalkeeper, pottery, robotics, robots, rugby</li> </ul>	<ul style="list-style-type: none"> <li>My favourite activity is (Gaelic football).</li> <li>I play (a tin whistle).</li> <li>I practice on (Tuesday evenings).</li> <li>I go to (a dance class).</li> </ul>	<ul style="list-style-type: none"> <li>predicting</li> <li>working together</li> <li>using the Internet to investigate Ireland</li> <li>learning about Ireland and after-school activities in Ireland</li> <li>watching and understanding a video about after-school activities</li> <li>reading and listening for specific information</li> <li>thinking about your own culture</li> <li>making connections</li> <li>asking and answering about new things to try</li> </ul>
Lesson 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"> <li>clear the table, cook dinner, dust, feed my pet, Hoover the floor, lay the table, make my bed, tidy up, walk the dog, wash the car, wash up, water the plants</li> </ul>	<ul style="list-style-type: none"> <li>We do (chores) (in the morning).</li> <li>What a (busy day)!</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming household chores</li> <li>categorising</li> <li>sharing information</li> <li>writing about the chores you do and don't do</li> </ul>

	<ul style="list-style-type: none"> <li>brush the floor, clean the bathroom, fold the clothes, take out the rubbish, wash the clothes, wash the floor</li> <li>recycle – rooms and objects in a house</li> </ul>		<ul style="list-style-type: none"> <li>asking and answering questions using the recycled structure</li> </ul>
Lesson 2 (15)	<ul style="list-style-type: none"> <li>fair, friend, routines</li> <li>always, often, sometimes, never</li> <li>recycled vocabulary from lesson 1 and family members</li> </ul>	<ul style="list-style-type: none"> <li>present simple statements and questions</li> <li>short answers</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>talking about household chores using present simple and adverbs of frequency</li> <li>listening, following the grammar table and identifying parts of a sentence</li> </ul>
Lesson 3 (16)	<ul style="list-style-type: none"> <li>cave, curtain, dark, explore, ghost, secret tunnel, shadow, surprise, wet</li> </ul>	<ul style="list-style-type: none"> <li>I practice here (once a week).</li> <li>Are you ready to (play)?</li> <li>Not yet.</li> <li>I need to (hoover the floor).</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading, listening and understanding a story about a secret tunnel</li> <li>understanding and acting out the story</li> <li>giving an opinion on the story</li> <li>discussing values</li> <li>expressing opinions</li> <li>understanding the importance of helping at home</li> <li>understanding how our senses give us information about our environment</li> </ul>
Lesson 4 (17)	<ul style="list-style-type: none"> <li>do puzzles, draw pictures, play board games, play computer games, read comics, watch DVDs</li> <li>after school, at the weekend, every day, never, once / twice / three times a week</li> <li>free time</li> <li>go for a walk, go ice-skating, go shopping, listen to the radio</li> <li>recycled – days of the week</li> </ul>	<ul style="list-style-type: none"> <li>How often does (your sister) (do puzzles)?</li> <li>She (does puzzles) (twice a week).</li> </ul>	<ul style="list-style-type: none"> <li>following, completing and correcting grammar tables</li> <li>identifying and naming free-time activities</li> <li>asking and answering questions about frequency of free-time activities</li> <li>applying rules</li> <li>team building</li> </ul>
Lesson 5 (18)	<ul style="list-style-type: none"> <li>beach, catch, chair, chicken, chop, chore, kitchen, pitch, torch, watch, witch</li> </ul>	<ul style="list-style-type: none"> <li>statements and questions in present simple with adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>saying a tongue twister with the 'ch' sound</li> <li>learning and practicing spelling of 'ch' sound</li> <li>listening for specific information</li> </ul>

