


GO! 4

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CONTENTS

KEY VOCABULARY

 READY, STEADY, GO! p. 30	months 10 – 100
1 SUPER SPORTS p. 40	<i>basketball, football, gymnastics, running, skateboarding, swimming, table tennis, yoga</i>
2 TV TIME! p. 60	<i>cartoon, cookery programme, documentary, film, music programme, quiz show, talent show, the news</i> <i>a quarter past, a quarter to</i>
3 WORKING DAY AND NIGHT p. 82	<i>architect, builder, farmer, firefighter, nurse, pilot, singer, vet</i>
4 GOING SHOPPING p. 102	<i>baker's, bookshop, café, clothes shop, department store, greengrocer's, newsagent's, supermarket</i> euro, cent ordinal numbers
5 ACT OUT! p. 124	<i>beard, curly hair, dark hair, fair hair, freckles, glasses, moustache, straight hair</i> <i>angry, calm, excited, glad, nervous, shy</i>
6 FUN DAYS p. 144	<i>aquarium, art gallery, castle, city farm, funfair, stadium, theatre, water park</i> <i>feed, pick, water</i> <i>behind, between, in front of, next to</i>
SCHOOL'S OUT! p. 166	<i>alien, asteroid, comet, moon, planet, satellite, spaceship, stars</i>
EXTENDED READING <ul style="list-style-type: none"> • Amazing! Units 1 2 p. 80 • The surprise Units 3 4 p. 122 • The spy Units 5 6 p. 164 	
FESTIVALS p. 170	<i>balloon, basket</i> <i>clown, gingerbread, parade</i> <i>bookmark, token</i>





WORD WORK

CULTURE

KEY STRUCTURES

CLIL

WRITING

GO AROUND THE WORLD

<p>What are your hobbies? I like drawing and reading ghost stories.</p> <p>When's your birthday? It's in July.</p> <p>What's fifty-two plus twenty-nine? It's eighty-one.</p>			
<p>I play football. / I go running. / I do yoga.</p> <p>Do you do gymnastics? Yes, I do. / No, I don't.</p> <p>I'm good at drawing. She's bad at skateboarding.</p>	<p>Natural Science: measuring your pulse</p>	<p>Capital letters</p> <p>A personal text</p>	<p>Sports in the United States</p>
<p>He likes quiz shows. She doesn't like the news.</p> <p>Does she like cartoons? Yes, she does. / No, she doesn't.</p> <p>What time is the cookery programme on? It's on at a quarter past six.</p>	<p>Media Studies: making documentaries</p>	<p>Syllables</p> <p>A report about TV preferences</p>	<p>A documentary about South Africa</p>
<p>Does she work in a hospital? Yes, she does. / No, she doesn't.</p> <p>She works during the day. He doesn't work at night.</p> <p>He wears a blue uniform. His name's Pat. Her coat is white.</p>	<p>Social Science: seasons on a farm <i>spring, summer, autumn, winter</i></p>	<p>Jobs ending in -er</p> <p>A description of a job</p>	<p>Amazing jobs in Australia</p>
<p>How much is a comic? It's one euro, eighty cents.</p> <p>How much are the strawberries? They're two euros, sixty cents a kilo.</p>	<p>Maths: measuring weight and volume <i>grams and kilos, millilitres and litres</i></p>	<p>a and an</p> <p>A dialogue in a café</p>	<p>Covent Garden in London</p>
<p>Has he got dark hair? Yes, he has. / No, he hasn't.</p> <p>She's got freckles. He hasn't got glasses.</p>	<p>Art: portraits <i>profile, self-portrait, abstract and realistic portraits</i></p>	<p>Hard and soft c</p> <p>A wanted poster</p>	<p>Theatre and dance in India</p>
<p>What's she doing? She's feeding the chickens.</p> <p>What are they doing? They're singing a song.</p>	<p>Natural Science: ocean animals <i>crabs, starfish, seahorses, green turtles</i></p>	<p>Contractions</p> <p>A postcard</p>	<p>Days out in Vancouver</p>



ICONS

-  reading
-  writing
-  listening
-  speaking
-  interaction
-  song
-  video



UNIT 3 OVERVIEW



Grammar	Vocabulary	Word Work
<ul style="list-style-type: none"> • Present Simple: questions and answers with the auxiliary <i>do</i> in the 3rd person singular • Possessive pronouns: <i>his, her</i> 	<ul style="list-style-type: none"> • Jobs: <i>architect, builder, farmer, firefighter, nurse, pilot, singer, vet</i> • Job related: <i>at night, during the day, indoors, job, outdoors, uniform</i> • Verbs: <i>drive, fix, invent, look after, put, rescue, work</i> • Farm related: <i>grass, lamb, pick, wheat</i> • Extra: <i>cabin, cauliflower, cherry, helmet, lifesaver, medical equipment, medicine, surfboard</i> 	<ul style="list-style-type: none"> • Jobs ending in -er <p>Recycled language</p> <ul style="list-style-type: none"> • Present Simple • <i>Can</i> for ability • <i>Clothes, fruit and vegetables, months, seasons, the time</i>

Language Objectives

Grammar	Vocabulary	Functions	Word Work
<ul style="list-style-type: none"> • To use the Present Simple 3rd person singular in questions, short answers, affirmative and negative sentences. • To talk about jobs using the Present Simple. • To use possessive pronouns to describe people. 	<ul style="list-style-type: none"> • To understand and use job-related words and be able to describe a job: <i>wear a uniform, fly a plane, work outdoors.</i> • To learn time phrases: <i>during the day, at night.</i> • To use known lexis to describe people. • To become more familiar with vocabulary related to farming and the land. 	<ul style="list-style-type: none"> • To talk about jobs using time phrases and collocations. • To describe a person's job. • To find out which job is being described. 	<ul style="list-style-type: none"> • To understand how job words ending in <i>-er</i> are formed and spelt.

Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> • To describe a person's clothes in order to identify their job. • To describe a job. • To ask and answer questions in the Present Simple about jobs. • To use the pronouns <i>his</i> and <i>her</i> to describe people. • To join in with a rap. 	<ul style="list-style-type: none"> • To understand the narrative of a story. • To read in detail to correct sentences and answer comprehension questions. • To identify a person from a description. • To understand a dialogue about jobs. 	<ul style="list-style-type: none"> • To understand the lyrics of a song. • To listen for specific information. • To listen and repeat jobs with accurate pronunciation. • To listen and identify the jobs described. • To follow an informative text about a farm. 	<ul style="list-style-type: none"> • To practise spelling jobs by adding <i>-er</i> or just <i>-r</i>. • To copy and correct sentences based on a text. • To write a description of a job. • To write the correct possessive pronouns.

Assessment Criteria

- The children can repeat the names of the jobs.
- The children can use the 3rd person singular of the Present Simple to describe a job.
- The children can distinguish between *his* and *her*.
- The children can work in pairs and describe the people doing the jobs and identify the job correctly.
- The children can follow and repeat a dialogue.
- The children can follow and understand a story inferring meaning from unknown items.
- The children can copy the rhythm and pronounce the pairs of rhyming words accurately.

Materials

- **Teacher's i-solutions**
- **Student's Book CD 1**
- **Flashcards Unit 3**
- **Poster Unit 3**
- **Teacher's Resource Book**
 - Lesson 4: CLIL, p. 27
 - Lesson 6: Language, pp. 11-13
 - Unit review:
 - Unit 3 test, pp. 43-46
- **Student's Book Unit 3**
- **Activity Book Unit 3**
- **GO Further! Booklet Unit 3**
 - Lesson 2: Grammar, p. 6
 - Lesson 3: Grammar, p. 7
 - Lesson 5: 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
- Scrap paper, Post-it notes, a map of the world, images of Australia

GO Innovate!



- Lesson 2: Thinking-based Learning
- Lesson 3: Flipped Learning
- Lesson 8: Cooperative Learning

GO Digital! Teacher's i-solutions

IWB

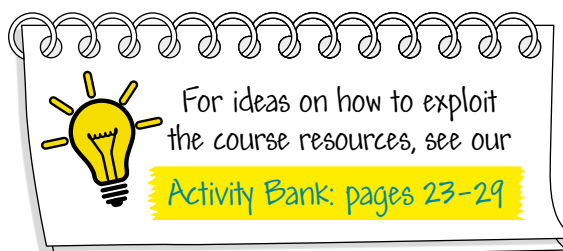
Fully interactive teaching and learning materials organised into **step-by-step lesson plans** in the form of **learning paths** including:

- **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
- **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.



Key competences



Linguistic competence

The children hear and talk about common jobs and what they involve. They also practise their reading and writing skills in this area.



Competence in Maths, Science and Technology

The children develop their knowledge of the world of farming according to the seasons.



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 actions to take in case of an accident.



Cultural awareness and expression

The children learn about some unusual jobs in Australia. They identify jobs from visual clues.



Learning to learn

The children learn new vocabulary and structures through the repetition and rhyming of the rap.



Sense of initiative and entrepreneurship

The children develop their autonomy and their initiative to work alone through internet research.

3 WORKING DAY AND NIGHT



1 Listen and sing. 1.34

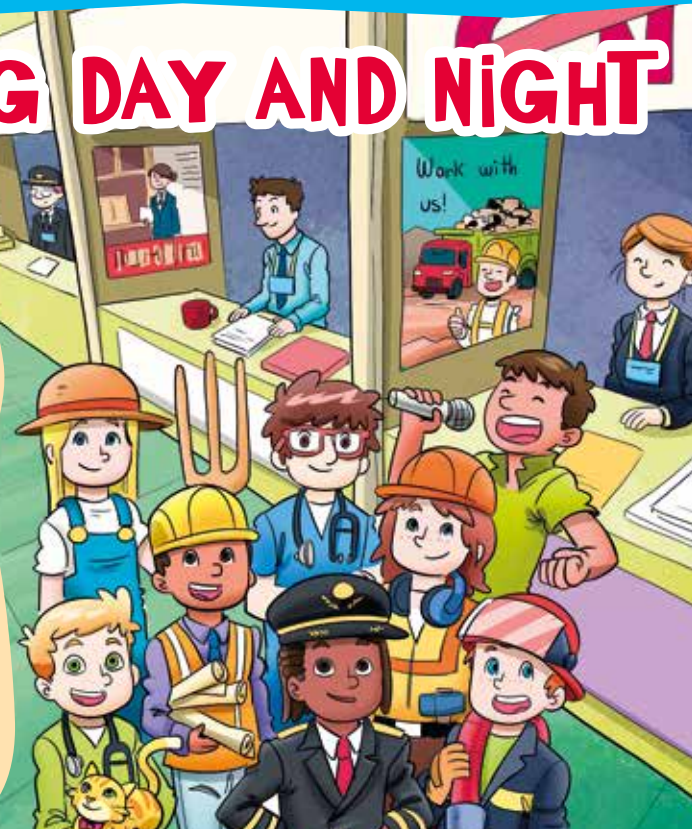
So many people
Working hard for me and you.
So many jobs
That you can do.

You can be a builder,
A nurse or a vet.
You can be a firefighter
Or an architect.









Chorus

You can be a singer on TV,
A pilot or a farmer.
So many things
That you can be.

Look at all the people
Working hard for me and you.
So many jobs,
Which one's for you?



2 Listen and repeat. 1.35 Then, listen and say. 1.36

 architect	 builder	 farmer	 firefighter
 nurse	 pilot	 singer	 vet



3 Guess the job.

I'm wearing a yellow hat. Who am I?

You're the firefighter!



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



The children learn to extract information from short dialogues.



The children develop their ability to work in pairs when playing a guessing game.

Key competences continuous assessment

Check if the children can:

- 1 Remember the lyrics and join in with the song.
- 2 Identify the jobs correctly.
- 3 Work in pairs to describe the people doing the jobs.

Language Objectives

- To practise listening skills with a song.
- To introduce job vocabulary.
- To play a guessing game using the job vocabulary.



Materials**Teacher's i-solutions**

- Unit 3 Poster
- CD 1
- Unit 3 Flashcards


Scrap paper or Post-it notes to cover the words on the poster

WARMER

Display the Unit 3 poster but cover the words so the children can only see the picture. Ask them what they can see and elicit any job-related vocabulary. If a child names a job correctly, reveal the word.

