

# GO! 3

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# CONTENTS

## KEY VOCABULARY

	<b>READY, STEADY, GO!</b>	p. 30	days of the week
<b>1</b>	<b>A BUSY DAY</b>	p. 40	<i>get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch</i> bike, bus, car, train
<b>2</b>	<b>SCHOOL IS COOL!</b>	p. 62	Art, English, IT, Maths, Music, PE, Science, Spanish atlas, cookbook, comic book, dictionary, joke book, storybook
<b>3</b>	<b>OUR TOWN</b>	p. 86	cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station city, country, town, village
<b>4</b>	<b>ANIMAL MAGIC</b>	p. 108	crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger climb, drink, eat, fly, jump, run, swim beak, claws, fur, tail, teeth, wings
<b>5</b>	<b>FUN TIME!</b>	p. 132	doing exercise, going to the park, listening to music, playing the recorder, reading comics, rollerblading, using the internet, watching TV
<b>6</b>	<b>FABULOUS FOOD</b>	p. 154	bread, cereal, eggs, ham, rice, sausages, spaghetti, vegetables beans, broccoli, carrot, cauliflower, celery, peas, spinach
	<b>SCHOOL'S OUT!</b>	p. 178	crab, frisbee, sandcastle, seagull, seaweed, shell, starfish, wave
	<b>EXtENDED READING</b>		
	<ul style="list-style-type: none"> <li>• The visitor</li> <li>• The diamond necklace</li> <li>• What's for dinner?</li> </ul>	Units <b>1 2</b> p. 84 Units <b>3 4</b> p. 130 Units <b>5 6</b> p. 176	
	<b>FESTIVALS</b>	p. 183	broomstick, cauldron, costume, sweets, wizard, zombie Christmas pudding, cracker, joke, potatoes, sprouts, turkey eggs, flour, frying pan, lemon, milk, sugar



**KEY STRUCTURES**

**CLIL**

**WRITING  
PHONICS**

**GO AROUND THE WORLD**

What time is it?  
It's two o'clock. It's half past four.

What time do you get up?  
I get up at seven o'clock.  
How do you go to school?  
I go to school by bike.  
I walk to school.

Have you got Art on Friday?  
Yes, I have. / No, I haven't.  
What have you got today?  
I've got English and PE.

There's a museum.  
There isn't a swimming pool.  
Is there a fire station?  
Yes, there is. / No, there isn't.

Is it jumping?  
Yes, it is. / No, it isn't.  
It's running.  
It isn't swimming.  
It's got a tail.  
It hasn't got wings.

Do you like reading comics?  
Yes, I do. / No, I don't.  
I like doing exercise.  
I don't like playing the recorder.

What do you have for breakfast?  
I have spaghetti and vegetables  
for lunch.  
He likes carrots.

**Natural Science:** healthy habits

**English:** the English language

**Art:** public art

**Natural Science:** carnivores, herbivores and omnivores

**Music:** types of musical instruments: string, percussion and wind

**Natural Science:** parts of a plant we can eat  
*fruit, leaves, roots, seeds, stems*

Connecting sentences with *then*

The sound **ea** as in *meat* and **ee** as in *three*

A school timetable

The sound **a\_e** as in *Jane* and **ai** as in *train*

Write about your town

The sounds **o** as in *photo* and **o** as in *dog*

Describing a picture

The sounds **v** as in *violin* and **b** as in *bear*

Write about you

The sounds **i\_e** as in *five* and **i** as in *big*

Sentences with commas and *and*

The sound **ch** as in *chocolate*

Going to school in Scotland

An amazing school in New Zealand

New York, New York!

Australian animals

Music and dance in Ireland

Food in Canada



**ICONS**



reading



writing



listening



speaking



interaction



song



video



# UNIT 3 OVERVIEW



Grammar	Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• <b>There is:</b> affirmative, negative, questions and short answers</li> <li>• <b>Structure:</b> <i>Do you live in a (city)?</i></li> <li>• <b>Spelling:</b> two different sounds for the same spelling o</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Places in town:</b> <i>cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station</i></li> <li>• <b>Places:</b> <i>city, country, town, village</i></li> <li>• <b>Adjectives:</b> <i>noisy, pretty, quiet</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> the sounds o as in <i>photo</i> and o as in <i>dog</i></li> </ul>
		<b>Recycled language</b> <ul style="list-style-type: none"> <li>• <i>There is</i></li> <li>• Present Simple</li> <li>• <i>Can</i> for ability</li> <li>• Adjectives</li> </ul>

## Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
<ul style="list-style-type: none"> <li>• To use the structure <i>There is</i> to describe a place.</li> <li>• To practise the structure <i>There is</i> in the affirmative, negative and in question and short answer form.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use vocabulary related to places in a community.</li> <li>• To understand and use adjectives to describe places.</li> <li>• To be able to compare urban and rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe a community.</li> <li>• To ask questions about a community.</li> <li>• To differentiate between urban and rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>• To differentiate between the sounds o as in <i>photo</i> and o as in <i>dog</i>.</li> </ul>

## Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> <li>• To identify and say places in a community.</li> <li>• To ask and answer questions using <i>Is there?</i></li> <li>• To describe a place using <i>There's</i> or <i>There isn't</i>.</li> <li>• To practise pronouncing the sounds o and o.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand a narrative of a story.</li> <li>• To understand a model dialogue containing the target language.</li> <li>• To follow a short dialogue containing the target language.</li> <li>• To follow a description and check against a text.</li> </ul>	<ul style="list-style-type: none"> <li>• To repeat the words in an audio.</li> <li>• To identify the target language within a contextualised dialogue.</li> <li>• To follow a text aurally while reading.</li> <li>• To identify a place from its description.</li> </ul>	<ul style="list-style-type: none"> <li>• To complete sentences.</li> <li>• To copy out a text adding missing words.</li> <li>• To write out sentences using the target language.</li> <li>• To practise spelling.</li> </ul>

## Assessment Criteria

- The children can identify, understand and use the structure *There is* in affirmative, negative and question form.
- The children can identify places from a given description.
- The children can identify, understand and produce vocabulary related to places in communities.
- The children can differentiate and produce the sounds
  - (photo) and ○ (dog).