	<ul style="list-style-type: none"> <li>recycled vocabulary from lessons 1 and 4</li> </ul>		<ul style="list-style-type: none"> <li>playing a communication game using adverbs of frequency</li> <li>sharing information</li> <li>checking learning</li> </ul>
Lesson 6 (19)	<ul style="list-style-type: none"> <li>beans, clever, climbs out, cooking, fall, greedy, honey, hungry, idea, lazy, pull, surprised, web</li> </ul>	<ul style="list-style-type: none"> <li>Pull (this web) when (lunch is ready).</li> <li>They (smell) delicious.</li> <li>Do you want (to have lunch) with me?</li> <li>questions and statements in present continuous</li> </ul>	<ul style="list-style-type: none"> <li>reading and understanding a fable</li> <li>identifying the message of a fable</li> <li>predicting</li> <li>making inferences</li> <li>reading for general information</li> <li>scanning to find specific information</li> <li>ordering and acting out the story conversation</li> <li>planning and writing the end of a fable</li> </ul>
Lesson 7 (20)	<ul style="list-style-type: none"> <li>clever, dirty, greedy, heavy, lunch, share, turtle</li> </ul>	<ul style="list-style-type: none"> <li>order of adjectives and nouns</li> <li>You can't (wear a coat) when you (eat lunch).</li> </ul>	<ul style="list-style-type: none"> <li>reading and choosing the best title</li> <li>identifying the text features of a fable</li> <li>preparing and writing the end of a fable</li> <li>using criteria to check your writing</li> <li>sharing your writing</li> <li>peer evaluation and feedback</li> </ul>
Lesson 8 (21)	<ul style="list-style-type: none"> <li>ferry, island, look after, north, safe, Scotland, seals, west</li> <li>evening, morning</li> <li>help, read a story, share a snack, take out the rubbish, tidy the bedroom, wash the car</li> </ul>	<ul style="list-style-type: none"> <li>I travel (to school) by (ferry).</li> <li>I often (feed the sheep).</li> <li>I love (playing with the baby animals).</li> </ul>	<ul style="list-style-type: none"> <li>visualising and predicting</li> <li>working together</li> <li>using the Internet to investigate Scotland</li> <li>learning about Scotland and life on a Scottish island</li> <li>reading and listening for specific information</li> <li>thinking about your own culture and identity</li> <li>making connections</li> <li>understanding the importance of helping at home</li> <li>identifying when a person may need help</li> </ul>
Lesson 22	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 (23)	<ul style="list-style-type: none"> <li>broken leg, cold, cough, cut, earache, feel dizzy, feel sick, flu, headache, sore throat, stomach ache, temperature</li> <li>bandage, cast, cream, medicine, plaster, tablet</li> <li>reviewing joint in the human body</li> </ul>	<ul style="list-style-type: none"> <li>reviewing 'How are you today?'</li> <li>Have I got (flu)?</li> <li>I'm not (very well).</li> <li>I (feel sick).</li> <li>You aren't (very well).</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming health problems</li> <li>sharing information</li> </ul>
Lesson 2 (24)	<ul style="list-style-type: none"> <li>recycle of vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>'has / has got' and 'do / does' to talk about feeling unwell</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>listening, following the grammar table and identifying parts of a question</li> <li>following, completing and correcting the grammar tables</li> <li>applying rules</li> <li>remembering</li> </ul>
Lesson 3 (25)	<ul style="list-style-type: none"> <li>barking, clever, dolphin, hurt, shout, skin, TV station, vet, well done</li> </ul>	<ul style="list-style-type: none"> <li>How's (the dolphin)?</li> <li>It's got (some cuts).</li> <li>Put (your coat on).</li> <li>We mustn't shout.</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading, listening and understanding a story about a dolphin rescue</li> <li>understanding and acting out the story</li> <li>giving an opinion on the story</li> <li>discussing values</li> <li>expressing opinions</li> <li>collaborating</li> <li>thinking about the people you can talk to when there's a problem</li> <li>understanding the importance of talking to someone when you've got a problem</li> </ul>
Lesson 4 (26)	<ul style="list-style-type: none"> <li>be active, be lazy, eat healthy snacks, eat lots of sweets, go to bed early, go to bed late</li> <li>fit, healthy</li> </ul>	<ul style="list-style-type: none"> <li>'must / mustn't' for rules and instructions</li> </ul>	<ul style="list-style-type: none"> <li>following, completing and correcting grammar tables</li> <li>identifying healthy and unhealthy habits</li> <li>applying rules</li> </ul>

	<ul style="list-style-type: none"> <li>do exercise, drink water, eat junk food, have fizzy drinks</li> </ul>		<ul style="list-style-type: none"> <li>visual intelligence</li> <li>collaborating</li> </ul>
Lesson 5 (27)	<ul style="list-style-type: none"> <li>chameleon, chemist's, key, king, kiss, kite</li> <li>hospital, medicine</li> <li>recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>You must (take some medicine) and you mustn't (shout).</li> </ul>	<ul style="list-style-type: none"> <li>saying a tongue twister with the 'k' sound</li> <li>learning and practicing spelling of 'k' sound</li> <li>listening for specific information</li> <li>playing a communication game using 'must' and 'mustn't'</li> <li>sharing information</li> <li>checking learning</li> </ul>
Lesson 6 (28)	<ul style="list-style-type: none"> <li>not bad, quiz, well done</li> <li>does, eats, goes, walks, watches</li> <li>recycled adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>How much (TV do you watch)?</li> <li>Try to (do more exercise).</li> </ul>	<ul style="list-style-type: none"> <li>Reading and understanding a quiz about healthy activities</li> <li>doing the quiz with a partner</li> <li>reporting what you have discovered</li> <li>activating existing knowledge before reading</li> <li>scanning to find specific information</li> </ul>
Lesson 7 (29)	<ul style="list-style-type: none"> <li>answer, dinner, fizzy drinks, healthy diet, question</li> <li>recycled adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>using question marks</li> <li>questions in simple present</li> <li>adverbs of frequency in statements</li> </ul>	<ul style="list-style-type: none"> <li>identifying some of the text features of a quiz</li> <li>preparing and writing a quiz about healthy eating</li> <li>predicting questions that will appear in a quiz</li> <li>using criteria to check your writing</li> <li>sharing your writing</li> <li>peer evaluation and feedback</li> </ul>
Lesson 8 (30)	<ul style="list-style-type: none"> <li>broken bones, divers, ill, inspect, investigate, marine/sea animals, rescue centre, scientists, turtles, warm, wild, work hard</li> </ul>	<ul style="list-style-type: none"> <li>(Turtles) sometimes need help because (they eat plastic bags).</li> <li>When (the turtles are better), the vets (put them back into the sea).</li> </ul>	<ul style="list-style-type: none"> <li>visualising and predicting</li> <li>working together</li> <li>using the Internet to investigate Malta</li> <li>learning about Malta and sea rescue</li> <li>reading and listening for specific information</li> <li>thinking about your own culture and identity</li> <li>making connections</li> <li>identifying how keeping healthy benefits the body</li> </ul>
Lesson 31	<ul style="list-style-type: none"> <li>Unit 3 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels</li> </ul>		