1 Listen and sing.  1.34 

The children listen and sing along. Then play a memory game: ask them to close their books, read out lines from the song, but add in extra words. Invite volunteers to tell you what the extra words are. This also works by eliminating individual words from the lines and asking them to say which words are missing.

2 Listen and repeat.  1.35


Then, listen and say.  1.36 

Play the audio for the children to listen, repeat and say. In the second audio, the children will have the opportunity to practise what they have just learnt.

Then, put the children into pairs and ask them to select a job and make up a short dialogue. Invite volunteers to the front and ask the rest of the class to guess the job.

▶ Answers

1 vet, 2 pilot, 3 farmer, 4 singer

3 Guess the job. 

Ask volunteers to read out the model text. Tell the children to play in pairs. Then have them play a game where they mime a job for their classmate to guess.

FAST FINISHERS

The children write down the jobs in order of preference.

WRAP-UP

Write the question from the song on the board *Which one's for you?* Invite children to tell you which job appeals to them most. If they have another in mind, allow them to say the job in their language but provide and write any new jobs on the board. You can extend this by then asking the class *Who wants to be a (vet)?* Encourage the children to give a full answer: *Juan wants to be a vet.* Provide the model on the board: *(Juan) wants to be a _____.*

EXTRA ACTIVITY

Stick the flashcards to the board in a row, point to each card in turn and say the words with the children. It's good to do this in a sing-song or rhythmic voice if possible. Take one of the flashcards away and chant the words again, pointing to the blank space where the card was and allowing the children to say the word. Then, take another card away, point and chant again. Repeat until all the cards are gone and they can chant all the jobs without visual support.

TRANSCRIPT 1.36 Listen and say.

1

Vet: Hello, what's the problem?**Boy:** My parrot is ill. He's not eating and he can't talk.**Vet:** OK, give him this medicine every day and...

2

Pilot: Good morning! Today, we're flying to Paris. The weather is sunny. Please, sit down and fasten your safety belts.

3

Girl: What are these plants here?**Farmer:** Ah, these are potatoes. Next to them you can see carrots. And in the next field there are beans and cauliflower. Oh, and this is Daisy. She's my cow.

4

Interviewer: Today, I'm talking to Mojo Mason. Hi, Mojo!**Singer:** Hi!**Interviewer:** Can you tell us about your new album, Mojo?**Singer:** Uh, yes. There are twelve songs on the album.**Interviewer:** And do you play all the instruments?**Singer:** Uh, no. I can't play any instruments, but I sing all the songs.**Interviewer:** Fantastic, and now...**Initial Evaluation**

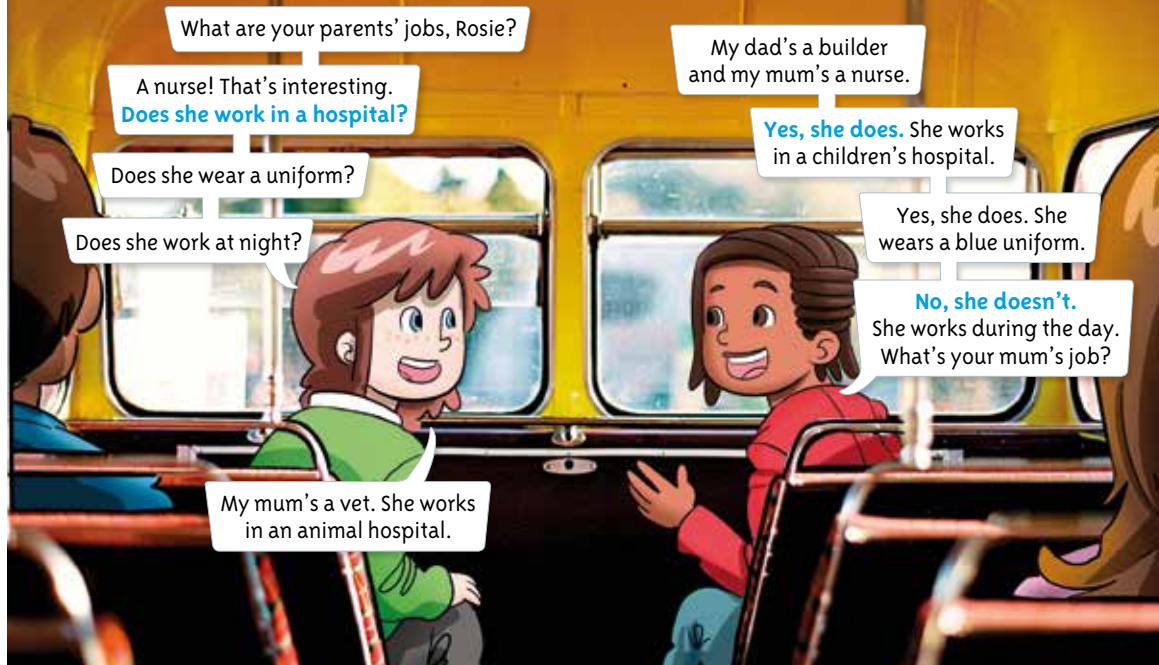
Use the flashcards to make sure the children can identify the jobs and can say whether they like each one or not. Ensure they can pronounce the words properly.

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Page 22	Page 177
	Song page 71	Page 182 Page 188



1 Listen and read. Then say in pairs. © 1.37



2 Listen and say who. © 1.38

	pilot	builder	singer	vet
during the day				
at night				



3 Ask in pairs.

Does he wear a hat? No, he doesn't

Does he work at night?

GO FURTHER! BOOKLET
Grammar, page 6

Does he/she (work) (at night)? Yes, he/she does. / No, he/she doesn't. • Lesson 2 • 29



The children develop their reading and listening skills.



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



The children learn basic social interaction by working in pairs.

Key competences continuous assessment

Check if the children can:

- 1 Follow a conversational exchange and read the conversation in pairs.
- 2 Listen to and understand the clues to identify the correct job.
- 3 Take turns to ask and answer questions using the Present Simple.

Language Objectives

To practise listening and reading skills.
To practise Present Simple questions and short answers.