## Materials

- **Teacher's i-solutions**
- **Student's Book CD 1**
- **Flashcards** Unit 3
- **Poster** Unit 3
- **Teacher's Resource Book**
  - Lesson 4:** CLIL, p. 35
  - Lesson 6:** Language, pp. 11-13
  - Lesson 7:** Phonics, p. 27
  - Unit review:**  
Unit 3 test, pp. 59-62
- **Student's Book** Unit 3
- **Activity Book** Unit 3
- **GO Further! Booklet**
  - Lesson 2:** Grammar, p. 6
  - Lesson 3:** Grammar, p. 7  
Reading, p. 22
  - Lesson 6:** Listening, p. 24
  - Lesson 7:** Writing, p. 23
  - Lesson 8:** Speaking, p. 25
  - Unit review:**  
Learning to learn, p. 40  
Learning strategies, pp. 44-47

- A map of Europe and the world

## GO Digital! Teacher's i-solutions

IWB

Fully interactive teaching and learning materials organised into **step-by-step lesson plans** in the form of **learning paths** including:

- **Video support** for all **grammar, stories and culture lessons**
- Highlight feature for all texts and songs in the Student's Book
- Phonics animations
- Audio material and transcripts
- i-posters, i-flashcards and i-stories
- **Flashcard Bank**
- **Additional interactive games** for whole-class content reinforcement
- **Interactive Routine poster**
- **Game Generator** to create your own IWB games to play with the children



Use the **Richmond i-tools** to add your own material for the classroom by inserting notes, links and external files. It is also possible to write or paint on the pages and in the zoom windows.

Save all your teaching sessions to meet the needs of each individual class.

## GO Innovate!



**Lesson 3:** Flipped Learning

Cooperative Learning

**Lesson 6:** Thinking-based Learning

**Unit review:** Drama



## Key competences



### Linguistic competence

The children strengthen their understanding of the language by asking and replying to, structured questions.



### Competence in Maths, Science and Technology

The children learn to relate the different sizes of urban populations to their correct terminology.



### Digital competence

The children work together on the unit content using the IWB and do further practice individually.



### Social and civic competence

The children learn how to behave in unfamiliar surroundings.



### Cultural awareness and expression

The children develop a cultural understanding of public art works and the various forms they can take as well as the materials they are made of.



### Learning to learn

The children learn to use notes to create longer sentences.



### Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy by selecting what information they will give to a partner.



# 3

## OUR TOWN



1 Listen and sing. 1.36



Our town is a very nice town,  
So many things to see!  
Everybody loves our town,  
It's a wonderful place to be!

There's a post office near my school,  
If you want to send a letter.  
There's a fire station and a hospital,  
When you're sick they make you better.

So many things to see and do,  
There's a shopping centre and a museum too.  
There's a train station and a swimming pool,  
And a cinema, it's really cool!



2 Listen and repeat. 1.37 Then, listen and say. 1.38



cinema



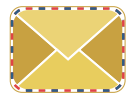
fire station



hospital



museum



post office



shopping centre



swimming pool



train station



3 Play a spelling game.

How do you spell cinema?

C-I-N-E-M-A!

28 • Lesson 1 • Places in town vocabulary



The children learn a song to fix the language in their memory.



The children develop their learning strategies by repeating what they hear.



The children develop their social skills as they speak in pairs and check each other's answers.

### Key competences continuous assessment

Check if the children can:

- 1 Remember the lyrics and join in with the song.
- 2 Repeat the place names correctly.
- 3 Check and correct each other as they spell the words.

**Language Objectives**



To introduce place names.  
To improve listening skills.  
To practise spelling skills.

**Materials****Teacher's i-solutions**

Unit 3 Poster  
Unit 3 places in town Flashcards  
CD 1

**WARMER**

Display the Unit 3 **poster**. Mouth the different places and ask the children to identify the words. Explain that the characters are in hot air balloons looking down on the town.

**1 Listen and sing.**  1.36 

Display the Unit 3 **flashcards** in the song order and ask the children to name them: *post office, fire station, etc.* Play the audio and point to each flashcard as it is mentioned. Let the children read the lyrics in their book and play the audio again so they can follow it and try to join in.

**2 Listen and repeat.**  1.37

Then, listen and say.  1.38 

Play the audio and tell the children to focus on their pronunciation as they repeat. Give the children a minute to read the words and practise saying them. Play the second audio and after each dialogue, the children identify where the conversations are being held.

**Answers**

1 post office, 2 cinema, 3 train station, 4 museum

**3 Play a spelling game.** 

Chant through the alphabet with the class as a whole. Call out a letter and ask the children to say the next three, for example, *H – I, J, K*. Ask a few children to spell their names out to the class. Then let the children read the speech bubbles. Divide the class into pairs to practise spelling out words. Make sure they correct and help each other if they make a mistake. Still in their pairs, say *How do you spell hospital?* The group spell out the word in unison.

**FAST FINISHERS**


In pairs, the children practise spelling other words.

**WRAP-UP**

Play a version of *Hangman*. Divide the class into teams. Choose one of the words from the lesson, for example, *museum*, and draw a line for each letter on the board with a number below:

6 2 9 1 2 6

Invite teams to guess the letters. Give them the corresponding points for each letter they guess correctly (M=6, V=2, etc.). Repeat this with other vocabulary items adding the points to each team's total. The team with the most points wins.

**TRANSCRIPTS** 1.36 **Listen and sing:** *Our town*


*Our town is a very nice town,  
So many things to see!  
Everybody loves our town,  
It's a wonderful place to be!*

There's a post office near my school,  
If you want to send a letter.  
There's a fire station and a hospital,  
When you're sick they make you better.

*Chorus*

So many things to see and do,  
There's a shopping centre and a museum too.  
There's a train station and a swimming pool,  
And a cinema, it's really cool!