	<ul style="list-style-type: none"> <li>alternatively Term 1 test (available as above)</li> </ul>		
Lesson 32	<p>Project 1 – The Zoo Challenge</p> <ul style="list-style-type: none"> <li>crocodile, eagle, elephant, giraffe, lizard, monkey, ostrich, parrot, penguin, snake, tiger, tortoise</li> <li>fish, fruit, grass, insects, leaves, meat, seeds</li> <li>first aid post, picnic area, playground, restaurant, shop, visitors, zoo</li> <li>alone, bird, cage, cave, climate, in a group, land, mammal, pool, reptile, rocks, tree, water</li> </ul>	<ul style="list-style-type: none"> <li>statements in simple present</li> </ul>	<ul style="list-style-type: none"> <li>reviewing different types of animals</li> <li>investigating a zoo</li> <li>sharing information with the group</li> </ul>

## Unit 4

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (33)	<ul style="list-style-type: none"> <li>cheese, chillies, mushrooms, olives, onions, pineapple, prawns, spinach, sweetcorn, tomato sauce, tuna</li> <li>pizza topping</li> <li>add, choose, mix, push, roll</li> <li>garlic, herbs, mayonnaise, mustard, pepper, vinegar</li> </ul>	<ul style="list-style-type: none"> <li>They're delicious.</li> <li>There are (lots of toppings).</li> <li>You can add (tuna).</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming different food</li> <li>sequencing</li> <li>drawing and writing about pizza</li> <li>reviewing why we need plants</li> <li>asking and answering questions using the recycled structure</li> <li>team building</li> </ul>
Lesson 2 (34)	<ul style="list-style-type: none"> <li>good evening, here you are, Madam, salad</li> <li>recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>'would like' for requests:</li> <li>What would you like (on your pizza)?</li> <li>I'd like some (tuna), please.</li> <li>Would you like a lot of (mushrooms)?</li> <li>short answers</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>making requests</li> <li>listening, following the grammar table and identifying parts of a sentence</li> <li>applying rules</li> <li>remembering</li> </ul>



Lesson 3 (35)	<ul style="list-style-type: none"> <li>bake, enormous, forget, ingredients, judges, oven, prize, savoury, spicy, sweet</li> <li>recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>recycled grammar from lesson 2</li> <li>I prefer (sweet food).</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading, listening and understanding a story about an amazing pizza</li> <li>understanding and acting out the story</li> <li>giving an opinion on the story</li> <li>discussing values</li> <li>expressing opinions</li> <li>understanding the importance of trying new food</li> </ul>
Lesson 4 (36)	<ul style="list-style-type: none"> <li>adjectives to describe food: crunchy, plain, savoury, soft, spicy, sweet</li> <li>chewy, delicious, horrible, juicy</li> </ul>	<ul style="list-style-type: none"> <li>'prefer' to talk about preferences in simple present</li> <li>Which do you prefer?</li> </ul>	<ul style="list-style-type: none"> <li>following, completing and correcting grammar tables</li> <li>talking about what food you prefer</li> <li>applying rules</li> <li>collaborating</li> </ul>
Lesson 5 (37)	<ul style="list-style-type: none"> <li>curry, nose, pancakes, popcorn, sneeze, zebra</li> <li>recycled vocabulary from lessons 1 and 4</li> </ul>	<ul style="list-style-type: none"> <li>recycled grammar from lesson 4</li> </ul>	<ul style="list-style-type: none"> <li>saying a tongue twister with the 'z' sound</li> <li>learning and practicing spelling of 'z' sound</li> <li>listening for specific information</li> <li>playing a communication game using adjectives to describe food</li> <li>sharing information</li> <li>checking learning</li> </ul>
Lesson 6 (38)	<ul style="list-style-type: none"> <li>jam, juicy, round, shape, shiny, slice, square, sticky, stone</li> <li>recycled - food vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes (toast) it.</li> <li>I eat it (in the summer).</li> <li>I peel / cook / eat it.</li> </ul>	<ul style="list-style-type: none"> <li>reading and understanding a shape poem</li> <li>classifying information in a chart</li> <li>guessing the meaning from the context</li> <li>scanning the poems to find words</li> </ul>
Lesson 7 (39)	<ul style="list-style-type: none"> <li>circle, oval, rectangle, round, triangle</li> <li>favourite, flavour, lick, lollipop, stick, strawberry</li> </ul>	<ul style="list-style-type: none"> <li>adjectives with singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>identifying different shapes in food</li> <li>identifying the features of a shape poem</li> <li>preparing and writing a shape poem</li> <li>using criteria to check your writing</li> <li>sharing your writing</li> <li>peer evaluation and feedback</li> </ul>
Lesson 8 (40)	<ul style="list-style-type: none"> <li>festival days, fingers, meal, nuts, sauces, snacks, soup</li> </ul>	<ul style="list-style-type: none"> <li>(India) is famous for (its spicy food).</li> </ul>	<ul style="list-style-type: none"> <li>using imagination to create food pictures</li> <li>predicting</li> </ul>