Materials**Teacher's i-solutions**

Unit 3 Poster
CD 1
Unit 3 Flashcards

Scrap paper or Post-it notes to cover the words in the poster

WARMER

Display the **poster** and have the children study it for one minute. Then take it down, elicit all the jobs pictured and ask the children questions to test their memory. For example, *What colour is the firefighter's helmet?*

1 Listen and read. Then say in pairs.  1.37 

Ask questions about a teacher's job, for example, *Do I work with children? Do I work in August? Do I work in a hospital? Do I work at night?*

Play the audio and ask the class to listen and read. Check comprehension by asking questions about Rosie's mum: *Does she work in a school? Does she work at night? Does she wear a uniform? Does she work with children?* Then ask the children to work in pairs and read the dialogue together.

2 Listen and say who.  1.38 

Ask the children to study the table and ask questions: *Does the (singer) wear a uniform? Does the (pilot) work (during the day)?*

Play number one and pause the track. Invite volunteers to say the job. Play the rest of the audio and ask the children to say the answers in pairs. Then, play it again and correct as a class.

Answers

1 singer, 2 pilot, 3 builder, 4 vet

3 Ask in pairs. 

Ask the children to look at the questions and remind them of the use of *he* for boys and men and *she* for women and girls. Then ask a pair to model a question-and-answer exchange about one of the jobs, before the class work in pairs.

FAST FINISHERS


Children write a short description about their family members' jobs.

WRAP-UP

Display the poster and review the jobs. Then, ask the children to look at your mouth, ask *What's the job?* and tell them to read your lips as you silently mouth one of the jobs. Repeat with other jobs. Then, ask the children to work in pairs or small groups and take turns to read each other's lips.

EXTRA ACTIVITY

Divide the children into small groups. Give one person in the group a **flashcard** which they do not show the others. The members of the group guess the job by asking questions from the lesson, for example, *Does (she) work at night?*

TRANSCRIPT 1.38 Listen and say who.

- 1 Man:** Look at the pictures. I'm thinking of a job. Who's this?
Woman: Does he wear a uniform?
Man: Wear a uniform? No, he doesn't.
Woman: Does he play the guitar?
Man: Yes, he does.
- 2 Woman:** Now it's my turn. Who's this?
Man: Does he work at night?
Woman: Yes, he does.
Man: Does he wear a uniform?
Woman: Yes, he does.
- 3 Man:** OK, it's my turn. Who's this?
Woman: OK, does he like animals?
Man: Yes, he does. He's got a pet.
Woman: Does he wear a uniform?
Man: No, he doesn't.
- 4 Woman:** It's my turn again. Who's this?
Man: Does he work at night?
Woman: No, he doesn't.
Man: Does he wear a uniform?
Woman: Yes, he does.

Continuous Assessment

Check that all the children can correctly formulate questions, as well as short answers. Check if the children are able to remember the jobs.

ADDITIONAL RESOURCES

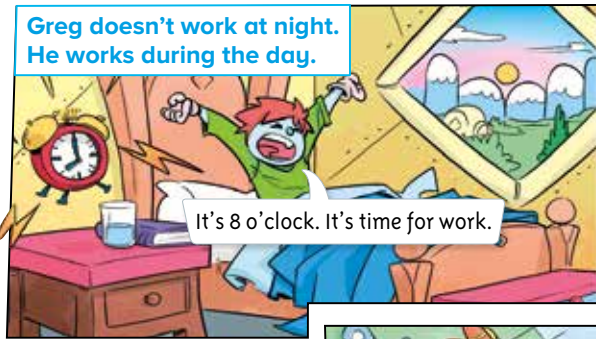
Book	Section	Answer Key Transcript
ACTIVITY BOOK	Page 23	Page 177 Page 184
GO FURTHER! BOOKLET	Grammar page 6	Page 189

GO Innovate! **Thinking-based Learning**

Thinking routine available for warmer.
See **GO Innovate! Teacher's Guide 4**.



1 Listen and read. 1.39



Greg doesn't work at night.
He works during the day.



Greg wears a uniform.

Greg doesn't drive a train.
He flies a plane!



Is Greg a pilot? No, he's an inventor.
He invents toy planes.

Present Simple questions		
Does	she	wear a uniform?
	he	work at night?

Short answers	
Yes, she does.	No, he doesn't.

Present Simple with job descriptions	
He	works in a hospital.
She	doesn't work outdoors.



2 Listen and say the job. Then ask in pairs. 1.40



It's a man. He works at night and during the day. He wears a uniform. He doesn't fly a plane. He doesn't work in a hospital.

It's the firefighter!

30 • Lesson 3 • He/She wears/doesn't wear (a uniform).

GO FURTHER! BOOKLET
Grammar, page 7



The children develop their reading and listening skills.



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 Follow a text about Greg's job.
- 2 Ask and answer questions using the Present Simple.

Language Objectives

To practise listening and reading skills.
To reinforce the use of the Present Simple in the 3rd person.

Materials


Teacher's i-solutions
Unit 3 Flashcards
CD 1

WARMER

Show the **flashcards** and review the job words. Then, point to one and ask questions: *Does (she) work (in a hospital)? Does (she) wear a uniform? Does (he) work (at night?) Does (he) wear (a hat)?* Ask a volunteer to the front and tell them to choose a flashcard. The children ask questions to find out which job it is.

1 Listen and read. 1.39

Play the audio and let the children follow in their books. Play it again for children to shadow read along with the audio. On the board, write the negative form with a gap for *doesn't*, for example, *Greg ___ work at night*. Elicit the missing word.

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

2 Listen and say the job. Then ask in pairs. 1.40

Ask the children to look at the photos and say the jobs, for example, *She's a singer*. Play the first item and then pause the track. Ask the class *What's the job?* Remind them of the clues if necessary: *She works during the day. She works outdoors. She wears a hat*. Then, play the other jobs and elicit them.

Answers

builder, architect, nurse, vet, singer, farmer

FAST FINISHERS

The children can write clues to describe a job.

WRAP-UP

Ask the children to think of someone famous they like, for example, a singer, a football player, an actor or a TV presenter. They write three sentences about them with *(He) works ...*, *(He) wears ...*, *(He) plays ...*. Ask volunteers to tell the class who they have chosen and to read out their sentences. If possible, find the people online and show an image of them.

