

Give Me Five 4 (90 hours)

diagnostic test available in Teacher's Resource Bank via Navio

Starter Unit

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1	<ul style="list-style-type: none"> revision – vocabulary from level 3 	revision of grammar from level 3: <ul style="list-style-type: none"> What are your names? This is my ... His name's ... How old is ...? What does he / she like doing? What does he / she do? 	<ul style="list-style-type: none"> asking for and giving information about other people categorising
Lesson 2	<ul style="list-style-type: none"> adjectives to describe physical appearances 	<ul style="list-style-type: none"> What does your ... look like? He's got (short, blonde hair and brown eyes). 	<ul style="list-style-type: none"> listening for specific information
Lesson 3	<ul style="list-style-type: none"> recycled vocabulary from lesson 2 	<ul style="list-style-type: none"> You look different. He's taller. Ravi likes doing puzzles. I love going snorkelling. 	<ul style="list-style-type: none"> reading, listening and understanding a story completing a story summary
Lesson 4	<ul style="list-style-type: none"> reviewing numbers 1 – 100 numbers 100 - 1000 	<ul style="list-style-type: none"> 'must' and 'going to' to talk about obligations and responsibilities 	<ul style="list-style-type: none"> identifying and saying letters and numbers 100 – 1000 using a code to read a message using 'must' and 'going to' to talk about obligations and responsibilities in the classroom reading and writing a class contract mathematical thinking asking how to spell things and giving the correct spelling saying a rap about a secret code sequencing grouping

			<ul style="list-style-type: none"> • logical thinking • sharing information
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Unit 1

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (5)	<ul style="list-style-type: none"> • biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar • blueberries, coffee, honey, marshmallows, raspberries, vanilla 	<ul style="list-style-type: none"> • Is there any (cream) in the fridge? • Are there any (nuts) in the cupboard? • short answers 	<ul style="list-style-type: none"> • identifying and saying ingredients • classifying food items • discussing cakes and ingredients • listening to each other • categorising • memory game
Lesson 2 (6)	<ul style="list-style-type: none"> • countable and uncountable nouns • recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> • ‘How much ...?’ and ‘How many ...?’ questions • We need a lot of / some / a few (nuts). 	<ul style="list-style-type: none"> • listening, reading and acting out a conversation • listening, following the grammar table and identifying parts of a sentence • applying rules • identifying and using countable and uncountable nouns • discussing nutrients in food
Lesson 3 (7)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 1 and 2 • add, chop, mix, stir • a piece • tin, fridge, oven • salty 	<ul style="list-style-type: none"> • What do we need to do now? • Add the sugar and stir. • Let’s chop the nuts. • How many (nuts) / much (sugar) do we need? • We need a few (nuts) / a lot of (sugar). 	<ul style="list-style-type: none"> • using a code to read a message • predicting • reading, listening, understanding a story • understanding and acting out the story • giving an opinion on the story • collaborating • understanding the importance of paying attention
Lesson 4 (8)	<ul style="list-style-type: none"> • recycled vocabulary from lessons 1 and 3 • recycled time sequencers • boil, cook, peel, slice 	<ul style="list-style-type: none"> • ‘need to’ for requirements 	<ul style="list-style-type: none"> • identifying and saying verbs for cooking • identifying a healthy, balanced diet • following and correcting grammar tables • using ‘need to’ to talk about requirements • applying rules • three-minute review

Lesson 5 (9)	<ul style="list-style-type: none"> bike, kite, lie, Mike, pie, rice, Spike, tie, time, write 	<ul style="list-style-type: none"> How many nuts do we need? How much flour do we need? Spike likes ... We need a few nuts. 	<ul style="list-style-type: none"> saying a tongue twister with the 'ie' sound learning and practicing 'ie' spelling listening for specific information playing a communication game using 'How much' and 'How many' questions and 'need to' working together sharing information
Lesson 6 (10)	<ul style="list-style-type: none"> Knickerbocker glory biscuits, cherries, chocolate chips, ice cream, nuts, raspberry sauce, vanilla bowl, dish, scoop, spoon add, break, mix, pour, put, sprinkle 	<ul style="list-style-type: none"> first, next, then, finally present simple 	<ul style="list-style-type: none"> reading and understanding an instructional text identifying steps in a process sequencing predicting content from photos predicting content to raise interest reading for general information scanning to find specific information
Lesson 7 (11)	<ul style="list-style-type: none"> time sequencers recycled – food items recycled vocabulary from lesson 6 	<ul style="list-style-type: none"> recycled grammar from lesson 6 	<ul style="list-style-type: none"> knowing and using times sequencers identifying text features of a recipe identifying information content of a recipe preparing and writing a recipe using criteria to check your writing sharing your writing with a partner peer evaluation and feedback collaborating
Lesson 8 (12)	<ul style="list-style-type: none"> bread, chickpeas, falafel, melted chocolate, onions, pretzel, salad, strawberries, sugar, vegetables, waffles cart 	<ul style="list-style-type: none"> There are ... You can add ... What's the name of (the famous statue) in New York? What time is it in New York? How many people live in New York? 	<ul style="list-style-type: none"> predicting working together investigate New York learning about New York City and street food reading and listening for specific information thinking about your own culture understanding the importance of collaboration and teamwork
Lesson 13	Unit 1 test (available in Teacher's Resource Bank via Navio) at standard and higher levels		