	<ul style="list-style-type: none"> <li>recycled - food vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Do you know that (you can eat only with your right hand in India)?</li> </ul>	<ul style="list-style-type: none"> <li>working together</li> <li>using the Internet to investigate India</li> <li>learning about food India</li> <li>reading and listening for specific information</li> <li>thinking about your own culture and identity</li> <li>making connections</li> <li>understanding the importance of trying new food</li> </ul>
Lesson 41	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 (42)	<ul style="list-style-type: none"> <li>reviewing – animal vocabulary</li> <li>crab, dolphin, fish, jellyfish, octopus, seahorse, seal, shark, squid, starfish, turtle, whale</li> <li>claws, fur, sea floor, seaweed, sharp, sting, tentacles, under the sea</li> <li>calm, eel, lobster, ray, sea urchin, walrus</li> </ul>	<ul style="list-style-type: none"> <li>There're ...</li> <li>There's ...</li> <li>This sea animal has got (sharp teeth).</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming sea animals</li> <li>creating a water habitat drawing</li> <li>playing a game using the recycled structure</li> <li>teamwork</li> <li>helping each other</li> </ul>
Lesson 2 (43)	<ul style="list-style-type: none"> <li>comparative adjectives with '-er': bigger, faster, lighter, longer, slower, smaller, thinner</li> <li>recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>A (shark) is bigger than a (seahorse).</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>listening, following the grammar table and identifying parts of a sentence</li> <li>applying rules</li> <li>spatial thinking</li> </ul>
Lesson 3 (44)	<ul style="list-style-type: none"> <li>aquarium, captain, gold coins, rich, robot, sand, submarine</li> </ul>	<ul style="list-style-type: none"> <li>Let's (see some sea animals in the wild).</li> <li>We're going (to the bottom of the sea).</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading, listening and understanding a story about an underwater adventure</li> </ul>

			<ul style="list-style-type: none"> <li>• reading with some fluency</li> <li>• understanding and acting out the story</li> <li>• giving an opinion on the story</li> <li>• discussing values</li> <li>• expressing opinions</li> <li>• understanding the importance of protecting sea animals</li> </ul>
Lesson 4 (45)	<ul style="list-style-type: none"> <li>• comparative adjectives</li> <li>• descriptive adjectives</li> <li>• adjectives to describe people and animals: colourful, dangerous, heavy, intelligent, pretty, ugly</li> <li>• recycled animal vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• recycled grammar from lesson 3</li> <li>• A shark is (more dangerous) than a (turtle).</li> </ul>	<ul style="list-style-type: none"> <li>• following, completing and correcting grammar tables</li> <li>• applying rules</li> <li>• collaborating</li> </ul>
Lesson 5 (46)	<ul style="list-style-type: none"> <li>• walk, watch, wearing, weather, what, when, white, why, window</li> <li>• recycled – animal vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Is an (elephant) taller than a (giraffe)?</li> <li>• short answers</li> </ul>	<ul style="list-style-type: none"> <li>• saying a tongue twister with the ‘w’ sound</li> <li>• learning and practicing spelling of ‘w’ sound</li> <li>• doing a quiz with a partner</li> <li>• reading and listening for specific information</li> <li>• playing a communication game using comparative adjectives</li> <li>• checking learning</li> </ul>
Lesson 6 (47)	<ul style="list-style-type: none"> <li>• blowhole, blue whale, curled tail, hard / soft skin, krill, long head, round body, seahorse, spider crab, stomach, tongue</li> </ul>	<ul style="list-style-type: none"> <li>• (Blue whales) are (about 30 meters long).</li> <li>• Do you know that (they haven’t got any teeth)?</li> </ul>	<ul style="list-style-type: none"> <li>• reading and understanding a magazine article</li> <li>• reading about sea animals</li> <li>• reviewing what sea animals consume and link them together in a food chain</li> <li>• activating existing knowledge</li> <li>• reading for general understanding</li> <li>• scanning to find specific information</li> </ul>
Lesson 7 (48)	<ul style="list-style-type: none"> <li>• brain, super</li> <li>• recycled – body parts</li> </ul>	<ul style="list-style-type: none"> <li>• using ‘and’ to add similar information</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience of magazine articles</li> <li>• identifying text content and the features of magazine articles</li> <li>• planning and writing an article about sea animals</li> <li>• investigating a sea animal</li> <li>• sharing your writing</li> </ul>

			<ul style="list-style-type: none"> <li>peer evaluation and feedback</li> </ul>
Lesson 8 (49)	<ul style="list-style-type: none"> <li>boat trip, coral reefs, humpback whale, islands, make a sandcastle, manta ray, snorkel, surf, tropical fish</li> </ul>	<ul style="list-style-type: none"> <li>The trip begins / finishes at (11 o'clock).</li> </ul>	<ul style="list-style-type: none"> <li>predicting</li> <li>working together</li> <li>using the Internet to investigate Hawaii</li> <li>learning to use key words to find information online</li> <li>learning interesting facts about sea animals</li> <li>reading and listening for specific information</li> <li>thinking about your own culture and identity</li> <li>making connections</li> </ul>
Lesson 50	Unit 5 test (available in Teacher's Resource Bank via Navio) – at standard and higher level		
Lesson 51	Festival lesson – Chinese New Year <ul style="list-style-type: none"> <li>chopsticks, dragons, envelopes, festival, fish, lanterns, lions, lucky, money, noodles, riddles, soup, tradition</li> </ul>	<ul style="list-style-type: none"> <li>present simple statement</li> </ul>	<ul style="list-style-type: none"> <li>doing research on the Internet</li> <li>writing a riddle for a mystery word</li> <li>reading and solving some riddles</li> <li>making a Chinese lantern</li> </ul>