EXTRA ACTIVITY

The children make a poster to describe a family member's job or a famous person's job. They draw a picture of them and then write sentences to describe what they do or don't do and what they wear.

TRANSCRIPT

1.40 Listen and say the job. Then ask in pairs.

It's a woman. She works during the day. She works outdoors. She wears a hat.

It's a woman. She works during the day. She doesn't wear a uniform. She works with a computer.

It's a man. He works at night and during the day. He wears a uniform. He doesn't fly a plane. He works in a hospital.

It's a man. He works with animals. He doesn't work outdoors. He works in an animal hospital.

It's a woman. She doesn't work outdoors. She doesn't wear a uniform. She doesn't work on a computer.

It's a man. He doesn't wear a uniform. He works outdoors. He works with animals.

Continuous Assessment

Check that the children can correctly build the negative form of the Present Simple when describing jobs. Insist on accurate pronunciation.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Page 24	Page 177
GO FURTHER! BOOKLET	Grammar page 7	Page 189

GO Innovate!



Flip this lesson!

Flipped Learning dynamic available in **GO Innovate! Teacher's Guide 4**.

A YEAR ON THE FARM



1 Listen and read. 1.41



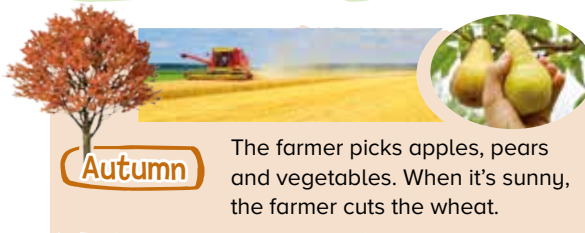
Spring

The farmer plants **seeds** for vegetables and wheat. It's rainy and warm. The rain helps the vegetables grow. The sheep have **lambs**. The lambs drink their mother's milk.



Summer

It's hot and sunny. On the farm, the vegetables and **wheat** grow. The farmer picks strawberries and **cherries**. The lambs are big. Now, they don't drink milk, they eat **grass**.



Autumn

The farmer picks apples, pears and vegetables. When it's sunny, the farmer cuts the wheat.



It's cold and snowy. The farmer gives food to the sheep. The farmer picks **cauliflower** and broccoli in January and February.

Winter



2 Copy and correct the mistakes.

- 1 The farmer plants seeds for vegetables and wheat in winter.
- 2 The farmer picks cauliflower and broccoli in March and April.
- 3 When it's rainy, the farmer cuts the wheat.
- 4 The sheep have lambs in summer.
- 5 In summer, the farmer picks pears and cherries.
- 6 The farmer grows apples, pears and vegetables in autumn.



FUN FACT

Sheep eat for seven hours a day.



GO ONLINE

In Europe, spring is in April and May. When is spring in Australia?



Social Science: seasons on a farm • Lesson 4 • 31



The children learn about farming according to the seasons.



The children practise their reading and listening skills.



The children use their initiative to find out information.

Key competences continuous assessment

Check if the children can:

- 1 Learn new vocabulary related to the theme of farming.
- 2 Read and understand sentences to find factual errors in them.
- 3 Search for information about spring in Australia.

Language Objectives

To expand their general vocabulary.
To practise listening and reading skills.

Materials

Teacher's i-solutions
CD 1

WARMER

Explain to the children that they are going to learn about a job. Write some scrambled words on the board for them to solve in their notebook:

eH swokr doorouts. (He works outdoors.)

eH nedso't awre a formuni. (He doesn't wear a uniform.)

eH krows thwi nimasl (He works with animals.)

When they've written out the sentences, ask them to identify the job (*a farmer*).

1 Listen and read.  1.41 

Ask the children to look at the photos and introduce the seasons. Play the audio for spring and then pause and explain or elicit some of the vocabulary: *seeds, wheat, warm, grow, sheep, lambs*. Do the same for the other seasons. Then check comprehension with some true or false statements: *The farmer cuts the wheat in summer* (False), *The sheep have lambs in spring* (True).

2 Copy and correct the mistakes. 

Write the first sentence on the board. Elicit the mistake (winter) and ask the class for the correct sentence: *The farmer plants seeds for vegetables and wheat in spring*. Tell the class to look at sentences 2 to 6, find the mistake in each and write the corrected sentences in their notebook.

Answers

1 winter → spring, 2 March and April → January and February, 3 rainy → sunny, 4 summer → spring, 5 pears → strawberries, 6 grows → picks

FUN FACT

After reading the fun fact, explain that sheep are herbivores and most herbivores spend many hours eating as there is only a small amount of protein and energy in grass. Elicit names of other herbivores, for example, *horses, elephants and rabbits*.

GO ONLINE 

Read the question and invite the class to guess the answer. Then the children go online to answer the question (spring is in October and November in Australia and other countries in the southern hemisphere).

FAST FINISHERS

The children can write the new words in their notebook in alphabetical order and add a drawing to help them to remember the word.

WRAP-UP

Tell the class about your favourite season and why you like it. Then ask the children to say their favourite season and give reasons. Write the four seasons on the board and ask the class to vote for their favourite one.

EXTRA ACTIVITY

Tell the children to divide a page of their notebook into four sections. Ask them to draw a tree for each season and to write a sentence about the weather in each one.

Continuous Assessment

Make sure the children can read and digest the key information and new vocabulary from the text and can follow the audio to pick out the key information.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	CLIL page 25	Page 178
TEACHER'S RESOURCE BOOK	CLIL page 27	Page 71 TRB

Language Objectives

To follow a story and use visual clues to help with understanding.

To see and review vocabulary in context.

Materials

Teacher's i-solutions


CD 1

WARMER

Write the word *jobs* on the board. Invite the children to say the jobs their parents, family or people they know do. Discuss the jobs and encourage the children to think about whether these jobs involve helping people or animals (be sure to mention vets), if they are dangerous or not and if they are indoor or outdoor jobs. Talk about pets. Ask volunteers to say the names of any pets they have and if they go to see the vet.

1 Read and listen.   1.42 

Before the children open their books, tell them that the story is about the characters' parents too. Invite them to predict what jobs they will see. Read and listen to the story. Then check whether their guesses about the jobs were correct.

