

Grammar reference  
Grammar practice  
Skills practice  
Learning to learn  
Social skills  
External Exam practice

Try GO!  
Sample  
material

# GO!



# 5

GO Further!  
Booklet

Try GO! • Sample material



The optional, additional material in this booklet takes the children a step further along their learning path. The **Grammar reference** with **practice activities** and the **Skills** section provide a different way to work with the unit content. The **Learning to learn** pages promote **self-assessment** and provide an opportunity to take learning into the home. The **GO talk!** pages contribute to develop the children's **social skills** while promoting an inclusive and productive classroom learning environment. **External exam practice** pages are designed to familiarise the children with using their course knowledge in an exam context.

<b>GRAMMAR</b>		<b>page</b>
<b>1</b>	Possessive adjectives .....	2
	Asking and answering about time .....	3
<b>2</b>	Adverbs of frequency .....	4
	Frequency clauses .....	5
<b>3</b>	Expressing likes and dislikes .....	6
<b>4</b>	Comparative adjectives .....	7
	Prepositions of movement .....	8
<b>5</b>	Past Simple of verb <i>to be</i> – Affirmative and negative .....	9
	Past Simple of verb <i>to be</i> – Interrogative and short answers .....	10
	<i>There was / There were</i> .....	11
<b>6</b>	Past Simple of regular verbs – Affirmative and negative .....	12
	Past Simple of regular verbs – Interrogative and short answers .....	13
<b>SKILLS</b>		
<b>1</b>	Listening, Speaking, Reading, Writing .....	14
<b>2</b>	Listening, Speaking, Reading, Writing .....	18
<b>3</b>	Listening, Speaking, Reading, Writing .....	22
<b>4</b>	Listening, Speaking, Reading, Writing .....	26
<b>5</b>	Listening, Speaking, Reading, Writing .....	30
<b>6</b>	Listening, Speaking, Reading, Writing .....	34
<b>LEARNING TO LEARN</b> 		
<b>1</b>	..... 38	<b>4</b> ..... 41
<b>2</b>	..... 39	<b>5</b> ..... 42
<b>3</b>	..... 40	<b>6</b> ..... 43
<b>GO TALK!</b>	.....	44
<b>EXTERNAL EXAM PRACTICE</b>		
Cambridge	.....	48
Trinity	.....	52

Try GO! • Sample material

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# PAST SIMPLE OF VERB TO BE

## AFFIRMATIVE AND NEGATIVE

Affirmative			Negative		
I / She / He	was	brave.	I / She / He	wasn't	good at Maths.
You / We / They	were	very artistic.	You / We / They	weren't	friendly.

The Past Simple of the verb *to be* is used to describe a person, a thing or a state in the past.

- She **was** a musician in 1920. Her instruments **were** old. Jazz **was** popular.

### 1 Read and change to the affirmative or negative form.

- They weren't very funny. ✓ *They were very funny.*
- The scissors were on the desk. ✗ \_\_\_\_\_
- His hair wasn't curly. ✓ \_\_\_\_\_
- The house was haunted. ✗ \_\_\_\_\_
- Comedies weren't popular. ✓ \_\_\_\_\_
- The train station wasn't closed. ✓ \_\_\_\_\_
- The children were very naughty. ✗ \_\_\_\_\_
- He was good at Maths. ✗ \_\_\_\_\_

### 2 Look and write.

	hard-working	talkative	sporty	good at football	good at Music
Julie	✗	✗	✓	✓	✓
Kevin	✓	✓	✗	✗	✓
Maya	✓	✓	✗	✗	✓



Julie

When I was younger, I \_\_\_\_\_ very talkative.  
I \_\_\_\_\_ very hard-working, but I \_\_\_\_\_ sporty.  
I \_\_\_\_\_ good at football and Music.



Maya

When we \_\_\_\_\_ younger, Kevin and I \_\_\_\_\_ very talkative.  
We \_\_\_\_\_ sporty.  
We \_\_\_\_\_ good at football, but we \_\_\_\_\_ good at Music.



Kevin

When I \_\_\_\_\_ younger, I \_\_\_\_\_ very sporty but I \_\_\_\_\_ very hard-working.  
I \_\_\_\_\_ good at football, but I \_\_\_\_\_ good at Music.