## Unit 6

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (52)	<ul style="list-style-type: none"> <li>reviewing sports</li> <li>flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skies, wetsuit</li> <li>fishing rod, goggles, jet ski, oars, rope, sailing boat</li> </ul>	<ul style="list-style-type: none"> <li>I'm wearing (a swimsuit).</li> <li>I'm ready to (snorkel).</li> <li>What about you?</li> <li>Are you ready to (snorkel)?</li> <li>He's wearing (gloves).</li> <li>She's got (water-skies).</li> <li>She's ready to (water-ski).</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming water sports equipment</li> <li>identifying other sources of water on Earth</li> <li>classifying sports</li> <li>playing a game using the recycled structure</li> <li>working together</li> </ul>
Lesson 2 (53)	<ul style="list-style-type: none"> <li>go kayaking, go sailing, go surfing, go swimming, go water-skiing</li> <li>play football / tennis, watch TV</li> </ul>	<ul style="list-style-type: none"> <li>'going to' for future plans</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>reading and identifying sports equipment</li> </ul>

	<ul style="list-style-type: none"> <li>• after school, at the weekend, next week, tomorrow</li> <li>• recycled – sports equipment</li> </ul>		<ul style="list-style-type: none"> <li>• talking and writing about future plans</li> <li>• listening, following the grammar table and identifying parts of a sentence</li> <li>• applying rules</li> <li>• team building</li> </ul>
Lesson 3 (54)	<ul style="list-style-type: none"> <li>• build, faster, flag, plastic bottles, race, raft, rope, sinking, wood</li> </ul>	<ul style="list-style-type: none"> <li>• Are you going to enter the race?</li> <li>• recycled - must</li> </ul>	<ul style="list-style-type: none"> <li>• using a code to read a message</li> <li>• predicting</li> <li>• reading with some fluency</li> <li>• understanding and acting out the story</li> <li>• giving an opinion on the story</li> <li>• discussing values</li> <li>• expressing opinions</li> <li>• understanding the importance of listening to other people's ideas</li> </ul>
Lesson 4 (55)	<ul style="list-style-type: none"> <li>• adverbs of manner</li> <li>• (play) loudly / quietly, (ride) badly / well, (swim) quickly / slowly, play chess, warm up</li> <li>• recycled - sports</li> </ul>	<ul style="list-style-type: none"> <li>• Bend (your knees).</li> <li>• Shake (your body).</li> <li>• Stretch (your arms).</li> <li>• Wiggle (your fingers).</li> <li>• You (play chess) well.</li> <li>• What do you do well)</li> </ul>	<ul style="list-style-type: none"> <li>• following, completing and correcting grammar tables</li> <li>• applying rules</li> <li>• collaborating</li> </ul>
Lesson 5 (56)	<ul style="list-style-type: none"> <li>• lake</li> <li>• recycle - adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Do you (rollerblade) fast or slowly?</li> <li>• I (rollerblade) slowly.</li> </ul>	<ul style="list-style-type: none"> <li>• saying a tongue twister with the 'k' sound</li> <li>• learning and practicing spelling of 'k' sound</li> <li>• doing a questionnaire in pairs and reporting on it</li> <li>• predicting answers</li> <li>• listening for specific information</li> <li>• playing communication game using adverbs of manner</li> <li>• checking learning</li> <li>• sharing information</li> </ul>
Lesson 6 (57)	<ul style="list-style-type: none"> <li>• archery, mountain biking, rock climbing</li> <li>• forest, lessons, letter</li> <li>• first, next, finally</li> <li>• fish (v.)</li> </ul>	<ul style="list-style-type: none"> <li>• Which activities is (Robert) going to do?</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating context</li> <li>• reading the text for general understanding</li> <li>• reading and evaluating a letter</li> <li>• sequencing the parts of a letter</li> </ul>

	<ul style="list-style-type: none"> <li>recycled – sports and free-time activities</li> </ul>		<ul style="list-style-type: none"> <li>reading and understanding an informal letter</li> </ul>
Lesson 7 (58)	<ul style="list-style-type: none"> <li>simple time sequencers for ordering information</li> <li>adventure, scary</li> </ul>	<ul style="list-style-type: none"> <li>‘going to’ – affirmative and negative</li> </ul>	<ul style="list-style-type: none"> <li>learning about the layout of a letter</li> <li>planning an informal letter with a partner</li> <li>preparing and writing a letter</li> <li>peer evaluation and feedback</li> </ul>
Lesson 8 (59)	<ul style="list-style-type: none"> <li>ankles, bridge, bungee jumping, elastic rope, energy, exciting, extreme sports, harness, rafting, sand surfing, zorbing</li> <li>recycled – sports equipment, sports</li> </ul>	<ul style="list-style-type: none"> <li>If you like (travelling fast), (sand surfing) is the sport for you.</li> <li>recycled – ‘must’</li> </ul>	<ul style="list-style-type: none"> <li>using the Internet to investigate New Zealand</li> <li>learning about New Zealand and three extreme sports</li> <li>reading and listening for specific information</li> <li>thinking about your own culture and identity</li> <li>identifying ways to stay safe when doing sports</li> </ul>
Lesson 60	<ul style="list-style-type: none"> <li>Unit 6 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels</li> <li>alternatively Term 2 test (available as above)</li> </ul>		
Lesson 61	<ul style="list-style-type: none"> <li>Project 2 – Treasure Islands</li> <li>natural and man-made things on an island</li> </ul>	<ul style="list-style-type: none"> <li>Where’s Hawaii?</li> <li>What’s it like?</li> <li>It’s in ...</li> <li>There is / are ..</li> </ul>	<ul style="list-style-type: none"> <li>talking about the local landscape</li> <li>using the Internet to find about an island</li> <li>sharing information with your group</li> <li>identifying islands in your country</li> </ul>