*Chorus*

 1.37 **Listen and repeat.**

cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station

 1.38 **Listen and say.**

**1 Girl:** Hello, I want to send a letter to my grandma.

**Post office worker:** Where does she live?

**Girl:** She lives in Ireland.

**Post office worker:** OK. Letters to Ireland are 40 cents. Here you are.

**Girl:** Thank you!

**2 Boy:** Oh look! There's a film about aliens!

**Girl:** Oh, no! I don't like aliens. But look, there's a superhero film about Mega Girl. It starts in five minutes.

**Boy:** OK, let's go and see that film!

**Girl:** Fantastic!

**3 Man:** Hello, can you help me? I want to go to London.

**Woman:** Oh, let me see. Yes, there's a train to London in ten minutes.

**Man:** Can I have a ticket, please?

**Woman:** Yes, here you are.

**4 Girl:** I like going on school trips.

**Boy:** Me too!

**Girl:** Oh, look at that dinosaur!

**Boy:** Let's take a photo.

**Teacher:** Now children, everyone listen! We're going to see the Egyptian room now.

**Initial Evaluation**

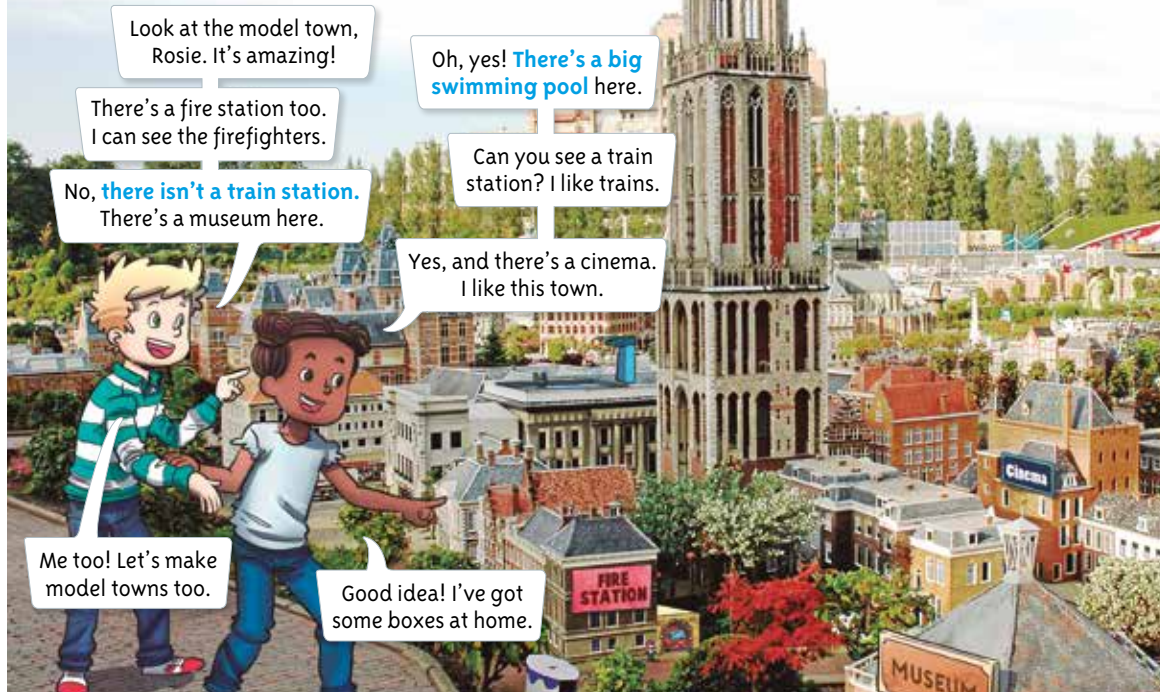
Use the flashcards to make sure the children can identify the eight places in town, match the words to the pictures and spell the words out loud.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Page 22	Page 189
	Song page 71	Page 193 Page 198



**1** Listen and read. Then say in pairs. 1.39



**2** Look, listen and say the town. 1.40



**3** Say in pairs.

There isn't a cinema. Fred's town!

**GO FURTHER!** BOOKLET  
Grammar, page 6

*There's a (cinema). There isn't a (fire station).* • **Lesson 2** • **29**



The children improve their conversational language skills by following and then copying a dialogue.



The children improve their listening skills by listening for information given on the audio.



The children use their initiative to select the information they will give to their partner.

Key competences continuous assessment

Check if the children can:

- 1 Read and repeat a conversational dialogue.
- 2 Say which town is being described.
- 3 Select which information to give their partner.



**Language Objectives**

- To practise place names.
- To listen for information.
- To develop speaking skills by giving clues.

**Materials****Teacher's i-solutions**

- Unit 3 Poster
- CD 1
- Unit 3 places in town Flashcards

**WARMER**

Display the **poster** and drill the words. Then divide the class into teams and slowly start to draw a postage stamp on the board. Invite teams to guess which building it belongs to, giving points for correct answers. Repeat with other drawings, for example, a firefighter's hose, a stethoscope, a pair of swimming goggles and so on.

**1 Listen and read. Then say in pairs.**  1.39 

Tell the children to look at the picture and explain that Rosie and Fred are looking at a model town and talking about it. Play the audio through and get the children to follow in their books. Check the children's comprehension with some true or false statements: *The swimming pool is small. (False), Fred can see the fire fighters. (True), There's a train station in the town. (False).*

Divide the class into pairs and ask the children to read the dialogue twice, swapping parts after the first reading.

**2 Look, listen and say the town.**  1.40 

Explain that Rosie and Fred have made towns with boxes. Ask the children to look at the towns in pairs and name the buildings in each one. Then, play the audio, pausing after each description and get the children to say which town is being described.

**Answers**

1 Fred's, 2 Fred's, 3 Rosie's, 4 Rosie's, 5 Fred's, 6 Rosie's

**3 Say in pairs.** 

Tell the children to read the speech bubbles. Divide the class into pairs and tell them to quiz each other about the two towns. Then ask volunteers to make a statement for the whole class to identify the town.

**FAST FINISHERS**

The children choose one of the towns and describe it either in their notebook or with a partner.

**WRAP-UP**

Divide the class in two. Make one side Team Rosie and the other Team Fred. Give them one minute to study their town and to memorise the buildings in it. Ask the children to close their books. Hold up a **word card** and tell the children to wave their hands if the building is in their town. Award points for correct waving and remove points for waving incorrectly.

**EXTRA ACTIVITY**

Make a model town. Ask the children to bring in boxes from home. Tell the children to paint them and paint on windows and doors. Ask them to make signs to say what the building is. Then group the buildings to create a model town.