# PAST SIMPLE OF VERB TO BE INTERROGATIVE AND SHORT ANSWERS

Interrogative		Short answers			
Was	I / she / he	lazy? funny?	Yes,	I / she / he	was.
				you / we / they	were.
Were	you / we / they		No,	I / she / he	wasn't.
				you / we / they	weren't.

We use *was* and *were* to ask or respond to questions about a past state or situation. The choice of *was* or *were* depends on the person or personal pronoun we use.

## 1 Complete the questions and the answers.

- 1 Was he talkative? No, he wasn't.      5 \_\_\_\_\_ I brave? Yes, \_\_\_\_\_.
- 2 \_\_\_\_\_ she sporty? Yes, \_\_\_\_\_.
- 3 \_\_\_\_\_ I naughty? No, \_\_\_\_\_.
- 4 \_\_\_\_\_ they friendly? Yes, \_\_\_\_\_.
- 6 \_\_\_\_\_ we hard-working? Yes, \_\_\_\_\_.
- 7 \_\_\_\_\_ she artistic? No, \_\_\_\_\_.
- 8 \_\_\_\_\_ you quiet? No, \_\_\_\_\_.

## 2 Look. Then write questions and answers.

very artistic

not quiet

not lazy

good at yoga



hard-working

not naughty

talkative

not good at singing



- 1 Bill and Tom - hard-working Were Bill and Tom hard-working? Yes, they were.
- 2 Elsie - quiet \_\_\_\_\_
- 3 Bill and Tom - naughty \_\_\_\_\_
- 4 Elsie - very artistic \_\_\_\_\_
- 5 Elsie - lazy \_\_\_\_\_
- 6 Bill and Tom - talkative \_\_\_\_\_
- 7 Bill and Tom - good at singing \_\_\_\_\_
- 8 Elsie - good at yoga \_\_\_\_\_

# THERE WAS / THERE WERE

Affirmative			Interrogative		
There	was	a terrible storm.	Was	there	electricity?
	were	two people at the café.	Were		many toys?
Negative			Short answers		
There	wasn't	a lighthouse.	Yes,	there	was.
	weren't	lots of books.	No,		were.
					wasn't.
					weren't.

We use the singular form of the verb *to be* when the subject is singular and the plural form when the subject is plural.

- **There was** one cup on the table. **There weren't** two cups.

## 1 Complete with *was*, *wasn't*, *were* or *weren't*. Then answer the questions.

- There \_\_\_\_\_  a castle in the village, but there \_\_\_\_\_  a tourist office.
- There \_\_\_\_\_  a dog in the café, but there \_\_\_\_\_  a 'No dogs allowed' sign on the door.
- There \_\_\_\_\_  three computers in the class, but there \_\_\_\_\_  three children.
- There \_\_\_\_\_  lots of baboons at the zoo, but there \_\_\_\_\_  an elephant area.
- Was there a tourist office in the village? \_\_\_\_\_
- Was there a 'No dogs allowed' sign on the door? \_\_\_\_\_
- Were there three children in the class? \_\_\_\_\_
- Were there lots of baboons at the zoo? \_\_\_\_\_

## 2 Look. Then, cover the photograph and complete and answer the questions.

- Were there two scissors on the desk?  
Yes, there were.
- \_\_\_\_\_ there two bananas on the desk?  
\_\_\_\_\_
- \_\_\_\_\_ there a notebook on the desk?  
\_\_\_\_\_
- \_\_\_\_\_ there a dictionary on the desk?  
\_\_\_\_\_
- \_\_\_\_\_ there two calculators on the desk?  
\_\_\_\_\_



## 1 Listen and write.



Jean

**Personality:** She was \_\_\_\_\_,  
 \_\_\_\_\_ and \_\_\_\_\_.

She wasn't \_\_\_\_\_.

**Favourite subject:** \_\_\_\_\_

**Good at:** \_\_\_\_\_,  
 \_\_\_\_\_ and \_\_\_\_\_.

**Bad at:** \_\_\_\_\_ and  
 \_\_\_\_\_.



Henry

**Personality:** He was \_\_\_\_\_,  
 \_\_\_\_\_ and \_\_\_\_\_.

He wasn't \_\_\_\_\_.

**Favourite subject:** \_\_\_\_\_

**Good at:** \_\_\_\_\_  
 and \_\_\_\_\_.

**Bad at:** \_\_\_\_\_  
 \_\_\_\_\_.

## 2 Listen and answer.

Was the crocodile friendly?