## Unit 7

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (62)	<ul style="list-style-type: none"> <li>reviewing – rooms in a house</li> <li>reviewing – objects in each room</li> <li>household objects: armchair, bath, bookcase, cooker, cupboard, fridge, mat, mirror, painting, sink, sofa, wardrobe</li> <li>detectives, mystery, tracks</li> </ul>	<ul style="list-style-type: none"> <li>There’s...</li> <li>They’re ..</li> <li>Where is ...?</li> <li>It’s behind, between, in , in front of, near, on, under...</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming household objects</li> <li>classifying</li> <li>playing a game using the recycled structure</li> </ul>

	<ul style="list-style-type: none"> <li>bedside table, carpet, coffee table, DVD player, microwave, wash basin</li> </ul>		
Lesson 2 (63)	<ul style="list-style-type: none"> <li>last night / week, yesterday afternoon / evening / morning</li> <li>recycled – places in town</li> </ul>	<ul style="list-style-type: none"> <li>past tense – ‘was / were’ in affirmative and negative</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>listening, following the grammar table and identifying parts of a sentence</li> <li>applying rules</li> <li>team building</li> </ul>
Lesson 3 (64)	<ul style="list-style-type: none"> <li>bracelet, castle, clues, feather, look for, magpie, marbles, missing, mystery, nest, sweet wrapper, watch</li> </ul>	<ul style="list-style-type: none"> <li>Where was it?</li> <li>It was in (the living room).</li> <li>It was (in a magpie’s nest in the castle).</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading with some fluency</li> <li>understanding and acting out the story</li> <li>giving an opinion on the story</li> <li>discussing values</li> <li>understanding the importance of looking after personal belongings</li> </ul>
Lesson 4 (65)	<ul style="list-style-type: none"> <li>names of personal belongings: bracelet, earrings, keys, sunglasses, umbrella, watch</li> <li>brush, comb, diary, toothbrush</li> <li>recycled – prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>past tense – ‘was / were’ - questions and short answers</li> </ul>	<ul style="list-style-type: none"> <li>following, completing and correcting grammar tables</li> <li>remembering</li> <li>collaborating</li> </ul>
Lesson 5 (66)	<ul style="list-style-type: none"> <li>ring, robber, rubbish</li> <li>recycled – objects in a house and personal belongings</li> </ul>	<ul style="list-style-type: none"> <li>‘was/were’ – affirmative and interrogative sentences</li> </ul>	<ul style="list-style-type: none"> <li>saying a tongue twister with the ‘r’ sound</li> <li>learning and practicing spelling of ‘r’ sound</li> <li>listening for specific information</li> <li>playing communication game using ‘was/were’</li> <li>checking learning</li> <li>sharing information</li> </ul>
Lesson 6 (67)	<ul style="list-style-type: none"> <li>characters, diamond, investigate, nervously, police officer</li> <li>recycled – adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>recycled - ‘was/were’ – affirmative and interrogative sentences</li> </ul>	<ul style="list-style-type: none"> <li>predicting the content</li> <li>reading the text for general understanding</li> <li>reading and evaluating a script</li> <li>sequencing</li> <li>reading, completing and acting out another script</li> </ul>

Lesson 7 (68)	<ul style="list-style-type: none"> <li>fox, laughing, queen, whispering, witch, wolf</li> <li>recycled – adverbs of manner, personal belongings</li> </ul>	<ul style="list-style-type: none"> <li>using exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>identifying the text features of a script and explaining what happens</li> <li>planning and writing a script</li> <li>using criteria to check your writing</li> <li>peer evaluation and feedback</li> </ul>
Lesson 8 (69)	<ul style="list-style-type: none"> <li>blanket, build, cool, dark, desert, golf, sand, underground</li> <li>recycled – rooms in a house, places in a town</li> </ul>	<ul style="list-style-type: none"> <li>‘has got/hasn’t got’</li> <li>recycled - comparative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Identifying rocks and minerals</li> <li>using the Internet to investigate Australia</li> <li>learning about Australia and living in an underground town</li> <li>reading and listening for specific information</li> <li>thinking about your own culture and identity</li> </ul>
Lesson 70	<ul style="list-style-type: none"> <li>Unit 7 test (available in Teacher’s Resource Bank via Navio) – at standard and higher levels</li> </ul>		
Lesson 71	<p>Festival lesson – World Book Day</p> <ul style="list-style-type: none"> <li>adventure, black hole, books, buy, chest, desert, detective, dragon, faraway land, follow, gold, grow, ice, land, magic beans, magic carpet, pirate, poems, read, sand, snow, stories, treasure, tree, white rabbit, witch, write</li> </ul>	<ul style="list-style-type: none"> <li>Do you like (writing stories and poems)?</li> <li>How often do (you read a book)?</li> <li>I (read a book) three times a week.</li> <li>What’s your favourite book?</li> <li>My favourite book is ...</li> <li>What’s it (about)?</li> <li>It’s (about a mouse).</li> </ul>	<ul style="list-style-type: none"> <li>asking and answering questions about books and reading</li> <li>doing research on the Internet</li> <li>reading a poem</li> </ul>