**TRANSCRIPTS** 1.39 **Listen and read. Then say in pairs.**

**Fred:** Look at the model town, Rosie. It's amazing!

**Rosie:** Oh yes! There's a big swimming pool here.

**Fred:** There's a fire station too. I can see the firefighters.

**Rosie:** Can you see a train station? I like trains.

**Fred:** No, there isn't a train station. There's a museum here.

**Rosie:** Yes, and there's a cinema. I like this town.

**Fred:** Me too! Let's make model towns too.

**Rosie:** Good idea! I've got some boxes at home.

 1.40 **Look, listen and say the town.**

**1**  
In this town, there's a train station and there's a swimming pool.

**2**  
In this town, there's a hospital. There isn't a cinema.

**3**  
In this town, there's a museum, a hospital and a fire station.

**4**  
In this town, there isn't a post office.

**5**  
In this town, there isn't a fire station. There's a swimming pool.

**6**  
In this town, there's a train station and there's a cinema.

**Continuous Assessment**

The children should be able to identify the eight places in a town. They should also be able to differentiate between two similar pictures from simple clues. They should be able to hear the difference between *there's* and *there isn't*.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	Page 23	Page 189
GO FURTHER! BOOKLET	Grammar page 6	Page 199



1 Listen and read. 1.41



There's/There isn't		Is there questions	Short answers
There's a	fire station.	Is there a	Yes, there is.
There isn't a	hospital.	cinema?	No, there isn't.



2 Listen and say the street. Then ask in pairs. 1.42



Is there a hospital?  
Yes, there is.

Is there a train station?  
No, there isn't.

It's Snow Street.

30 • Lesson 3 • Is there a (fire station)? Yes, there is. / No, there isn't.

GO FURTHER! BOOKLET  
Grammar, page 7



The children broaden their language base with the introduction of a new structure.



The children strengthen their understanding of the language by asking and replying to structured questions.

Key competences continuous assessment

Check if the children can:

- 1 Understand and use the new structure.
- 2 Ask and answer questions using *is there*.

### Language Objectives

To introduce the question *Is there a (cinema)?*  
 To practise place names.  
 To practise speaking skills by asking and answering questions.

### Materials


Teacher's i-solutions  
 CD 1  
 Unit 3 places in town Flashcards

### WARMER

Divide the class into teams. Explain that you are thinking of a place, for example, the post office. Mime licking a stamp, sticking it on a letter and posting the letter. Allow the teams to guess the word for posting. Invite volunteers to the front to mime other places.

### 1 Listen and read. 1.41

Point to Greg's car and make sure the children notice the problem. Explain that he is in a town he doesn't know. Play the audio twice and have the children read as they listen. Ask the children how Greg solves the problem of the fire in his car. Ask the children to work in pairs and read the comic, taking turns to be Greg and the lady on the street.

 Read the grammar boxes or watch the visual grammar presentation with the children.

### 2 Listen and say the street. 1.42

Ask the children to look at the streets in pairs and name all the buildings on each one. Ask questions to check, for example, *Is there a train station on Rain Street?* Explain that the children are going to hear a dialogue and they must identify the street. Play the audio and pause after the first description, get the children to name the street. Then divide the class into pairs. Ask the children to read the speech bubbles. The children then take turns to choose a street and answer questions in order for their partner to identify it.

### Answers

1 Snow Street, 2 Rain Street, 3 Sun Street

### FAST FINISHERS

The children draw and label their favourite place in town.

### WRAP-UP

Choose three flashcards and hold them so the children can't see them. Explain that there are three buildings in your town and the class have five chances to guess them. Let five children make a guess and if they guess all three buildings correctly, the class wins a point, if not, the teacher gets the point.

### EXTRA ACTIVITY

Give each child a piece of paper and ask them to draw a street and label the buildings. Then, put them into small groups where they can do a show and talk about their town saying *There is/isn't a ...*. The others can ask questions: *Is there a (cinema)?*

### TRANSCRIPTS

#### 1.41 Listen and read.

**Greg:** Hello! Is there a fire station in this town?

**Woman:** No, there isn't. Sorry!

**Greg:** I've got an idea. Is there a swimming pool?

**Woman:** Yes, there is. It's behind you.

**Greg:** Thanks everyone. I like this town!

#### 1.42 Listen and say the street. Then ask in pairs.

1

**Man:** On your street, is there a museum?

**Woman:** Yes, there is.

**Man:** Is there a train station?

**Woman:** A train station? No, there isn't.

2

**Woman:** On your street, is there a cinema?

**Man:** Yes, there is.

**Woman:** OK. Is there a fire station?

**Man:** Yes, there is.

3

**Man:** On your street, is there a shopping centre?

**Woman:** No, there isn't.

**Man:** Is there a hospital?

**Woman:** A hospital? Yes, there is.

### Continuous Assessment

Ensure the children can ask and answer the question *Is there a (cinema)?* Make sure they can also describe a scene using the structure *There is/isn't*.

### ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Page 24	Page 189 Page 195
GO FURTHER! BOOKLET	Grammar page 7	Page 199
	Reading page 22	Page 200

### GO Innovate!



#### Flip this lesson!

Flipped Learning dynamic available.

#### Cooperative Learning

Cooperative structure available for language consolidation.

See **GO Innovate! Teacher's Guide 3**.



## PUBLIC ART



1 Listen and read. 1.43



This is a **sculpture** of a dog. It's called

Puppy. It's in Bilbao, in Spain. It's made of metal and it's 12 metres tall. There are flowers on it and it's very colourful.



A **mural** is a big painting on a wall. This mural is in Paris, in France. It's by Seth Globepainter. There's a girl in an umbrella. She's looking at flying fish.



This is a **statue** of two horses' heads. It's in Falkirk, in Scotland. The horses are made of metal. They're 30 metres tall.



This is a bike shop in Altlandsberg, in Germany. It's got a wall of old bikes. There are 210 bikes on the wall.



2 Copy and complete.

- 1 Puppy is ... metres tall.
- 2 A mural is a big ... on a wall.
- 3 The girl in the mural is in an ...
- 4 The bikes are in Altlandsberg, in ...
- 5 The bikes are on the ... of a bike shop.
- 6 The horses' heads are made of ...

### FUN FACT

There are **40,000 plants** on Puppy.



### GO ONLINE

Find more murals by Seth Globepainter.



The children develop a cultural understanding of public art works and the various forms they can take and materials they are made of.



The children practise their reading and writing skills.



The children use their initiative to find out information.

### Key competences continuous assessment

Check if the children can:

- 1 Name the works of art and what they are made of.
- 2 Find the missing words from the text.
- 3 Find more examples on line of Seth Globepainter's work.



**Language Objectives**

To practise reading skills.  
To develop comprehension skills.  
To expand vocabulary.

**Materials****Teacher's i-solutions**

CD 1

.....  
A map of Europe

**WARMER**

Show the map of Europe and get the children to locate Bilbao, Paris, Falkirk in Scotland and Altlandsberg in Germany. Explain that these four places are marked on the map because they are going to read about them in the book.