\_\_\_\_\_

Was he in the hospital?

\_\_\_\_\_

Was the teacher a lion?

\_\_\_\_\_

Were there lots of dragons?

\_\_\_\_\_

Were there three baboons?

\_\_\_\_\_

Try GO! • Sample material

1 Imagine you are a famous person. Ask and answer questions in pairs.

good at?

bad at?

sport?

programme?

toy?

subject?

Ariana Grande, what was your favourite subject at school?

My favourite subject was Music.

A microphone is shown on the right side of the illustration.

2 Talk about the interview from Activity 1 and give an opinion.

hard-working

naughty

Ariana wasn't sporty at school, she was musical.

She was friendly in the interview.

I really like Ariana, she's funny.

sporty

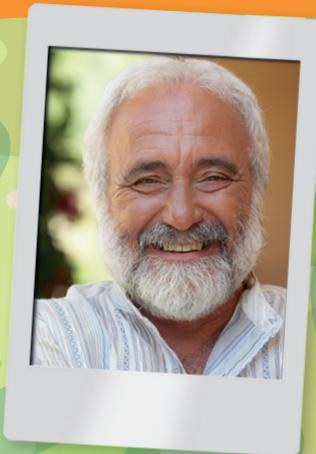
talkative

The background shows a large crowd of people at a concert with their hands raised, under bright stage lights. The scene is framed by a decorative border of musical notes.

Try GO! • Sample material

## 1 Read and choose.

When I was a young boy, school was very different than it is today. It wasn't fun! I was a good student, always reading and studying. I was the top of my class in Maths! I was scared of my teachers and I was very quiet in the classroom. My best friend, Joy, was very talkative and funny, not like me, and she was always in trouble with the teacher. Poor Joy! I was good at sports, I was on the swimming team and the running team. When I was eleven, I was the regional 5km running champion! But I was never very good at painting or drawing.



Colin was:

artistic	✓	✗
brave	✓	✗
funny	✓	✗
hard-working	✓	✗
naughty	✓	✗
quiet	✓	✗
sporty	✓	✗
talkative	✓	✗
lazy	✓	✗

## 2 Read. Then, look and match.

Last week, I was on holiday with my family. It was fantastic! The hotel was in a beautiful park. There were lots of trees, there was a river and bike paths. In the hotel, there was a swimming pool and a games room. There were lots of activities and things to do every day. There were horse riding and wall climbing classes. There were basketball and tennis courts, but no football fields. Everybody was really friendly. At night, it was very quiet because everybody was exhausted!



me on the zip wire



my sister canoeing



the craft club

1 Was there a river?

Yes, there was.

2 Were there canoes?

No, there wasn't.

3 Was there a zip wire?

No, there weren't.

4 Were there football fields?

5 Were there lots of non-sporty activities?

6 Was there lots of noise at night?

Imagine and write an interview with one of the people in the pictures. Write at least five questions and their answers. Include the verb *to be* in the past.




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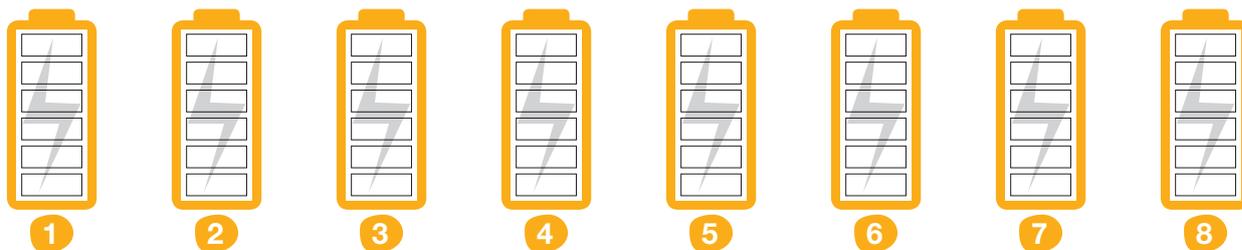
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## MY PROGRESS **How do I learn?**

**1 Think:** Evaluate your progress in the unit and colour the batteries accordingly.



- |  |  |
|--|--|
| 1 I can talk about how people were in the past.                | 5 I know about some brave people in history.     |
| 2 I can ask my older relatives about their past.               | 6 I can use punctuation correctly.               |
| 3 I can use <i>there was / there wasn't</i> in a conversation. | 7 I can write an interview about someone's past. |
| 4 I can describe people's personality or traits.               | 8 I know some interesting facts about Ireland.   |