## Unit 8

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (72)	<ul style="list-style-type: none"> <li>reviewing free-time activities</li> <li>advert, cartoon, comedy programme, documentary, film, game show, music programme, quiz show, sports programme, talk show, the news, the weather</li> </ul>	<ul style="list-style-type: none"> <li>What’s on (Chanel 2) at (five o’clock)?</li> <li>recycled ‘like/love/don’t like’ and short answers</li> <li>recycled ‘prefer’ for talking about preferences</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming TV programmes</li> <li>naming TV programmes that provide information</li> <li>asking and answering questions using the recycled structure</li> <li>ranking</li> </ul>



	<ul style="list-style-type: none"> <li>actor, camera operator, director, musician, presenter, reporter</li> </ul>		<ul style="list-style-type: none"> <li>working together</li> </ul>
Lesson 2 (73)	<ul style="list-style-type: none"> <li>TV programmes</li> <li>recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>'did' – questions and short answers</li> <li>Did you watch (a cartoon) yesterday?</li> <li>What did you (watch)?</li> <li>How much T(V did he watch) yesterday?</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>listening, following the grammar table and identifying parts of a question</li> <li>applying rules</li> <li>problem solving</li> <li>calculating how much TV people watch</li> <li>discussing survey results</li> </ul>
Lesson 3 (74)	<ul style="list-style-type: none"> <li>pole, rings, slippery, teamwork, work together</li> </ul>	<ul style="list-style-type: none"> <li>How did you (win)?</li> <li>First, (we carried some water).</li> <li>Then (we all jumped together).</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading with some fluency</li> <li>understanding and acting out the story about teamwork</li> <li>giving an opinion on the story</li> <li>team building</li> <li>understanding the importance of working together</li> </ul>
Lesson 4 (75)	<ul style="list-style-type: none"> <li>climb a tree, paint a picture, phone a friend, plant seeds, play cards, skip</li> <li>recycled – yesterday, last night / week</li> </ul>	<ul style="list-style-type: none"> <li>regular verbs in the past in affirmative and negative statements</li> </ul>	<ul style="list-style-type: none"> <li>identifying and naming free-time activities</li> <li>identifying and saying regular verbs</li> <li>following and correcting grammar tables</li> <li>applying rules</li> <li>remembering</li> <li>collaborating</li> </ul>
Lesson 5 (76)	<ul style="list-style-type: none"> <li>climbed a tree, danced, listened to music, painted a picture, phoned a friend, planted seeds, skipped, washed the car, watched TV</li> <li>played basketball / cards / tennis / the drums / the violin</li> </ul>	<ul style="list-style-type: none"> <li>regular verbs in the past in affirmative and interrogative statements</li> </ul>	<ul style="list-style-type: none"> <li>saying a tongue twister with the 'f' sound</li> <li>learning and practicing spelling of 'f' sound</li> <li>listening for specific information</li> <li>playing communication game using questions with 'did'</li> <li>checking learning</li> <li>sharing information</li> </ul>
Lesson 6 (77)	<ul style="list-style-type: none"> <li>ending, strange</li> <li>recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>This programme is about (sea animals).</li> <li>It's on ..</li> </ul>	<ul style="list-style-type: none"> <li>predicting content from a title</li> <li>scanning the text for specific information</li> </ul>

		<ul style="list-style-type: none"> <li>• It begins at ..</li> <li>• I (love) this programme because (it's funny).</li> </ul>	<ul style="list-style-type: none"> <li>• reading and understanding a review</li> <li>• giving a personal response to the information</li> </ul>
Lesson 7 (78)	<ul style="list-style-type: none"> <li>• last minute, saves the world</li> <li>• recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>• 'because' – giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the text features of a review</li> <li>• reading and listening for specific information</li> <li>• preparing and writing a review</li> <li>• using criteria to check your writing</li> <li>• sharing your writing with a partner</li> <li>• peer evaluation and feedback</li> </ul>
Lesson 8 (79)	<ul style="list-style-type: none"> <li>• actor, actress, car chase, coast, explosion, handprints, Oscars, red carpet, script, sign, special effects, star, studio</li> </ul>	<ul style="list-style-type: none"> <li>• Do you want to feel (like a star)?</li> </ul>	<ul style="list-style-type: none"> <li>• predicting</li> <li>• using the Internet to investigate the USA</li> <li>• learning about Hollywood and professions in the TV industry</li> <li>• reading and listening for specific information</li> <li>• thinking about your own culture and identity</li> <li>• making connections</li> <li>• working together</li> </ul>
Lesson 9 (80)	<ul style="list-style-type: none"> <li>• Unit 8 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels</li> </ul>		

## Unit 9

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (81)	<ul style="list-style-type: none"> <li>• reviewing festivals</li> <li>• band, big wheel, bumper cars, candyfloss, clown, costume, fireworks, ghost train, merry-go-round, parade, roller coaster, toffee apple, scream</li> <li>• turn (round and round)</li> <li>• barbecue, bonfire, bouncy castle, display, helter-skelter, stall</li> </ul>	<ul style="list-style-type: none"> <li>• Let's ...</li> <li>• Do you ... ?</li> <li>• short answers</li> </ul>	<ul style="list-style-type: none"> <li>• identifying and naming attractions at festivals</li> <li>• thinking about your culture</li> <li>• asking and answering questions using the recycled structure</li> </ul>