Ask the children if they can think of any public works of art in their town. There may be a statue or mural.

**1 Listen and read.**  1.43 

Ask the children to look at the four photos and say what they can see in each one. Write the following words on the board and explain or elicit their meanings: *sculpture, wall, umbrella, shop, statue, horse*.

Play the audio through with books closed and ask the children to wave when they hear one of the words. Play it again with books open and pause after each description to explain any queries. For each piece ask *Do you like it?* Make some true and false statements for comprehension, for example, *Puppy is in Bilbao, Spain (True), In the mural, the girl is looking at birds (False), The horses are made of plastic (False)*.

**2 Copy and complete.** 

The children look for the missing words in the text and copy the completed sentences in their notebooks. Put them into pairs to check their answers together. Then check as a whole class.

**Answers**

1 12, 2 painting, 3 umbrella, 4 Germany, 5 wall, 6 metal

**FUN FACT**

After reading the fun fact, explain that the plants are watered at night through a system of metal pipes inside Puppy. Also, the plants are changed twice a year. The summer plants are colourful flowers and the winter plants are green.

**GO ONLINE** 

Tell the children that Seth Globepainter is a French artist who paints colourful murals of children all around the world. Research some of his other works online, discuss what they depict and where they are.

**FAST FINISHERS**


The children imagine a piece of public art, they draw it and write a brief description.

**WRAP-UP**

Show an image and tell the class about a piece of public art you like. Then ask the children to think of examples of public art in your community: murals, sculptures, statues, mosaics, street art and so on. Invite the children to say where they are, describe them and say if they like them and why or why not.

**EXTRA ACTIVITY**

If possible, find more images of the pieces of art in the book to show the children. Tell them to decide which one they like best. Have a class vote about their favourite one. Display their answers as a bar chart.

**TRANSCRIPT** 1.43 **Listen and read.****Public art**

This is a sculpture of a dog. It's called Puppy. It's in Bilbao, in Spain. It's made of metal and it's 12 metres tall. There are flowers on it and it's very colourful.

A mural is a big painting on a wall. This mural is in Paris, in France. It's by Seth Globepainter. There's a girl in an umbrella. She's looking at flying fish.

This is a statue of two horses' heads. It's in Falkirk, in Scotland. The horses are made of metal. They're 30 metres tall.

This is a bike shop in Altlandsberg, in Germany. It's got a wall of old bikes. There are 210 bikes on the wall.

**Continuous Assessment**

Make sure the children are able to locate the missing words in the text and copy the sentences correctly.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	CLIL page 25	Page 189
TEACHER'S RESOURCE BOOK	CLIL page 35	Page 87 TRB

# IN THE CITY

PRE-READING

Where do you live, in a city, a town or a village?



1 Listen and read. 1.44

1 Luke is Fred's cousin. He lives in the country and is visiting Fred in the city.



2 Luke wants to send a postcard to his family.



3 There's a lot of traffic in the city.



There isn't a zebra crossing in my village.

32 • Lesson 5 • Key vocabulary and grammar in context



The children see differences between a town and a city lifestyle through the story.



The children develop their reading skills to identify false information.



The children learn to be responsible for their own safety and for others.





**2** Read and say *True or False*.  

- 1 Luke doesn't like the park.
- 2 Luke lives in a town.
- 3 There isn't a swimming pool in Luke's village.
- 4 Rosie meets them at the park.



Key competences continuous assessment

Check if the children can:

- 1 Recognise the lifestyle differences between the two main characters.
- 2 Understand the story in order to say if the sentences are true or false.
- 3 Recognise when it is safe to cross the road.

**Language Objectives**

To follow a story.

To practise place names.

To develop reading and comprehension skills.

**Materials**

Teacher's i-solutions

CD 1

**WARMER**

On one side of the board, write the word *city* and on the other, the word *country*. Ask the children to suggest things you would find in the city, for example, *cars, shops*. Then, things you would find in the country, for example, *trees, rivers*. Write their ideas on the board under each heading. After reading the story, tell the children to identify which of the things they listed are seen or mentioned in the story.

**1 Listen and read.**  1.44  

Give the children a minute to look through the story. Ask them who they can see in it. Play the audio twice and the children follow in their books. Ask some questions to check comprehension, for example, *Who is Luke? Where does Luke live? Is there a zebra crossing in Luke's village? Is there a cinema in Fred's city? Where does Luke go swimming?*

**2 Read and say True or False.**  

Have the children read through the story again. Then, they read the sentences and decide if they are true or false. Tell them to share their answers with the person sitting next to them. Read out the sentences one at a time and each time tell the children to put up their hand for *true* answers and leave it down for *false* ones. Ask the children to correct the false sentences.

**Answers**

1 False, 2 False, 3 True, 4 True

**FAST FINISHERS**

The children look through the story and write down all the places they can see.

**WRAP-UP**

Encourage the children to talk about the differences between the city and country in your area. If you live in the country, ask them to talk about the nearest city: When do they visit? What do they see there? And vice versa if you live in the city.

**EXTRA ACTIVITY**

Divide the class into groups of four or five. Tell them they are going to recreate the story. They assign roles: Fred, Luke, Fred's mum, Rosie and Rosie's mum. At the beginning ask them to introduce themselves: *I'm Fred. I live in the city*. Tell them they have to get the essence of the story, but they do not have to make it exactly the same. Give them time to rehearse and then get groups to perform. Encourage the class to applaud at the end.

**Continuous Assessment**

Make sure the children are able to follow and understand the story by responding to comprehension questions. Make sure they identify the differences in Fred and Luke's lifestyle.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	Story page 26	Page 189



## VALUE

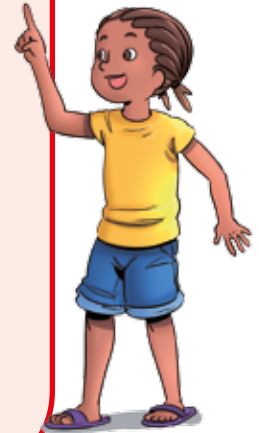
## Cross the road safely.




Re-read vignettes 2, 3 and 4 with the children. Ask them to identify the danger (crossing a busy road without being careful), why they think it was Fred, not Luke, who did not see the danger (he saw the post office and didn't think?) and what they should do (cross the road at a pedestrian crossing).