### 2 Observe and analyse:

- Which battery is the most charged? \_\_\_\_\_
- What do I need to improve? \_\_\_\_\_

### 3 Reflect:

 In this unit, what helped you to learn the most?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Listenings         | <input type="checkbox"/> Pair/Group work                 | <input type="checkbox"/> Poster               |
| <input type="checkbox"/> Readings           | <input type="checkbox"/> Digital practice                | <input type="checkbox"/> Videos               |
| <input type="checkbox"/> Writing activities | <input type="checkbox"/> Grammar tables and explanations | <input type="checkbox"/> Student-teacher time |
| <input type="checkbox"/> Oral activities    | <input type="checkbox"/> Vocabulary activities           | <input type="checkbox"/> Other: _____         |
| <input type="checkbox"/> Individual work    |  | _____   |

### 4 Action plan:

- What can I do to learn more in the future? \_\_\_\_\_



**GO HOME AND TALK!** Ask your family to talk about when they were younger.

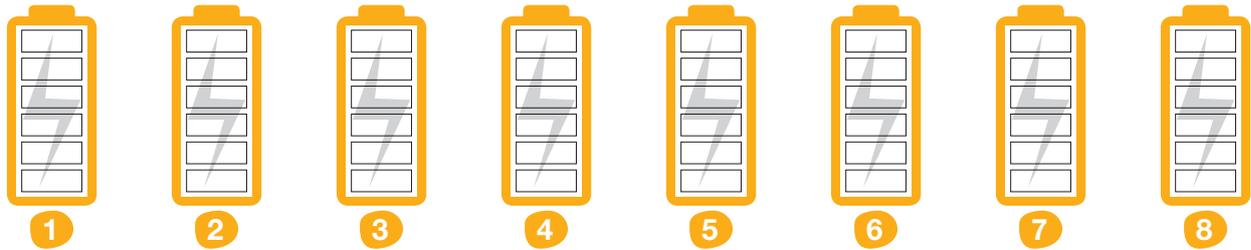
What did you play with when you were my age?

Answer 1: \_\_\_\_\_

Answer 2: \_\_\_\_\_

**MY PROGRESS** **How do I learn?**

**1 Think:** Evaluate your progress in the unit and colour the batteries accordingly.



- |   |   |
|---|---|
| <p><b>1</b> I can talk about what people did in the past.</p> <p><b>2</b> I can follow and understand a story that mixes the present and the past.</p> <p><b>3</b> I can say calendar years.</p> <p><b>4</b> I can talk about inventors and their inventions.</p> | <p><b>5</b> I know about some important Chinese inventions.</p> <p><b>6</b> I know what compound nouns are.</p> <p><b>7</b> I can sequence a report using <i>first</i>, <i>next</i> and <i>then</i>.</p> <p><b>8</b> I know about some important Canadian inventions.</p> |
|---|---|

**2 Observe and analyse:**

- Which battery is the most charged? \_\_\_\_\_
- What do I need to improve? \_\_\_\_\_

**3 Reflect:** In this unit, what helped you to learn the most?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Listeners          | <input type="checkbox"/> Pair/Group work                 | <input type="checkbox"/> Poster               |
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| <input type="checkbox"/> Individual work    |  | _____   |

**4 Action plan:**

- What can I do to learn more in the future? \_\_\_\_\_



**GO HOME AND TALK!** Ask your family about inventions.

What's your favourite invention? Why?

Answer 1: \_\_\_\_\_

Answer 2: \_\_\_\_\_

# Communication tips!



Be interested.

Talk slowly.



Hold eye contact.



Really listen.

Show you really listen by saying:

- *Really?*
- *That's interesting!*
- *That's curious.*

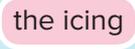


Smile!

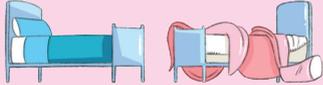
Try GO! • Sample material

## 1 Share information with your classmates.

- ▶ The colour of my bedroom is ... .
- ▶ My favourite vegetable is ... .
- ▶ I like / don't like / really like / don't really like (name a recent film).
- ▶ I think a good name for a dog is ... . 
- ▶ A sound I like is ... .

- ▶ Two choices:    
I choose ... . 