2 Read and say the scene number. 

Read out the first sentence and let the children race to find the scene with this sentence. The children then complete the activity in pairs. Check answers as a class.

▶ Answers

1 scene 7, 2 scene 6, 3 scene 8, 4 scene 4,
5 scene 1, 6 scene 5, 7 scene 2, 8 scene 3

FAST FINISHERS

The children write one true and one false sentence about the story. They read out one of their sentences for the class to say if it is true or false.

WRAP-UP

Choose a volunteer to pretend to be a character from the story. The others have to guess who they are by asking yes/no questions. This can also be a team game. Write starters for questions on the board, for example, *Does she ...? Has he got ...?* Limit the number of questions to three per turn.

3 **WHAT'S WRONG WITH FELIX?** PRE-READING Have you got a pet?

1 Read and listen.   1.42 

1 Fred is worried about Felix, his cat.
Oh, Felix doesn't look very happy today. I think he's ill.


2 Felix scratches Rosie's hand.
OUCH!
Oh, Felix!


3 Rosie's dad is a builder. He's fixing the roof.
Felix runs up the ladder.
What's wrong with him?
Let's ask Alice. Her mum's a vet.

4 Rosie's hand is sore. Her mum is a nurse. She puts a plaster on it.
It hurts!
Keep calm, it's just a scratch.
What's wrong with Felix?

32 • Lesson 5 • Key vocabulary and grammar in context

LC  The children develop their listening and reading skills to follow a story.

LC  The children use their reading skills to identify the story vocabulary.

SCC  The children learn about the importance of keeping calm in emergency situations.

5 Oh, no! The ladder is broken.
Keep calm, Rosie, Dad's OK!

Heeelp!

6 Rosie's dad is trapped on the roof.
Keep calm, Pat! I'm calling the fire brigade.
What's wrong with Felix?

7 Later, the firefighters help Dad.
Look! Alice and her mum are here.
He's in that box. His name is Felix.

8 Er... HER name is Felix!
Felix is a girl!?
Oh look, she's got kittens!

IC Read and say the scene number.

- Alice's mum arrives.
- Mum calls the fire brigade.
- Felix has kittens.
- Mum puts a plaster on Rosie's hand.
- Dad climbs up the ladder.
- The ladder falls.
- Felix scratches Rosie.
- Felix runs up the ladder.

IC VALUE Keep calm!

Key vocabulary and grammar in context • Lesson 5 • 33



VALUE

Keep calm!

The story tells us the importance of keeping calm. Go back to the story and elicit why Rosie and Rosie's dad are told to keep calm (because her hand is sore and she's crying, although it's just a scratch, and because he's trapped on a roof). Elicit how the children would be feeling and why keeping calm is important in this type of situations (it helps you to think clearly and not to panic). Elicit other situations where people need to keep calm and write them on the board. Examples include escaping a fire or an accident where someone is hurt. Finally, tell the children that deep breathing can relieve stress in difficult situations. Practise some basic breathing exercises, for example, taking deep breaths by inhaling and exhaling and noticing their breathing as they do.

Key competences continuous assessment

Check if the children can:

- 1 Follow and understand the story.
- 2 Identify the correct scene from the sentences given.
- 3 Understand the need to keep calm in case of an emergency.

EXTRA ACTIVITY

For scenes 7 and 8, children imagine an alternative ending. They can do this individually or in pairs. As a class, brainstorm possible endings once the children have had some thinking time.

Continuous Assessment

Check that the children can follow the story and infer the meaning of new words from the context of the story. Check that the children can respond to the text.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Story page 26	Page 178
GO FURTHER! BOOKLET	Reading page 22	Page 190



1 Listen and rap. 1.43



He's a builder.
His name's Pat.
 He fixes roofs
 And he wears a hat.

She's a nurse.
Her uniform's blue.
 She looks after me and you.

She's a vet.
 Her coat is white.
 She makes sure
 Your pet's all right.

He's a firefighter.
 His engine's red.
 He wears a helmet on his head.



2 Read and say the job.



- 1 His hat is white.
- 2 Her hat is white.
- 3 His jeans are black.

- 4 Her shoes are white.
- 5 Her shoes are green.
- 6 His T-shirt is white.

- 7 His hat is yellow.
- 8 His uniform is black.
- 9 Her uniform is green.

34 • Lesson 6 • *His name's Pat. Her uniform's blue.*



The children improve their reading and listening skills through the repetition of structures in a rap.



The children learn to use the possessive pronoun to determine the professional.

Key competences continuous assessment

Check if the children can:

- 1 Listen to a song and join in.
- 2 Recognise what gender is used in order to identify the profession pictured.

Language Objectives



To learn about rhyming through a rap.
To read clues and guess the job.

Materials

Teacher's i-solutions
Unit 3 Flashcards
CD 1

WARMER

Stick the **flashcards** on the board. Secretly choose one and encourage the children to ask you questions to guess which job it is. For example, *Does she work outdoors?* *Does she wear a uniform?* Invite the child who guesses correctly to the front of the class to take another flashcard for the class to ask questions.

1 Listen and rap.  1.43 

Play the first verse of the song and elicit the rhyming words *Pat/hat*. Continue with the other verses, pausing after each one to elicit the pairs of rhyming words. Play a second time and the children can rap along. Divide the class into two groups to rap alternate verses. You can turn this into a competition to see which group is better at singing together or rapping quicker.

2 Read and say the job. 

Remind the children that we use *his* to describe a boy or man's possessions and *her* for a girl or woman's. Use children in the class to demonstrate *his* and *her*. Read the first sentence and tell the children to say first whether it is referring to a boy or a girl. Then ask them to say which job it is. Let the children complete the activity in pairs and then check as a class.

Answers

1 builder, 2 architect, 3 singer, 4 nurse, 5 architect,
6 singer, 7 firefighter, 8 pilot, 9 nurse

FAST FINISHERS

Children can sing the rap to themselves quietly and if possible, learn a verse by heart.

WRAP-UP

Running dictation: Copy the verses of the song from the lesson and pin them up outside the room or in a part of the room where it can't be easily read by children sitting down. Divide the class into groups. For each group and each line there is a 'runner' who will go up to the sheet of paper and memorise a line of the song (or as much as they can; this should be easier as they have already had exposure to the song). They will come back and whisper it to the rest of their team who write it down. The first team with the most correct version of the lyrics wins.