Ask the children what are safe ways to cross a road, for example, use a zebra crossing or other pedestrian crossing, always look both ways before crossing even on a safe pedestrian

crossing, never run across a road, never cross between parked cars. Ask the children to put up their hands if they have to regularly cross a road, ask them to say how they do it. Tell them the most important thing when crossing a road is to look both ways several times and to listen and think, they must pay attention and not be distracted with friends or electronic devices. Even if they live in a small village like Luke in the story, roads can still be dangerous.



## TRANSCRIPT

 1.44 Listen and read. **IN THE CITY**
**Vignette 1**

**Narrator:** Luke is Fred's cousin. He lives in the country and is visiting Fred in the city.

**Mum:** OK, let's go to the swimming pool!

**Fred:** I love swimming!

**Vignette 2**

**Narrator:** Luke wants to send a postcard to his family.

**Fred:** Look, Luke! There's a post office!

**Luke:** Stop!

**Vignette 3**

**Narrator:** There's a lot of traffic in the city.

**Luke:** I don't like the city!

**Mum:** Look, there's a zebra crossing!

**Vignette 4**

**Mum:** Remember! Always cross the road safely!

**Fred:** Yes, Mum!

**Luke:** There isn't a zebra crossing in my village.

**Vignette 5**

**Fred:** Is there a shopping centre in your village?

**Luke:** No, we go shopping in the town nearby.

**Vignette 6**

**Narrator:** They arrive at the swimming pool.

**Fred:** Is there a cinema in your village?

**Luke:** No, there isn't.

**Vignette 7**

**Narrator:** Luke doesn't like the swimming pool.

**Fred:** Is there a swimming pool in your village?

**Luke:** No, there isn't. We go swimming in the river.

**Mum:** Come on, Luke!

**Vignette 8**



**Narrator:** Later...

**Luke:** This is like the country!

**Fred:** Look, here's Rosie and her mum!

**Narrator:** Luke likes the city now.




**1 Listen and sing.**  1.45 

Where do you live?

Do you live in a **village**

Or a great big **city**?

Is it very noisy?

Is it very pretty?

Do you live in the **country**?

What's it like?

Can you go shopping?

Can you ride a bike?

Do you live in a **town**?

Is it old or new?

Is it big or small?

Is there lots to do?

Is there a park

With flowers and trees?

Where do you live?

Tell me, please!


**2 Read. Then, listen and say True or False.**   1.46


Hi, I'm Harvey!  
I live in a big city. It's very noisy but I like it. There's lots to do. There's a park and a fire station near my house. I go to the park on Saturday with my dad. I can ride my bike to the park. Then we go to a museum or a shopping centre. I love living in the city.



Hello!  
My name's Erin and I live in a village in the country. I love my village. It's very small but it's quiet and pretty. There isn't a shopping centre or a cinema, but there's a town not far away. My grandma lives there. We go there on Saturday to see her. Then we go to the cinema.

**34** • Lesson 6 • city, country, town, village



The children develop their cultural awareness by identifying the differences between communities.



The children develop all their language skills by listening for specific information and comparing it to what they have read.

### Key competences continuous assessment

Check if the children can:

- 1 Join in with the song.
- 2 Compare what they hear to what they have read in order to identify if statements are true or false.

### Language Objectives

To introduce adjectives.  
To practise *There's / There isn't*.  
To practise place names.

### Materials

Teacher's i-solutions  
Unit 3 place names Flashcards  
CD 1

### WARMER

Display the **flashcards** for *city, town, country* and *village*. Point to one at a time and ask the children to suggest examples from their local area, their country or the world.

### 1 Listen and sing. 1.45

Play the audio and have the children follow in their books. Write the words of the first verse on the board and sing with the class. Then cover or rub out the first line of the song. The children have to remember the words. Sing the verse each time covering more until they can sing relying only on their memories. Repeat for the other verses.

### 2 Read. Then, listen and say *True or False*. 1.46

Tell the children to read the texts individually and then ask volunteers to read aloud. Play the audio and after each conversation, ask the children to check the texts and say *True* or *False*. Play the audio again and have the children correct the false answers.

### ► Answers

Harvey: False, False, True; Erin: True, False, True

### FAST FINISHERS

The children write a short description of where they live.

### WRAP-UP

Read out the lines from the song and ask the children to answer the questions, let them use their imagination and pretend they live somewhere different if they prefer.

### EXTRA ACTIVITY

Ask the children to write down three sentences about where they live, two are true and one is false. For example, *There's a fire station near my house. There's a shopping centre near my house. There isn't a park.* Divide the class into small groups. The children take turns reading out their sentences and guessing which one is false.

## TRANSCRIPTS

### 1.45 Listen and sing: *Where do you live?*

Do you live in a village	Do you live in a town?
Or a great big city?	Is it old or new?
Is it very noisy?	Is it big or small?
Is it very pretty?	Is there lots to do?

Do you live in the country?	Is there a park
What's it like?	With flowers and trees?
Can you go shopping?	Where do you live?
Can you ride a bike?	Tell me, please!

### 1.46 Read. Then, listen and say *True or False*.

**Interviewer:** Hello Harvey, is there a park near your house?

**Harvey:** No, there isn't. We go by bus when we want to go to the park.

**Interviewer:** What do you do on Saturday, Harvey?

**Harvey:** Well, I go swimming with my dad.

**Interviewer:** Do you like living in the city, Harvey?

**Harvey:** Yes, I do. It's a wonderful place to live.

**Interviewer:** Hi Erin! Tell me about your village.

**Erin:** It's very small and pretty. I love it there.

**Interviewer:** Where does your granny live, Erin?

**Erin:** She lives in a big city.

**Interviewer:** And what do you do on Saturday, Erin?

**Erin:** Saturday's my favourite day. I go to visit my granny. Then, we go to the cinema!

### Continuous Assessment

Ensure the children understand the differences between a village in the country and a city, and they recognise what features each one has.

## ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	New language page 27	Page 189 Page 195
GO FURTHER! BOOKLET	Listening page 24	Page 200 Page 202
TEACHER'S RESOURCE BOOK	Language pages 11-13	Page 86 TRB

### GO Innovate!




### Thinking-based Learning

Thinking routine available for extension.  
See **GO Innovate! Teacher's Guide 3**.