Lesson 14	Festival lesson – International Peace Day (21 September)		
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Unit 2

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (15)	adjectives of character: <ul style="list-style-type: none"> active, confident, friendly, kind, lazy, noisy, quiet, shy, tidy, unfriendly, unkind, untidy helpful, polite, rude, sociable, unhelpful, unsociable 	<ul style="list-style-type: none"> What are you like? I'm ... Are you ...? short answers 	<ul style="list-style-type: none"> identifying and saying adjectives of character discussing different families categorising team building asking and answering questions using the recycled structure
Lesson 2 (16)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> I / he / she was /wasn't (active) when I / he / she was young. You / We / They were / weren't (lazy) when you / we / they were young. Was I / he / she (shy)? Were you / we / they (confident)? short answers 	<ul style="list-style-type: none"> listening, repeating and acting out a conversation following, completing and correcting grammar tables listening, following the grammar table and identifying parts of a sentence talking what people were like when they were young applying rules
Lesson 3 (17)	<ul style="list-style-type: none"> adventurous, scared explorer, famous people, museum attendant, tennis player frighten, play a trick, wax museum, waxworks 	<ul style="list-style-type: none"> He's active and kind. He was adventurous. 	<ul style="list-style-type: none"> using a code to read a message predicting reading, listening, understanding a story about a trick that went wrong giving an opinion on the story collaborating understanding the importance of considering your friends' feelings before playing tricks
Lesson 4 (18)	<ul style="list-style-type: none"> get a pet, go on a plane, learn to walk, move house, start nursery, write a story ten months old 	<ul style="list-style-type: none"> past simple 	<ul style="list-style-type: none"> following, completing and correcting grammar tables talking about past activities identifying different life stages

	<ul style="list-style-type: none"> draw (drew) a picture, read (read) a book, ride (rode) a bike, sing (sang) a song 		<ul style="list-style-type: none"> applying rules passing on a message
Lesson 5 (19)	<ul style="list-style-type: none"> bee, chimney, donkey, drop, eat, happy, key, lazy, leaf, lorry, meat, monkey, noisy, queen, sheep, teddy, tree, very recycled vocabulary from lesson 4 	<ul style="list-style-type: none"> I (learnt to walk) when I was (one). Did you (write a story) when you were (eight)? short answers 	<ul style="list-style-type: none"> saying a tongue twister with the 'ey' sound learning and practicing spelling of 'ey' sound listening for specific information playing a communication game using past simple working together
Lesson 6 (20)	<ul style="list-style-type: none"> listen to stories, read books, start boarding school, tell stories, write a secret diary / story / book mythical creatures, trolls 	<ul style="list-style-type: none"> He wrote his first children's book in 1943. When he was 13, he started a new school. 	<ul style="list-style-type: none"> reading and understanding a chronological account predicting content to raise interest reading for general information scanning to find specific information
Lesson 7 (21)	<ul style="list-style-type: none"> recycled - family members recycled – adjectives of character 	<ul style="list-style-type: none"> inverted commas recycled grammar from lessons 4, 5, 6 	<ul style="list-style-type: none"> predicting the order of information in a biography identifying the text features of an autobiography preparing and writing your autobiography using criteria to check your writing sharing your writing with a partner
Lesson 8 (22)	<ul style="list-style-type: none"> recycled – adjectives of character astronomy, fishing, marching band, play the guitar / drums / piano, running, sing, telescope, write songs 	<ul style="list-style-type: none"> recycled grammar from lessons 3, 5 and 6 	<ul style="list-style-type: none"> researching Hawaii learning about famous Hawaiian people reading and listening for specific information thinking about your own culture and identity collaborating
Lesson 23	Unit 2 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels		

