

GO! 5

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	READY, STEADY, GO!	p. 30	dates and ordinal numbers <i>bin, board, calculator, desk, diary, folder, notebook, scissors</i>
	OUR WORLD	p. 40	<i>Brazil, China, France, Germany, India, Japan, Mexico, Morocco, Russia, Sweden</i> <i>my, your, her, his, our, their</i> <i>five past, twenty-five to</i>
	THE WEEKEND'S HERE!	p. 60	<i>do baking, do crafts, do gardening, do the shopping, go to football training, meet friends, play basketball, practise the keyboard, visit grandparents, walk the dog</i> <i>always, usually, sometimes, hardly ever, never</i>
	BOOKS AND FILMS	p. 82	<i>adventure, animation, comedy, detective, drama, fantasy, historical, horror, musical, science fiction</i> <i>boring, brilliant, moving, exciting, hilarious, rubbish, stunning, terrifying</i>
	WILD WORLD	p. 102	<i>baboon, camel, cheetah, chimpanzee, cobra, gorilla, hippopotamus, leopard, rhinoceros, scorpion</i> <i>along, around, over, through, under</i>
	WHEN I WAS YOUNG	p. 124	<i>artistic, brave, friendly, funny, hard-working, lazy, naughty, quiet, sporty, talkative</i>
	INCREDIBLE INVENTIONS	p. 144	<i>dishwasher, headphones, microwave, mobile phone, quadcopter, remote control, Rubik's cube, solar panel, tablet, washing machine</i> calendar years
EXTENDED READING			
	• Making a difference • Units 1-2	p. 80	
	• Game on! • Units 3-4	p. 122	
	• Amazing museums • Units 5-6	p. 164	
PROJECTS 			
	• Our band • Units 1-2	p. 172	
	• A board game • Units 3-4	p. 172	
	• A new invention • Units 5-6	p. 173	
PAIRWORK 		p. 166	

READING

WORD WORK

CULTURE

KEY STRUCTURES

CLIL

WRITING

GO AROUND THE WORLD

<p>When's the school play? It's on 21st October.</p>			
<p>My favourite group's from France. Our mum's from Germany. It's twenty past nine. It's five to nine.</p>	<p>Natural Science: oceans and continents</p>	<p>Country adjectives</p> <p>An email</p>	<p>An amazing park in Singapore</p>
<p>At the weekend, I always walk the dog. He usually gets up at half past nine. She never plays basketball. How often do you go running? I go running every day.</p>	<p>Maths: pie charts</p>	<p>Alphabetical order</p> <p>A diary entry</p>	<p>Gardening in the UK</p>
<p>I really like fantasy. My sister loves horror stories. My dad hates science fiction. You don't like detective films. I think it's exciting! She thinks horror films are terrifying.</p>	<p>Literature: popular characters from books and films</p>	<p>And and but</p> <p>A book review</p>	<p>A film studio tour in the USA</p>
<p>Elephants are faster than rhinos. Tigers are more social than lions. Camels have got longer legs than hippos. Go along the path. Walk through the forest. At the river, go over the bridge.</p>	<p>Natural Science: animal habitats</p>	<p>Plural nouns</p> <p>A fact sheet</p>	<p>Habitats in Botswana</p>
<p>I was hard-working at school. She was a scary teacher. Were you good at Art? Yes, I was. / No, I wasn't. There was a lighthouse in the town. Were there lots of books? Yes, there were. / No, there weren't.</p>	<p>Social Science: brave people in history</p>	<p>Punctuation</p> <p>An interview</p>	<p>Ireland: then and now</p>
<p>On Tuesday, our class visited the planetarium. We didn't study English or Maths. Did they invent a phone? Yes, they did. / No, they didn't. He was born in 1955.</p>	<p>Social Science: Chinese inventions</p>	<p>Compound nouns</p> <p>A report</p>	<p>Canadian inventions</p>



ICONS



reading



interaction



writing



work together



listening



video



speaking

FAST FINISHERS suggestions available for every lesson



UNIT 3 OVERVIEW



Grammar

- **Verbs expressing likes and dislikes:** *She quite likes musicals. He really loves historical films. I don't like dramas. Do you like fantasy novels?*

Vocabulary

- **Book and film genres:** *adventure, animation, comedy, detective, drama, fantasy, historical, horror, musical, science fiction*
- **Adjectives to express opinion:** *boring, brilliant, exciting, hilarious, moving, rubbish, stunning, terrifying*
- **Books and film related:** *criminal, explore, spell, spy*
- **Extra:** *charity, fame, fight, film, film studio, pavement, tour, young*

Word Work

- **Conjunctions *and* and *but***

Recycled language

- Present Simple
- Frequency expressions
- Physical descriptions

Language Objectives

Grammar

- To practise expressing likes and dislikes in reading and listening activities using the 3rd person singular, affirmative and negative forms.
- To describe books and films.
- To express opinions.
- To describe the plot of a book or film using connectors.