# TALK!

- ▶ My favourite lunch is ...
- ▶ An animal that scares me is ...
- ▶ I like / don't like / really like / don't really like (name a recent song).
- ▶ I make / don't make my bed in the morning. 
- ▶ Right now, in my pocket there's ...

▶ Three choices:



an Oscar



an Olympic medal



a Grammy

I choose ...

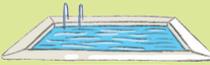
- ▶ My name means ...
- ▶ A series I like is ...
- ▶ I like / don't like / really like / don't really like (name a fast food).

▶ The best desert in the world is ...



▶ I'm / I'm not a morning person.

▶ Two choices:



the pool



the beach

I choose ...

## 2 In pairs, create a new class hand greeting.

- Have at least three steps.
- Don't make it difficult!
- Show the class.
- Together, choose one for all the class.



- ▶ Something you don't know about me is ...
- ▶ A smell I like is ...
- ▶ I like / don't like / really like / don't really like (name an actor).

▶ My favourite pizza topping is ...



▶ I remember / don't remember my dreams.

▶ Three choices:



vanilla



chocolate



strawberry

I choose ...

► Reading and Writing



Don't worry if you find words you don't know. You can use the context to help you to understand the meaning. You can do that by reading the whole sentence and the sentences before and after.

Read the text. Choose and write the correct words. There is one example.

**My great aunt Jane**

My great aunt Jane was an amazing person. She was my  
 1 grandmother's older \_\_\_\_\_. She was very friendly and talkative.  
 She was also extremely hard-working. At school she was very good  
 2 \_\_\_\_\_ Maths and Science. She wasn't sporty or artistic.  
 3 She worked as a scientist and she \_\_\_\_\_ the first woman in her  
 laboratory to get a job with NASA. Her ambition was to be an astronaut.  
 4 Sadly, she wasn't selected to go into space, \_\_\_\_\_ she worked  
 5 at Mission Control with the astronauts. She loved \_\_\_\_\_ job.



Example	a	<u>an</u>	the	3	is	wasn't	was
1	sister	brother	uncle	4	and	but	for
2	in	of	at	5	her	his	our

Try GO! • Sample material

► Listening



If you don't understand something, it's important not to panic. Continue listening so that you don't miss any more information.

Listen and draw lines. There is one example. 14

Lily

Sally

Martin

Paul

Jim

Emma

Jack

Paula

► Conversation

Don't just say *yes* or *no*. Explain your answer with a reason, for example, *Do you like tennis? Yes, I do. I like it because I can play it with my friends and it's a fun sport.*

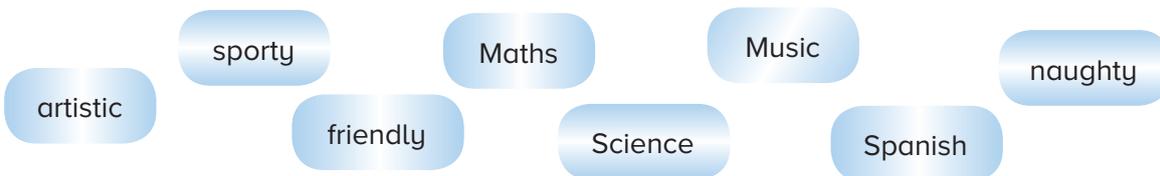


1 Play Question Ping-Pong in pairs.

**Student 1:** Choose a word. Talk about it, but finish with a question for student 2.

**Student 2:** Answer the question, talk some more, but finish with a question for student 1.

**Student 1:** Answer the question, talk some more, but finish with a question for student 2, etc.



I'm good at Maths. Do you like this subject?

No, because I'm not very good at it. I prefer PE because I'm sporty. What's your favourite sport?

2 Look and play a memory game in pairs.

- *Memory.* Look at the information for two minutes. Close your book and try to remember who did what.
- *Question challenge.* One student closes their book and their partner asks questions. 'Who played with a puppy?' 'What did Imran design?'
- *Spot the error.* One student closes their book, their partner reads out the information, but they make one mistake. Their partner has to spot the error.

What did you do last week?

Evie



- invented a new app
- listened to some piano music
- designed a quadcopter
- visited the king
- played with a puppy
- learnt to solve a Rubik's cube

Imran



- designed a kite
- watched some fireworks
- danced with a pop singer
- played a new game
- visited Paris
- practised Italian with an e-friend

Try GO! • Sample material