Unit 3

lesson	vocabulary and topics	grammar	functions, competences and skills
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Lesson 1 (24)	<ul style="list-style-type: none"> • axe, basket, bones, bowl, cave, fire, fossil, fur, hammer, knife, spear, tools • arrow, bow, club, flint, jug, spoon 	<ul style="list-style-type: none"> • past simple – statements and questions 	<ul style="list-style-type: none"> • identifying and saying prehistoric times vocabulary • reviewing and discussing prehistoric times • collaborating • memory game
Lesson 2 (25)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> • past simple questions 	<ul style="list-style-type: none"> • listening, repeating and acting out a conversation • listening, following the grammar table and identifying parts of a question • following, completing and correcting the grammar tables • applying rules • sharing information
Lesson 3 (26)	<ul style="list-style-type: none"> • helmet, kayak club, life jackets, paddle (v), river, water bottle, waterfall • recycled vocabulary from lesson 1 • hunting, sabre-toothed tigers, woolly mammoths 	<ul style="list-style-type: none"> • Did prehistoric men use spears? • Where did you find the prehistoric tools? • What did they hunt? • We found them in a cave. • Sabre-toothed tigers could run very fast. 	<ul style="list-style-type: none"> • using a code to read a message • predicting • reading, listening and understanding a story about an important discovery • understanding and acting out the story • giving an opinion on the story • collaborating • understanding the importance of not dropping litter
Lesson 4 (27)	<ul style="list-style-type: none"> • dodo, giant ground sloth, prehistoric armadillo, sabre-toothed squirrel, sabre-toothed tiger, woolly mammoth • elephant bird, giant dragonfly, short-faced bear, Tasmanian wolf 	<ul style="list-style-type: none"> • ‘could’ and ‘couldn’t’ 	<ul style="list-style-type: none"> • identifying animals from the past • identifying different animal groups • following, completing and correcting grammar tables • talking about abilities in the past • applying rules
Lesson 5 (28)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 4 	<ul style="list-style-type: none"> • ‘could’ - questions • short answers 	<ul style="list-style-type: none"> • saying a tongue twister with the ‘aw’ sound • learning and practicing spelling of ‘aw’ sound • listening for specific information • playing a communication game using ‘could’ • working together • sharing information

Lesson 6 (29)	<ul style="list-style-type: none"> dinosaurs, carnivore, herbivore million beak, frill, horns, neck, tail, teeth, tusk extinct, hard, huge, sharp 	<ul style="list-style-type: none"> Dinosaurs were reptiles. Some dinosaurs could run very fast. It had a very long neck. What did a diplodocus have? 	<ul style="list-style-type: none"> reading and understanding an information text predicting content to raise interest reading for general understanding scanning to find specific information
Lesson 7 (30)	<ul style="list-style-type: none"> extreme adjectives enormous, fast, friendly, shiny, slow, tiny carnivore, herbivore brain, plates, spikes, tail 	<ul style="list-style-type: none"> The stegosaurus had a tiny head. It was an enormous herbivore. It walked on four legs. 	<ul style="list-style-type: none"> Identifying and discussing reptiles identifying the text features of an encyclopaedia entry preparing and writing an encyclopaedia entry predicting using criteria to check your writing collaborating sharing your writing peer evaluation and feedback
Lesson 8 (31)	<ul style="list-style-type: none"> bone, carving, cave paintings, dinosaur, fossils discoveries, scenery, wildlife discover / find / identify fossils go camping / hiking palaeontologist 	<ul style="list-style-type: none"> Scientists found fossils. You can (go hiking). 	<ul style="list-style-type: none"> collaborating researching Canada reading about dinosaur fossils in Canada reading and listening for specific information thinking about your own culture and identity understanding the value of museums
Lesson 32	<ul style="list-style-type: none"> Unit 3 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels alternatively Term 1 test (available as above) 		
Lesson 33	<p>Project 1 – The minibeast exhibition</p> <ul style="list-style-type: none"> beetle, butterfly, centipede, dragonfly, grasshopper, ladybird, millipede, moth, slug, snail, spider, worm grass, plant, pond, rock, tree, twigs 	<ul style="list-style-type: none"> present simple 'can' 	<ul style="list-style-type: none"> learning about exhibitions in your town museum identifying and naming different habitats for your minibeast reviewing how insects help pollination sharing information