Lesson 2 (82)	<ul style="list-style-type: none"> <li>ate, did, drank, had, rode, saw, went, wore</li> <li>recycled vocabulary from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>irregular verbs in the past simple – interrogative and affirmative statements</li> </ul>	<ul style="list-style-type: none"> <li>listening, repeating and acting out a conversation</li> <li>talking about festivals in the past tense</li> <li>listening, following the grammar table and identifying parts of a question</li> <li>applying rules</li> </ul>
Lesson 3 (83)	<ul style="list-style-type: none"> <li>cook, decorate, fancy dress, painter, sandwiches, surprise birthday party</li> </ul>	<ul style="list-style-type: none"> <li>recycled grammar from lesson 2</li> </ul>	<ul style="list-style-type: none"> <li>using a code to read a message</li> <li>predicting</li> <li>reading with some fluency</li> <li>understanding and acting out the story</li> <li>giving an opinion on the story</li> <li>discussing values</li> <li>expressing opinions</li> <li>collaborating</li> <li>understanding the importance of doing nice things to others</li> </ul>
Lesson 4 (84)	<ul style="list-style-type: none"> <li>ten past (three), twenty past (one), twenty-five past (eleven), twenty-five to (four), ten to (eight), five to (twelve)</li> <li>did (my) homework, had lunch, played, started school, watched TV, went to bed</li> </ul>	<ul style="list-style-type: none"> <li>past simple with regular and irregular verbs – affirmative negative and interrogative statements</li> </ul>	<ul style="list-style-type: none"> <li>identifying and telling the time</li> <li>using the past simple to ask and answer about the timing of events</li> <li>following and correcting grammar tables</li> <li>applying rules</li> <li>remembering</li> <li>collaborating</li> </ul>
Lesson 5 (85)	<ul style="list-style-type: none"> <li>celebration, city, cycle, face, sang, summer, sun</li> <li>arrived at the festival, ate some candyfloss, rode on the ghost train / on the roller coaster, watched the fireworks, went home</li> </ul>	<ul style="list-style-type: none"> <li>What time did ... ?</li> <li>He ...</li> <li>Yes, that's right.</li> </ul>	<ul style="list-style-type: none"> <li>saying a tongue twister with the 's' sound</li> <li>learning and practicing spelling of 's' sound</li> <li>listening for specific information</li> <li>playing communication game using 'What did...?'</li> <li>checking learning</li> <li>sharing information</li> </ul>
Lesson 6 (86)	<ul style="list-style-type: none"> <li>concert, email, May Day, maypole, Morris dancers</li> <li>recycled vocabulary from lesson 1 and 5</li> </ul>	<ul style="list-style-type: none"> <li>past simple with regular and irregular verbs – affirmative statements</li> </ul>	<ul style="list-style-type: none"> <li>predicting content from photos</li> <li>scanning the text for specific information</li> <li>reading and understanding an email</li> </ul>

Lesson 7 (87)	<ul style="list-style-type: none"> <li>• Burns Night, haggis, meat, poet, Scotland, sheep's stomach, traditional dish</li> <li>• recycled – months of the year, ordinal numbers (1<sup>st</sup> to 31<sup>st</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• using 'but' to give opposite information</li> <li>• past simple – affirmative and negative statements</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the information content of an email</li> <li>• identifying the text features of an email</li> <li>• preparing and writing an email</li> <li>• using criteria to check your writing</li> <li>• sharing your writing with a partner</li> <li>• peer evaluation and feedback</li> </ul>
Lesson 8 (88)	<ul style="list-style-type: none"> <li>• helicopters, hop, log rolling, lumberjack, marching band, motorbike, police, pony, winner</li> <li>• recycled vocabulary from lesson 1 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• recycled - questions in past simple</li> </ul>	<ul style="list-style-type: none"> <li>• predicting</li> <li>• reviewing the primary, secondary and tertiary job sectors</li> <li>• using the Internet to investigate Canada</li> <li>• learning about Canada Day</li> <li>• reading and listening for specific information</li> <li>• thinking about your own culture and identity</li> <li>• making connections</li> <li>• working together</li> </ul>
Lesson 89	<ul style="list-style-type: none"> <li>• Unit 9 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels</li> <li>• alternatively Term 3 test (available as above)</li> <li>• alternatively End-of-year Test (available as above) - at standard and higher levels</li> </ul>		
Lesson 90	<p>Project 3 – A London Adventure</p> <ul style="list-style-type: none"> <li>• bike, boat, bus, taxi, Underground</li> <li>• aquarium, attraction, building, cathedral, museum, park, Queen, river cruise, tower, trip, zoo</li> </ul>	<ul style="list-style-type: none"> <li>• What's your (first / second) attraction?</li> <li>• What can you (do) there?</li> <li>• You can ...</li> </ul>	<ul style="list-style-type: none"> <li>• reviewing and learning the names of places and attractions in London</li> <li>• discussing advantages and disadvantages of city life</li> <li>• using the Internet to investigate two London attractions</li> <li>• sharing information</li> </ul>