1 Look at the notes. Then, copy and complete.



**Live?**  
city town village country

**Is there ... ?**  
cinema post office hospital swimming pool

**Go to school?**  
bus car bike walk train

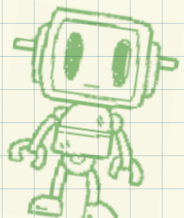
**Saturday?**  
go to the park swimming pool  
shopping centre library

**Favourite place?**  
train station cinema museum library

My town

I live in a town with my family.  
In my town, there's a ... ,  
a ... and a swimming pool.  
There isn't a ... .  
My school is in the town.  
I ... to school.  
On Saturday, I go to the ...  
with my dad.  
My favourite place is the ....  
I like films about  
robots and  
aliens.

By Carl





2 Listen and say. 1.47

## PHONICS

A photo of a hippo, a robot and a dog  
Sitting on a sofa, talking to a frog!



What's your name?

Writing: write about your town • Phonics: the sounds **o** as in *photo* and **o** as in *dog* • Lesson 7 • 35



The children learn to read shorthand notes which can become sentences.



The children develop their understanding of sounds and spellings.

### Key competences continuous assessment

Check if the children can:

- 1 Use the notes to complete the text.
- 2 Pronounce two alternatives for the letter o: the **o** and **o** sounds.



## Language Objectives

To practise vocabulary related to places in town.

**Phonics:** to practise the sounds *o* and *o* with the same spelling.

## Materials

Teacher's i-solutions

Unit 3 place in town Flashcards  
CD 1

## WARMER

Divide the class into various teams. Hold a **word card** behind a paper and very slowly start to pull it out to reveal part of the word. Invite the teams to guess which word it is for points.

## TIME TO WRITE

### 1 Look at the notes. Then, copy and complete.

Explain that the boy in the photo, Carl, is making notes about his town. Ask the children to look at the notes and ask questions: *Does he live in a village? (No, he lives in a town.) Is there a post office in the town? (Yes, there is.) Does he go to school by car? (No, he walks to school.)* Next, ask the class to look at the boy's text about his town. Draw their attention to the example sentence which has been completed using the boy's notes. Tell the class to copy and complete the text in their notebooks, referring to the boy's notes as they write. Correct as a class.

### ► Answers

cinema, post office, hospital, walk, swimming pool, cinema

## PHONICS

### 2 Listen and say. 1.47

Write *post office* on the board and underline the two letters *o*. Ask the class to say the word with you and point out the different sound *o* makes in the two words: *o* (*post*) and *o* (*office*).

Play the audio as the children read and pause after the first reading. Ask volunteers to read the phonics sentence aloud. Continue the audio with the faster versions. Divide the class into groups so the children can practise saying the sentence as fast as they can.

## FAST FINISHERS

The children copy the shorthand notes in Activity 1 and circle the words in red for them.

## WRAP-UP

Divide the board into two halves. On the right side put a red *o* and write *sofa* underneath. On the left side write a blue *o* and *dog* underneath. Write some words down that contain *o*, then ask the children to pronounce them and decide which side they belong to. For example, *go*, *comic*, *joke*, *hospital*, *orange*, *home*. Use only words they know and only words with these two sounds, as the letter *o* has other pronunciations too!

## EXTRA ACTIVITY

Divide the class into groups. Ask each group to practise the phonics sentence. They can practise saying it as a rap, a poem or a song. Encourage them to make it fun, maybe adding some actions, hand claps or dance moves. Give the groups time to rehearse and then invite them to perform for the class.

## TRANSCRIPT

### 1.47 Listen and say.

A photo of a hippo, a robot and a dog  
Sitting on a sofa, talking to a frog!

## Continuous Assessment

Ensure the children are able to copy and identify the correct information to add into the text. Make sure they can pronounce the two sounds for the letter *o* correctly in various words.

## ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Time to write + Phonics page 28	Page 189
GO FURTHER! BOOKLET	Writing page 23	Page 200
TEACHER'S RESOURCE BOOK	Phonics page 27	Page 87 <b>TRB</b> Page 93 <b>TRB</b>



## 1 Listen and read. 1.48

Hi! I'm Scarlett from New York. New York is a big city in the United States. Look! This is the Statue of Liberty. You can go inside the statue and walk up to the head.



This is Central Park. There's a zoo and a swimming pool in the park. There's a skating rink too. On Sundays in winter, I go skating with my family.



In New York, you can buy pizza, sandwiches and pretzels in the street. A pretzel is a round bread with salt on. I like pretzels. They're delicious.

The High Line is an old train line. You can walk here and see the city. It's my favourite place for a picnic.

2 Copy and write *True* or *False*. 

- 1 You can't go inside the Statue of Liberty.
- 2 There's a swimming pool in Central Park.
- 3 Scarlett goes skating with her friends.
- 4 In New York, you can't buy pizza in the street.
- 5 Scarlett likes pretzels.
- 6 Central Park is Scarlett's favourite place for a picnic.

## YOUR GO!

Is there a big city in your country?

What can visitors see there?



The children learn some interesting information about New York.



The children develop their reading and comprehension skills by identifying true or false sentences.



The children gain confidence sharing their own knowledge.

Key competences continuous assessment

Check if the children can:

- 1 Understand the information given about New York.
- 2 Use their understanding of the text to identify the true or false sentences.
- 3 Participate in the discussion.

**Language Objectives**

To develop reading skills.

To practise the structure *You can (walk) here.*

**Materials**

Teacher's i-solutions

CD 1

A large map of the world

**WARMER**

Show the children the USA and New York on a map. Explain that New York is a very big city with about nine million people. Then, find some images of New York on the internet and introduce the city to the children. Interesting images include: yellow taxi cabs, the Empire State Building, subway trains, popular sports like baseball, jogging and basketball. Explain that people have come from all over the world to make New York their home and you can find music and food from different countries there. English is the main language but lots of people speak Spanish and other languages too.

**1 Listen and read.** 1.48

Ask the children to look at the photos and say what they can see. Explain that the girl, Scarlett, is from New York and the photos show places in the city. Play the audio and ask the children to listen and read. Then make some false statements for the children to correct: *There's a zoo and a shopping centre in Central Park. Scarlett goes skating on Saturdays in winter. Scarlett's favourite place for a picnic is Central Park.*

Watch the video **My New York!** to introduce the lesson theme.

**2 Copy and write True or False.**

Read each sentence with the children and tell them to say whether it is true or false. If it is false, ask them to say the correct answer. The children then copy the sentences into their notebooks and write *True* or *False* next to them.

**Answers**

1 False, 2 True, 3 False, 4 False, 5 True, 6 False

**YOUR GO!**

Ask and discuss the questions. Encourage the children to talk about their own experiences of visiting a big city: talk about the transport, the food, places to visit and so on.