Unit 4

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (34)	<ul style="list-style-type: none"> asteroid belt, astronaut, comet, Jupiter, Mercury, meteorite, Neptune, planets, rings, rocket, satellite, Venus ordinal numbers alien, Earth, Mars, Saturn, space station, Uranus 	<ul style="list-style-type: none"> (Earth) is the (third) planet. It's (next to Earth). Is it Mars? short answers 	<ul style="list-style-type: none"> identifying and saying objects in space reviewing and discussing what is in the sky classifying celestial bodies playing a guessing game with a partner collaborating
Lesson 2 (35)	<ul style="list-style-type: none"> long and short superlative adjectives recycled - planets 	<ul style="list-style-type: none"> (Venus) is the (hottest) planet. Which is the (biggest) planet? (Mercury) is the (closest) planet to the Sun. 	<ul style="list-style-type: none"> listening, repeating and acting out a conversation listening, following and correcting the grammar table following a grammar table and identifying parts of a sentence applying rules reviewing the Solar System remembering
Lesson 3 (36)	<ul style="list-style-type: none"> beach, Earth, lighthouse, living thing, meteorite, night sky, planets, rock, sea, shooting star, starfish, Venus brightest, shiniest 	<ul style="list-style-type: none"> recycled grammar from lessons 1 and 2 	<ul style="list-style-type: none"> using a code to read a message predicting reading, listening and understanding a story about a meteorite understanding and acting out the story collaborating giving an opinion on the story understanding the importance of not taking living things out of their habitats
Lesson 4 (37)	<ul style="list-style-type: none"> adjectives to describe objects: expensive, heavy, interesting, modern, powerful, shiny, cheap, dull, large, tiny recycled - short and long superlative adjectives 	<ul style="list-style-type: none"> It's the most (fantastic) rocket in the world. It's the (fastest) rocket. The (red) rocket is the (heaviest) rocket. 	<ul style="list-style-type: none"> following, completing and correcting grammar tables playing a communication game using superlative adjectives applying rules collaborating
Lesson 5 (38)	<ul style="list-style-type: none"> away, cake, came, day, eight, eighth, eighty, horse, May, neigh, play, price, 	<ul style="list-style-type: none"> Which is the most modern rocket? 	<ul style="list-style-type: none"> saying a tongue twister with the 'a_e' sound learning and practicing spelling of 'a_e' sound listening for specific information

	<p>race, rain, say, sleigh, snail, snake, space, train, whale</p> <ul style="list-style-type: none"> • date of manufacture, engine power, interest rating • recycled vocabulary from lesson 4 		<ul style="list-style-type: none"> • playing a communication game using superlative adjectives • sharing information
Lesson 6 (39)	<ul style="list-style-type: none"> • glass giants, Jupiter moon • recycled – planets • recycled – superlative adjectives 	<ul style="list-style-type: none"> • It's the (windiest) planet. • It's got at least (16 moons). 	<ul style="list-style-type: none"> • reading and understanding an information text • classifying • predicting content • reading for general understanding • scanning to find specific information
Lesson 7 (40)	<ul style="list-style-type: none"> • dry, dust, ice cap, mountains, north, rocky, south pole, surface, temperature, volcano 	<ul style="list-style-type: none"> • Mars has got the largest volcano. • The average temperature on Mars is -23°C. 	<ul style="list-style-type: none"> • using subheadings • preparing and writing a fact file • sharing information about our planet • identifying the information content of a fact file • identifying the text features of a fact file • using criteria to check your writing • sharing your writing • peer evaluation and feedback
Lesson 8 (41)	<ul style="list-style-type: none"> • recycled vocabulary from lessons 1 and 3 	<ul style="list-style-type: none"> • You need clear skies and a high position. • The largest telescope is ... • These are clouds of dust and gas where new stars are born. 	<ul style="list-style-type: none"> • working together • researching Australia • reading about an observatory in Australia • reading and listening for specific information • thinking about your own culture and identity
Lesson 42	Unit 4 test (available in Teacher's Resource Bank via Navio) – at standard and higher levels		

Unit 5

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (43)	<ul style="list-style-type: none"> • go bowling / hiking / horse riding / sailing / shopping / snorkelling / surfing / windsurfing 	<ul style="list-style-type: none"> • What do you do in your free time? • What's your favourite activity? • What do you do at the weekend? 	<ul style="list-style-type: none"> • identifying and saying free-time activities • identifying forms of energy • classifying

	<ul style="list-style-type: none"> • have a barbecue / an ice lolly • make a cake, play table tennis, ride a mountain bike • do a jigsaw / a quiz / an experiment 	<ul style="list-style-type: none"> • What shall we do today? • Do you (go hiking)? 	<ul style="list-style-type: none"> • listening to each other • checking learning •
Lesson 2 (44)	<ul style="list-style-type: none"> • Recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> • conditional sentences with 'can' • If it's (windy), we can go (windsurfing). • We (can't have) a barbecue, if it's (wet). 	<ul style="list-style-type: none"> • listening, repeating and acting out a conversation • listening, following the grammar table and identifying parts of a sentence • applying rules
Lesson 3 (45)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 1 • drums, electric guitar, keyboard, musical instruments, tambourine, xylophone • food colouring, glasses, spoon, water 	<ul style="list-style-type: none"> • If it's wet, we can't ride our mountain bikes. • I'd rather play the drums. • Hurry up! • I'm nearly ready. 	<ul style="list-style-type: none"> • using a code to read a message • predicting • reading, listening and understanding a story about a rainy day • understanding and acting out the story • identifying things that produce sound • giving an opinion on the story • collaborating • understanding the importance of being creative with your time
Lesson 4 (46)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 3 • cymbals, rock band, flute, recorder, saxophone, triangle • sing 	<ul style="list-style-type: none"> • 'I'd rather' for preferences • I'd rather sing than play the tambourine. 	<ul style="list-style-type: none"> • identifying and saying musical instruments • following, completing and correcting grammar tables • talking about preferences • applying rules • collaborating
Lesson 5 (47)	<ul style="list-style-type: none"> • balloon, barbecue, computer, fruit, huge, juice, June, kangaroo, moon, mule, rescue, spoon, statue, swimsuit, tune • 	<ul style="list-style-type: none"> • Would you rather eat a cake or eat an ice lolly? • I'd rather eat ... • David would rather make 	<ul style="list-style-type: none"> • saying a tongue twister with the 'ue' sound • learning and practicing spelling of 'ue' sound • listening for specific information • playing a communication game using 'would rather' • checking learning
Lesson 6 (48)	<ul style="list-style-type: none"> • crashed, hero, monster, music, myth, mythical creatures, sailors, ship's mast, Sirens, war, wax 	<ul style="list-style-type: none"> • It's about Ulysses and his adventures. • The Sirens were mythical creatures. 	<ul style="list-style-type: none"> • predicting the content • reading and understanding a text to entertain • reading for general understanding