Although the activity is called 'running' dictation, the idea is not to run but to train the children to move quietly and carefully around or in and out of the classroom. It also helps them to think about how dangerous it is to leave bags, etc. lying around on the floor! Make sure that you take points off groups that make too much noise or don't respect one another and the space.

EXTRA ACTIVITY

Practise the use of *his* and *her* by playing a guessing game with children. Choose a child in the class and make statements about them, for example, *His eyes are brown. His hair is black. His shoes are blue.* Ask volunteers to guess who you are thinking of. The child who guesses correctly can then choose another person to make statements about.

Continuous Assessment

Check that the children can understand the clues to identify the corresponding professional. Check that all children are able to join in with the rap and follow the rhythm.

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	New language page 27	Page 178 Page 184
GO FURTHER! BOOKLET	Listening page 24	Page 190 Page 192
TEACHER'S RESOURCE BOOK	Language pages 11-13	Page 70 TRB

WORD WORK: JOBS ENDING IN -er



1 Listen and read. 1.44

Hello! Have you got a question?

Hi, Word Work! Which jobs end in **-er**?

Firefighter, gardener and farmer end in **-er**.

Sometimes you can add **-er** to a verb and make a job. Look!

I **teach** children. I'm a **teacher**.

I **build** houses. I'm a **builder**.

I **play** basketball. I'm a basketball **player**.

Sometimes, when a verb ends in **-e**, we add **-r**. Look!
write → **writer** **bake** → **baker**

2 Look and write the jobs in your notebook.



WRITING: A DESCRIPTION OF A JOB



3 Copy and complete the description. Then say the job.

Susan works during the and at . She doesn't work in a and she doesn't fly a . She works outdoors and indoors. She wears a and a . She helps in danger. **What's her job?**

▶ Now go to page 28 in the Activity Book and write about a job.



Word Work: jobs ending in -er • Writing: a description of a job • Lesson 7 • 35



The children develop their listening, reading and writing skills.



The children build on their knowledge of spelling rules.



The children reinforce their knowledge of vocabulary.

Key competences continuous assessment

Check if the children can:

- 1 Digest information about spelling rules.
- 2 Spell jobs correctly, remembering spelling rules.
- 3 Write a description of a job using icons as prompts.

Language Objectives

- To develop reading and listening skills.
- To practise spelling job words.
- To practise controlled writing of a job description.

Materials**Teacher's i-solutions**

Unit 3 Flashcards
CD 1

Scrap paper

WARMER

Display the jobs **flashcards** one at a time. The children write the word in their notebook. Stick the **word cards** next to the pictures so children can correct any spelling mistakes.

TIME TO WRITE**1 Listen and read.**  1.44 

Play the audio and ask the children to listen and read. Then, divide the class into teams and give each team pieces of paper to write on. Mime an **-er** job and give the teams ten seconds to write the job and hold it up. The teams with the right job, correctly spelt, win two points. If it's the right job but there's a spelling mistake, they win one point.

2 Look and write the jobs in your notebook. 

Draw the children's attention to the image of the plant and the rake and elicit **gardener**. Ask a volunteer to write the word on the board. The children then work individually to complete the exercise. Check spelling through nominating a child to write the word on the board and the rest of the class checking it.

Answers

gardener, firefighter, baker, builder, singer

3 Copy and complete the description.

Then say the job.  

Read the first line of the description together as a class and when you get to the sun icon, elicit the word which should go into the space: *day*; then elicit *night* when you get to the moon icon. Tell the children to write down the sentence in their notebook. They then work individually to complete the rest of the text. Nominate a child to read the complete text out and the class calls out the job.

Answers

day, night, hospital, plane, uniform, helmet, people; firefighter

FAST FINISHERS

The children can write a sentence about a job with pictograms replacing words.

WRAP-UP

Divide the class into teams. Make a statement about a job, for example, *She works outdoors*. The teams race to write three outdoor professions (*builder, farmer, gardener*). The first team to write three correctly wins a point.

EXTRA ACTIVITY

Divide the class into teams. Choose a job and write lines for each letter on the board. Below each line, write points for each letter. For example, *builder*:

7 3 5 4 6 1 2


The teams take turns to guess the letters. When a team guesses correctly, write the letter on the line and award the team the points. Keep playing until all letters are said even if the teams have guessed the word. Repeat with other jobs.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Time to write page 28	Page 178
GO FURTHER! BOOKLET	Writing page 23	Page 190

GO AROUND THE WORLD

AMAZING JOBS IN AUSTRALIA

1 Listen and read.  1.45 

Hi! I'm Ruby from Australia. I'm writing an article for my school website about jobs. I think these jobs are amazing!

Road train driver


Tom drives a road train. He brings food, clothes and petrol to farms and small towns. His road train is 50 metres long and has 64 wheels. Tom gets up at six o'clock in the morning and drives 700 kilometres a day. At night, he sleeps in the cabin of the road train. Tom likes his job.

**Lifesaver**

Emily is a lifesaver at a big beach. In summer, she works six days a week. She walks on the beach and watches people swimming. Emily has a surfboard and a small boat to rescue people. Her cap, T-shirt and shorts are red and yellow. Her clothes are visible to swimmers.

Flying doctor

Nick is a doctor and a pilot. He flies a small plane and visits farmers and their families when they need a doctor. Nick works during the day and at night. In the plane, there's medicine, a bed and medical equipment.

2 Answer the questions. 

- 1 What time does Tom get up?
- 2 Does Tom sleep in a hotel?
- 3 What colours are Emily's clothes?
- 4 Does Emily work at a swimming pool?
- 5 What's in Nick's plane?

YOUR GO!

What do you think of these jobs?

What do you want to be?

Do you want to learn about some more amazing jobs in Australia?



The children learn about unusual jobs.



The children develop their reading and listening skills.

Key competences continuous assessment

Check if the children can:

- 1 Understand the description of these unusual jobs.
- 2 Read and listen in detail to answer comprehension questions.

Language Objectives

To practise listening and reading.
To practise reading comprehension.