**FAST FINISHERS**

The children write one more sentence that is either true or false. They can read it out to the class when everyone has finished writing. The class then decides if it is true or false.

**WRAP-UP**

Ask the children to close their books and have a quiz about New York. Divide them into pairs or teams and ask questions from the information in the book or from the lesson introduction. For example, *What is the name of the big park in New York? Name two things you can eat in the street. What is the name of the famous statue? What colour are New York taxis? How many people live in the city? Which country is New York in?*

**EXTRA ACTIVITY**

Put the children into four groups. Ask each group to invent a big city. Tell them to write some information about it, such as things to eat and places to visit, using Scarlett's information as a model. They can write down their ideas and add some drawings. Encourage them to make it a fun place that they would like to live in. Invite groups to the front to present their city.

**TRANSCRIPT**

1.48 **Listen and read.**

**New York, New York!**

Hi! I'm Scarlett from New York. New York is a big city in the United States. Look! This is the Statue of Liberty. You can go inside the statue and walk up to the head.

This is Central Park. There's a zoo and a swimming pool in the park. There's a skating rink too. On Sundays in winter, I go skating with my family.

In New York, you can buy pizza, sandwiches and pretzels in the street. A pretzel is a round bread with salt on. I like pretzels. They're delicious.

The High Line is an old train line. You can walk here and see the city. It's my favourite place for a picnic.

**Continuous Assessment**

Make sure the children can identify the true and false sentences based on the information they have read. Make sure they can locate the USA on a map.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
GO FURTHER! BOOKLET	Speaking page 25	-----



# GO AGAIN!

3

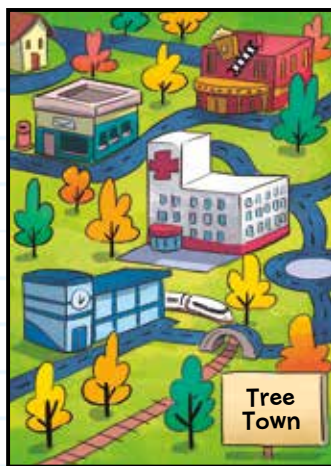
## TAKE A LOOK

- ✓ There's = There is
- ✓ There isn't = There is not

1 Look and say the place.



2 Listen and say the town.



3 Copy and complete.

- 1 In River Town there's a ... and a ... . There isn't a ... .
- 2 In New Town there's a ... and a ... . There isn't a ... .
- 3 In Tree Town there's a ... and a ... . There isn't a ... .

GO FURTHER! BOOKLET  
Learning to learn, page 40

Unit review • 37



The children use their initiative to identify places from associated objects.



The children develop their listening skills by identifying which town is being described.



The children practise their writing skills to writing a sentence correctly.

### Key competences continuous assessment

Check if the children can:

- 1 Identify places from objects associated with them.
- 2 Identify which town is being described.
- 3 Use the pictures to write about each town.



## Language Objective

To review vocabulary and structures from Unit 3.

## Materials

### Teacher's i-solutions

Unit 3 place in town Flashcards  
CD 1

## WARMER

Put all the **flashcards** and **word cards** on the board. Invite a child to come to the front and choose a picture and the corresponding word. Tell them to hold them up and say the word. If they are correct, the class say the word as well, if not, they put them back on the board.

### 1 Look and say the place.

Ask the children to look at the pictures and see if they can name any: *popcorn, letter, goggles, stethoscope, ticket, helmet*. Tell them to write down the place they would see each item in their notebooks.

### ▶ Answers

1 cinema, 2 post office, 3 swimming pool, 4 hospital, 5 train station, 6 fire station

### 2 Listen and say the town. 1.49

Have the children look at the first town and ask them to say what there is and isn't in the town. Repeat with the other two towns. Play the first conversation and ask the children to say which town is being described.

### ▶ Answers

1 River Town, 2 New Town, 3 Tree Town, 4 Tree Town

### 3 Copy and complete.

Play a true or false game in pairs with the illustrations of the three towns. Demonstrate the game by saying *There's a swimming pool in New Town. True or false?* The children then continue in pairs. After a few minutes, the children copy and complete the sentences in their notebooks.

## TAKE A LOOK

Ask the children to focus on the box. Point out that *There's* is a contracted form of *There is*, and *There isn't* is the contracted form of *There is not*. Explain that the apostrophe replaces the missing letter.

## FAST FINISHERS

The children draw a town and write a brief description of what there is and isn't.

## WRAP-UP

Divide the class into teams and ask them to have their books open at Unit 3. Ask quiz questions about the unit and give points for correct answers, for example, *Say places where people wear uniforms. Does Luke like the city? How do you spell museum? Is New York in Canada?*

## TRANSCRIPT

### 1.49 Listen and say the town.

**Woman:** Hello, Jon.

**Jon:** Hello.

**Woman:** Is there a cinema in this town?

**Jon:** Yes, there is.

**Woman:** And is there a museum?

**Jon:** Yes, there is. Can you guess the town?

**Woman:** OK, is there a hospital in this town?

**Jon:** Yes!

**Woman:** And is there a cinema?

**Jon:** No, there isn't.

**Woman:** Is there a post office in this town, Jon?

**Jon:** Erm... yes, there is a post office!

**Woman:** OK. Is there a shopping centre?

**Jon:** Let me see... No, there isn't.

**Woman:** Is there a train station here, Jon?

**Jon:** Yes, there is. It's a new train station.

**Woman:** Is there a hospital?

**Jon:** Yes. There's a hospital, too.

**Woman:** Thank you, Jon.

**Jon:** Goodbye!

## Final Assessment

The children should be able to identify various buildings in a town. They should be able to describe a street or town using the structure *There's a ... or There isn't a ...*. Check that they can ask and answer the question *Is there a (hospital)?* Make sure they understand the contracted form of *There is* and *There is not*. Be sure that they recognise that both the longer form and the contracted form mean the same. Check they can recognise some differences between a village and a city.

## ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Go again! page 29	Page 189 Page 195
	My new words page 66	Page 193 Page 197
GO FURTHER! BOOKLET	Learning to learn page 40 Learning strategies pages 44-47	-----
TEACHER'S RESOURCE BOOK	Unit 3 test pages 59-62	Page 88 <b>TRB</b> Page 93 <b>TRB</b>

## GO Innovate!



### Drama

Drama games available for language consolidation. See **GO Innovate! Teacher's Guide 3**.