		<ul style="list-style-type: none"> When the ship passed the Sirens' island, the Sirens started singing. 	<ul style="list-style-type: none"> scanning to find specific information
Lesson 7 (49)	<ul style="list-style-type: none"> enormous, poisonous cows, dragon, snake, swamp, village recycled – body parts of animals 	<ul style="list-style-type: none"> using apostrophes What does it look like? What does it eat? Where does it live? 	<ul style="list-style-type: none"> identifying the information content and features of a text about a mythical creature planning and writing a text about a mythical creature collaborating using criteria to check your writing sharing your writing peer evaluation and feedback
Lesson 8 (50)	<ul style="list-style-type: none"> bagpipes, didgeridoo, sitar, steel drum, strings animal skin, branch, metal containers, wood bottom, top noise 	<ul style="list-style-type: none"> The pipes are made from wood. The didgeridoo comes from Australia. 	<ul style="list-style-type: none"> predicting working together researching New Zealand reading about WOMAD in New Zealand reading and listening for specific information thinking about your own culture and identity
Lesson 51	Unit 5 test (available in Teacher's Resource Bank via Navio) – at standard and higher level		
Lesson 52	Festival lesson – World Water Day (22 March) <ul style="list-style-type: none"> brush my teeth, cleaning, cooking, drinking, full, have a bath / shower, plants, tap, turn off, washing, washing machine, water (n) (v), watering can 	<ul style="list-style-type: none"> reviewing present simple recycling 'can' 	<ul style="list-style-type: none"> thinking why it's important to save water finding out ways you can save water finding out when the first World Water Day was

Unit 6

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (53)	<ul style="list-style-type: none"> blender, cooker, dishwasher, DVD player, fridge, hairdryer, Hoover, microwave, printer, tablet, toaster, washing machine 	<ul style="list-style-type: none"> There's a cooker in the kitchen. We use it for cooking food. Have you got a dishwasher? How often do you use it? 	<ul style="list-style-type: none"> identifying and saying machines in our houses discussing household machines brainstorming

	<ul style="list-style-type: none"> bedroom, kitchen, living room 	<ul style="list-style-type: none"> short answers 	<ul style="list-style-type: none"> identifying machines that need electricity to work playing a game using the recycled structure
Lesson 2 (54)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> 'is / are used for' A (hairdryer) is used for (drying your hair). (Microwaves) are used for (heating food). What's it used for? 	<ul style="list-style-type: none"> listening, repeating and acting out a conversation talking about machines in our houses listening, following the grammar table and identifying parts of a sentence applying rules playing a communication game
Lesson 3 (55)	<ul style="list-style-type: none"> batteries, boat race, coins, fabric, harbour, lemons, machine, mast, paperclip, sail, solar power, windy, wires 	<ul style="list-style-type: none"> It's working! We've got a battery made of lemons. Ravi is brilliant at making machines. What's wrong with the boat? I don't think we're going to win. 	<ul style="list-style-type: none"> using a code to read a message predicting learning how to make a battery out of lemons understanding and acting out the story giving an opinion on the story collaborating understanding the importance of recycling batteries
Lesson 4 (56)	<ul style="list-style-type: none"> cotton, gold, leather, plastic, silver, wool boots, bracelet, earrings, sweater, card, glass, metal, wood 	<ul style="list-style-type: none"> 'it's' and 'they're' to talk about what materials things are made of What's made of? What are they made of? 	<ul style="list-style-type: none"> identifying and saying materials following, completing and correcting grammar tables applying rules telling what materials things are made of collaborating
Lesson 5 (57)	<ul style="list-style-type: none"> recycled vocabulary from lesson 4 boat, bone, coat, goat, home, no, nose, phone, rainbow, robot, roll, rose, snowman, window 	<ul style="list-style-type: none"> 'it's made of' / 'they're made of' 	<ul style="list-style-type: none"> saying a tongue twister with the 'o_e' sound learning and practicing spelling of 'o_e' sound listening for specific information playing communication game using 'it's made of' and 'they're made of' checking learning
Lesson 6 (58)	<ul style="list-style-type: none"> modern, special chores, fully automatic, opinion, price, product name, slogan, solar-powered, special offer, true statement 	<ul style="list-style-type: none"> It's (fully automatic)! It's the most modern robot in the world! It comes in three different colours! 	<ul style="list-style-type: none"> predicting content reading the text for general understanding scanning to find specific information reading and understanding a text to persuade