Materials

Teacher's i-solutions

CD 1
Unit 3 Poster


A map of the world, images of Australia

WARMER

Indicate where Australia is on a map and explain that it is a big country, it is a huge island and the capital city is Canberra. Elicit facts about Australia or find images on the internet. Interesting images include the wildlife (emus, kangaroos, koalas), Uluru, the Sydney Opera House, the Great Barrier Reef, the 'bush' and the Great Ocean Road.

1 Listen and read.  1.45 

Ask the class to look at the photos and identify the jobs. Point to Ruby at the top of the page and explain that she is going to describe the jobs to us. Play the audio and ask the class to listen and read. Check comprehension by asking *Who is a (doctor) / (wears a uniform) / (works on the beach)?* Ask the children about the jobs: *Which job looks interesting? Which job would you like?*

2 Answer the questions. 


Draw the children's attention to the first question and elicit the answer. Ask the children to work with a classmate to take turns asking and answering the questions. Then check answers with the whole class.

Answers

1 Six o'clock, 2 No, he doesn't. 3 Red and yellow, 4 No, she doesn't. 5 Medicine, a bed and medical equipment

YOUR GO!

Ask and discuss the first question. As a class, find out which is the most popular job with them. The second question will give them the chance to practise the new structures and vocabulary they have learnt in the unit in a more personalised and freer way.

 Watch the video **Amazing jobs in Australia** to extend the lesson theme.

FAST FINISHERS

The children write a sentence about the job they like best.

WRAP-UP

After reading, ask the children to hold their books open and put them on their heads like a hat. Then, read out a sentence from the texts, but replace one word with *La, la, la!* For example: *In the plane, there's medicine, la, la, la! and medical equipment.* The children race to find the sentence in their books and say the missing word.

EXTRA ACTIVITY

Display the poster and ask the children to secretly choose one person. Explain that they need to create a profile for their chosen person using the model from the texts in Activity 1. They can write a short description about the person in their notebook. They then exchange their notebook with a classmate and, in turn, guess who the description is about.

Continuous Assessment

Check the children are able to understand each description and answer your questions. Monitor Activity 2 to ensure the children are writing the correct answers down in their notebook.

ADDITIONAL RESOURCES

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

GO Innovate!



Cooperative Learning

Cooperative structure available for language consolidation. See **GO Innovate! Teacher's Guide 4.**

GO AGAIN!

3

TAKE A LOOK

- ✓ during the day
- ✓ at night



1 Look and write the jobs in your notebook.



2 Listen and say the jobs. 1.46



3 Copy and complete. Then say the job.

- 1 ... jumper is yellow. 2 ... uniform is blue. 3 ... shirt is red.
 4 ... uniform is pink. 5 ... hat is yellow. 6 ... hat is black.

GO FURTHER! BOOKLET
 Learning to learn, page 40

Unit review • 37



The children identify everyday jobs from visual clues.



The children develop their listening skills.



The children reinforce their knowledge of *his* and *her* as well as their vocabulary.

Key competences continuous assessment

Check if the children can:

- 1 Identify the jobs and write them with the correct spelling.
- 2 Listen in detail to say the job.
- 3 Complete descriptive sentences using possessive pronouns, then identify the job.

Language Objective

To review vocabulary and structures from Unit 3.

Materials

Teacher's i-solutions

- Unit 3 Poster
- CD 1
- Unit 3 Flashcards

WARMER

Display the **poster** and tell the children to memorise as many details as possible in one minute. Then, take down the poster and ask the children to write down as many short sentences as possible. For example, *There are two sheep.* Correct as a class.

1 Look and write the jobs in your notebook.

The children identify the jobs and write the words. You can extend this by asking the children to draw something associated with a job and then guess the job in pairs.

► Answers

1 pilot, 2 farmer, 3 firefighter, 4 builder, 5 singer, 6 vet

2 Listen and say the jobs. 1.46

Play the first extract and pause to elicit the answer. Remind the children that they are choosing from the professions pictured on the TV screens.

► Answers

1 farmer, 2 teacher, 3 nurse, 4 singer

3 Copy and complete. Then say the job.

Revise the use of the possessive s first. The children complete the activity individually, then check as a class.

► Answers

1 Her (teacher), 2 His (vet), 3 His (farmer),
4 Her (nurse), 5 Her (builder), 6 His (singer)

TAKE A LOOK

Ask the children to take a look at this section to see the different use of prepositions.

FAST FINISHERS

The children write down all the jobs with one other word that is associated with the job. For example, nurse – medicine.

WRAP-UP

Play *Guess the job*, using the **flashcards** as prompts. Choose a child to take a card without showing the others. The children ask questions to find out what the job is.

TRANSCRIPT

1.46 Listen and say the jobs.

Man: What's the job?!

1 TV presenter: Hello, boys and girls. Welcome to the show. Let's play *What's the job?*

First, the red team. Look at the pictures. It's a man.

Girl: Does he work at night?

TV presenter: No, he doesn't.

Boy: Does he wear a hat?

TV presenter: Yes, he does. What's his job?

2 TV presenter: All right, now it's the blue team. This time it's a woman. What's her job?

Boy: Does she wear a uniform?

TV presenter: No, she doesn't.

Girl: Does she work indoors?

TV presenter: Yes, she does. What's her job?

3 TV presenter: Now, it's the red team again. Who's this? It's a woman.

Girl: Does she work outdoors?

TV presenter: No, she doesn't.

Boy: Does she work at night?

TV presenter: Yes, she does. What's her job?

4 TV presenter: Final question for the blue team. It's a man. What's his job?

Boy: Does he work indoors?

TV presenter: Yes, he does.

Girl: Does he wear a hat?

TV presenter: Yes, he does.

Final Assessment

The children should be able to name and describe different jobs. Check they can ask and answer the questions in the Present Simple: *Does he (wear a uniform)? (Yes, he does.)*

Check the children know the spelling rule with the suffix *-er* when talking about people's jobs.

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Go again! page 29	Page 177 Page 184
	My new words page 66	Page 181 Page 187
GO FURTHER! BOOKLET	Learning to learn page 40	-----
	Learning strategies pages 44-47	
TEACHER'S RESOURCE BOOK	Unit 3 test pages 43-46	Page 73 TRB Page 77 TRB