Lesson 7 (59)	<ul style="list-style-type: none"> blender, plastic amazing, delicious, fantastic, special opinion, price, product name, slogan, true statement 	<ul style="list-style-type: none"> 'wow' words recycled grammar from lesson 5 and 6 	<ul style="list-style-type: none"> learning about the layout of an advert identifying the text features of an advert collaborating preparing and writing an advert using criteria to check your writing sharing your writing with a partner peer evaluation and feedback
Lesson 8 (60)	<ul style="list-style-type: none"> balance, breakdancing, competition, football, hockey, humans, kung fu, medal, robot, somersaults bronze, gold, silver 	<ul style="list-style-type: none"> Some are made of new materials. 	<ul style="list-style-type: none"> researching the USA predicting collaborating learning how complex machines work reading and listening for specific information thinking about your own culture and identity
Lesson 61	<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 – The green school project</p> <ul style="list-style-type: none"> batteries, bottles, boxes, cardboard boxes, glass jars, lights, paper, plastic bags, taps, tins recycled – places at school have a meeting, make signs / posters, paint trees, recycle, reuse, save electricity / water, turn off, write letters 	<ul style="list-style-type: none"> The most important way to make our school green is ... because ... 	<ul style="list-style-type: none"> learning ways of saving energy identifying and naming different ways of recycling energy reviewing the three Rs (Reduce, Reuse and Recycle) investigating the recycling programme at your school sharing information with your group

Unit 7

lesson	vocabulary and topics	grammar	functions, competences and skills
Lesson 1 (63)	<ul style="list-style-type: none"> adventure playground, airport, art gallery, bowling alley, cinema, football 	<ul style="list-style-type: none"> Where do you go at the weekend? I usually go to the (art gallery). What do you do there? 	<ul style="list-style-type: none"> identifying and naming places in a city discussing familiar places checking learning

	stadium, hotel, ice rink, library, market, shopping centre, university <ul style="list-style-type: none"> campsite, college, factory, office, service station, town hall city, weekend 	<ul style="list-style-type: none"> I look at paintings and statues. 	<ul style="list-style-type: none"> playing a game using the recycled structure
Lesson 2 (64)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	'will' and 'won't' for future predictions: <ul style="list-style-type: none"> Will there be (libraries) in the future? Yes, there will. No, there won't. 	<ul style="list-style-type: none"> discussing area where you live listening, repeating and acting out a conversation listening, following the grammar table and identifying parts of a question making future predictions applying rules
Lesson 3 (65)	<ul style="list-style-type: none"> alien, cars, chores, computer, future, hotels, key, moon, present, robot, science fiction, sea, spaceship 	<ul style="list-style-type: none"> recycled grammar from lesson 2 	<ul style="list-style-type: none"> using a code to read a message predicting reading, listening and understanding a story understanding and acting out the story collaborating giving an opinion on the story understanding the importance of getting enough sleep
Lesson 4 (66)	<ul style="list-style-type: none"> helicopter, hot-air balloon, motorbike, submarine, tram, underground ambulance, bicycle, engine, taxi computers, moon, radio, robots, school, sea, wheels, wings drive, fly, live, talk, travel 	'will' and 'won't' for future predictions: <ul style="list-style-type: none"> (Cars) will/won't (have wings). I think that (robots) will (drive). 	<ul style="list-style-type: none"> identifying and saying vocabulary about transport following, completing and correcting grammar tables applying rules collaborating
Lesson 5 (67)	<ul style="list-style-type: none"> boy, coin, enjoy, giraffe, joint, judo, oil, point, toy recycled – means of transport fly, go to the moon, have wheels, travel under the sea 	<ul style="list-style-type: none"> What do you think? Will submarines (fly) in the future? short answers 	<ul style="list-style-type: none"> saying a tongue twister with the 'oy' sound learning and practicing spelling of 'oy' sound listening for specific information playing communication game using 'will/won't' working together
Lesson 6 (68)	<ul style="list-style-type: none"> cave, chores, cities, computer, dinosaur, fossil, machines, mountains, robots, time, trains, underground 	<ul style="list-style-type: none"> Everyone will have a computer. 	<ul style="list-style-type: none"> predicting the content reading and understanding a poem reading the text for general understanding

			<ul style="list-style-type: none"> reading and completing and acrostic poem sequencing
Lesson 7 (69)	<ul style="list-style-type: none"> ants, cities, ground, high, hot-air balloon, mountains, people, sky, town, trees blue, green, red, yellow 	<ul style="list-style-type: none"> High in the sky. Never stop! 	<ul style="list-style-type: none"> making a list or a mind map to brainstorm vocabulary learning about the layout of an acrostic poem identifying the text features of an acrostic poem planning and writing an acrostic poem collaborating sharing information using criteria to check your writing peer evaluation and feedback
Lesson 8 (70)	<ul style="list-style-type: none"> double-decker, fishing boat, funicular railway, houseboat, junk boat, river boat, sampan, tram harbour 	<ul style="list-style-type: none"> This is the steepest funicular railway in the world. You get on the tram at the back. 	<ul style="list-style-type: none"> predicting researching Hong Kong learning about transport in Hong Kong listening for specific information collaborating thinking about your own culture and identity
Lesson 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"> artist, carpenter, chef, dentist, driver, hairdresser, lawyer, mechanic, nurse, photographer, vet, waiter actor, baker, reporter, sailor, secretary, singer 	<ul style="list-style-type: none"> Who cooks food in a restaurant? Is it (a chef)? short answers 	<ul style="list-style-type: none"> identifying and saying jobs identifying how population affects jobs discussing jobs guessing game listening to each other checking learning
Lesson 2 (73)	<ul style="list-style-type: none"> recycled vocabulary from lesson 1 	<ul style="list-style-type: none"> 'have to' in present simple questions short answers 	<ul style="list-style-type: none"> listening, repeating and acting out a conversation

			<ul style="list-style-type: none"> • following the grammar table and identifying parts of a question • applying rules
Lesson 3 (74)	<ul style="list-style-type: none"> • aquarium, chef, dad, dolphin, lighthouse keeper, mum, relative, uniform, vet, work 	<ul style="list-style-type: none"> • I have to wear a white uniform. • Sorry I'm late, everyone. What do you want to be when you're older? • I want to be a vet. 	<ul style="list-style-type: none"> • using a code to read a message • predicting • understanding and acting out the story about a school day • giving an opinion on the story • collaborating • understanding the importance of saying sorry when you're late
Lesson 4 (75)	<ul style="list-style-type: none"> • clinic, factory, garage, office, salon, workshop • carpenter, dentist, hairdresser, mechanic • brush, build, check, cut, dry, fix, oil (v), saw, wash • gallery, police station, studio, surgery 	<p>'who' and 'where' in relative clauses:</p> <ul style="list-style-type: none"> • (A hairdresser) is a person who works in (a salon). • (A salon) is a place where (a hairdresser) works. 	<ul style="list-style-type: none"> • identifying and naming places of work • following and correcting grammar tables • applying rules • collaborating
Lesson 5 (76)	<ul style="list-style-type: none"> • bird, mirror, purse, river, skirt, thirty, turtle • garage, workshop • actor, baker, carpenter, doctor, driver, mechanic, nurse, sailor 	<ul style="list-style-type: none"> • It's a person who works in a garage. • It's a place where a carpenter works. 	<ul style="list-style-type: none"> • saying a tongue twister with the 'er' sound • learning and practicing spelling of 'er' sound • listening for specific information • playing communication game using relative clauses • checking learning • working together
Lesson 6 (77)	<ul style="list-style-type: none"> • astronaut, cartoons, crosswords, experiments, friendly, muscles, news, physical exam, Space Station, sport, TV guide, university, weather 	<ul style="list-style-type: none"> • You have to go to university to be an astronaut. • You must work hard at school. 	<ul style="list-style-type: none"> • predicting content • reading for general understanding • scanning the text for specific information • reading and understanding a non-chronological report
Lesson 7 (78)	<ul style="list-style-type: none"> • astronaut, exercise, fit, fly, fresh food, healthy, hot water, space 	<p>'for' to talk about a period of time</p> <ul style="list-style-type: none"> • I exercise for two hours every day. • I'm going to go into space next year. 	<ul style="list-style-type: none"> • identifying the information content of an interview • identifying the text features of an interview

			<ul style="list-style-type: none"> • preparing and writing a non-chronological report • collaborating • using criteria to check your writing • sharing your writing with a partner • peer evaluation and feedback
Lesson 8 (79)	<ul style="list-style-type: none"> • dangerous, flashes, floors, island, lamps, lighthouse, metal, oil, rocks, sailors, sequence, solar power, spiral staircase, warn 	<ul style="list-style-type: none"> • There were three lighthouse keepers who lived on the island. 	<ul style="list-style-type: none"> • predicting • researching Tasmania • learning about lighthouse keepers in Tasmania • reading and listening for specific information • thinking about your own culture and identity • working together
Lesson 80	<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
Lesson 1 (81)	<ul style="list-style-type: none"> • Brazil, China, France, Germany, India, Italy, Japan, Mexico, Morocco, Portugal, Romania, Russia • Argentina, Belgium, Ecuador, Poland, Switzerland, Thailand 	<ul style="list-style-type: none"> • Where do you go on holiday? • Do you go to other countries? • Would you like to go to (France)? 	<ul style="list-style-type: none"> • identifying and saying countries • discussing countries and their location • teambuilding • playing a guessing game with your partner
Lesson 2 (82)	<ul style="list-style-type: none"> • recycled vocabulary from lesson 1 • summer holidays, university, young 	<ul style="list-style-type: none"> • present perfect to talk about countries and experiences – affirmatives, interrogatives, negatives • short answers 	<ul style="list-style-type: none"> • listening, repeating and acting out a conversation • discussing the population of different countries • following the grammar table and identifying parts of a question • applying rules
Lesson 3 (83)	<ul style="list-style-type: none"> • camel, dates, fruit, herbs and spices, market, oasis, snoring • comfortable, delicious, friendly, noisy 	<ul style="list-style-type: none"> • recycled grammar from lesson 2 	<ul style="list-style-type: none"> • using a code to read a message • predicting

			<ul style="list-style-type: none"> • reading, listening and understanding a story about a Moroccan adventure • understanding and acting out the story • giving an opinion on the story • collaborating • understanding the importance of trying new things when you go to a different country
Lesson 4 (84)	<ul style="list-style-type: none"> • buy a souvenir, eat sushi, play cricket, see a whale, take a photo, visit a monument • Japanese restaurant, ocean 	<ul style="list-style-type: none"> • present perfect to talk about countries and experiences • regular and irregular past participle 	<ul style="list-style-type: none"> • identifying and saying holiday activities • following and correcting grammar tables • applying rules • listening • checking learning
Lesson 5 (85)	<ul style="list-style-type: none"> • bed, bread, egg, elephant, feather, fish, heavy, leg, Mexica, seven, treasure, weather • recycled vocabulary from lesson 4 	<ul style="list-style-type: none"> • present perfect – questions and short answers 	<ul style="list-style-type: none"> • saying a tongue twister with the ‘ea’ sound • learning and practicing spelling of ‘ea’ sound • reviewing spellings for the ‘f’ sound • listening for specific information • playing communication game using ‘Has he/she ever...?’ • checking learning • working together • sharing information
Lesson 6 (86)	<ul style="list-style-type: none"> • active volcano, capital city, climate, go hiking / skiing, gondola, mountains, paintings, statues, take photos • ice cream, pasta, pizza 	<ul style="list-style-type: none"> • Have you ever seen an active volcano? 	<ul style="list-style-type: none"> • predicting content • reading for general understanding • scanning the text for specific information • reading and understanding a text to persuade
Lesson 7 (87)	<ul style="list-style-type: none"> • Mexico, USA • ancient history, beaches, camera, Mariachi band, Maya, monuments, sun cream • burritos, guacamole, tacos 	<ul style="list-style-type: none"> • rhetorical questions and present perfect 	<ul style="list-style-type: none"> • identifying the information content of a travel brochure • identifying the text features of a travel brochure • preparing and writing a travel brochure • using criteria to check your writing • collaborating • sharing your writing with a partner • peer evaluation and feedback

Lesson 8 (88)	<ul style="list-style-type: none"> ball, football, rugby, tackle, tennis, tournament double-decker bus, top deck afternoon tea, cake, cream, jam, sandwich, scones action figures, computer games, dolls, jigsaws, models, teddy bear, toys 	<ul style="list-style-type: none"> Hamleys is the biggest toy shop in the world. Tennis players come from all over the world to compete. What's England famous for? 	<ul style="list-style-type: none"> predicting collaborating researching England learning about culture in England reading and listening for specific information thinking about your own culture and identity
Lesson 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 – The medieval festival</p> <ul style="list-style-type: none"> archery, arts and crafts, face painting, jousting, juggling, knight's shield, mask, medieval castle / crown / dancing, parade, pony rides, stilt walking, tug-of-war 	<ul style="list-style-type: none"> What equipment do you need? 	<ul style="list-style-type: none"> naming activities in a medieval festival discussing people who lived in the Middle Ages investigating a medieval festival sharing information with your group