Vocabulary

- To understand different book and film genres.
- To identify key vocabulary in the context of a narrative.
- To become more familiar with adjectives used to express opinion.

Functions

- To talk about likes and dislikes.
- To express opinions about books and films.
- To find out about a film studio tour in the USA.

Skills Objectives

Speaking

- To develop accuracy with target language.
- To ask and answer questions about opinions of books and films.
- To use the target language to express likes and dislikes.
- To practise using adjectives to express opinions.

Reading

- To understand the narrative of a story.
- To answer comprehension questions.
- To identify important information in a text.
- To understand a model book review in order to write their own.

Listening

- To understand descriptions of genres in order to match a description to the correct book.
- To match the correct speaker with the statement.
- To listen to identify model sentences with the correct verbs expressing likes and dislikes.

Writing

- To complete gap-fill sentences about popular characters from books and films.
- To write full answers to comprehension questions.
- To form correct sentences using the connectors *and* and *but*.
- To practise writing a review of a book or film using expressions and target language from the unit.

Assessment Criteria

- The children can match and repeat genres correctly.
- The children can identify and use verbs to express likes and dislikes, using affirmative, negative and interrogative forms.
- The children can read and listen to a text in detail to identify discrepancies between the text and the statements provided.
- The children can discuss things they know about films before reading a text to answer detailed comprehension questions.
- The children become more familiar with adjectives to describe opinion.
- The children can incorporate connectors correctly into sentences and write a book or film review using target language.

Materials

- **Teacher's i-solutions**
- **Student's Book CD 2**
- **Poster** Unit 3
- **Teacher's Resource Book**
 - Lesson 3:** Language, pp. 11-13
 - Lesson 4:** CLIL, p. 27
 - Unit review:**
Unit 3 test, pp. 43-46
- **Student's Book** Unit 3
- **Activity Book** Unit 3
- **GO Further! Booklet** Unit 3
 - Lesson 6:** Grammar, p. 6
Listening, p. 22
 - Lesson 7:** Reading, p. 24
Writing, p. 25
 - Lesson 8:** Speaking, p. 23
 - Unit review:**
Learning to learn, p. 40
- Slips of paper, coloured cards

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, CLIL and culture lessons**
- **Highlight feature** for all texts in the Student's Book
- **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



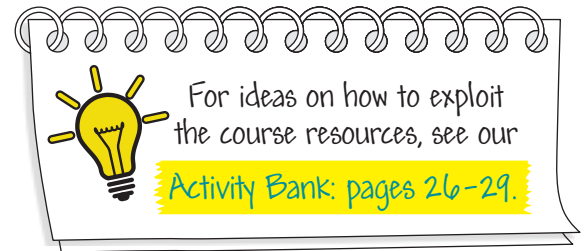
Use the **Richmond i-tools** to add your own material for the classroom by inserting notes and hyperlinks. It is also possible to write or paint on the pages and in the zoom windows.

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

GO Innovate!



- Lesson 3:** Flipped Learning
- Lesson 4:** Thinking-based Learning
- Lesson 8:** Cooperative Learning
- Unit review:** Situation-based Learning



Key competences



Linguistic competence

The children practise their reading, listening and writing skills. They develop and consolidate their knowledge of verbs to express likes and dislikes. They develop their understanding of *and* and *but* in a review.



Competence in Maths, Science and Technology

The children learn about the film industry.



Digital competence

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



Learning to learn

The children develop their learning strategies by repeating what they hear. They strengthen their understanding of a narrative by thinking about how the characters are feeling when reading aloud.



Social and civic competence

The children learn basic social interaction by working in pairs or in small groups. They learn about individual abilities and working together as a team.



Sense of initiative and entrepreneurship

The children decide on the subject of their book or film reviews, deciding what audience it is suitable for and why.



Cultural awareness and expression

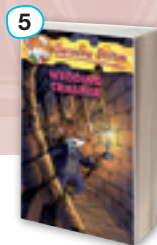
The children develop their knowledge of popular characters from books and films. They share their ideas for a film. They learn about the film industry and a film studio in Hollywood.

3

VOCABULARY

BOOKS AND FILMS

Hi, I'm Joel!
 In this unit we learn about book and film genres and how to say what we think of them.
 Can you guess what my favourite book genre is? I like stories about wizards and dragons.



1 Look and match in pairs. Listen and check. Then, listen and repeat. 2.1

- adventure
- animation
- comedy
- detective
- drama
- fantasy
- historical
- horror
- musical
- science fiction

DISCOVERY TASK

2 Listen and say the genre. 2.2

3 Ask in pairs.

What's your favourite film?

Pirates of the Caribbean.

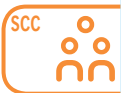
What genre is it?

Adventure.

WHAT DO YOU KNOW?

Make a list! How many book or film titles do you know in English?

LEARNING TO LEARN



The children extend their cultural knowledge by learning vocabulary to describe book and film genres.



The children develop their listening skills by listening to descriptions and identifying the correct genre.



The children develop their social skills by asking and answering questions in pairs.

Key competences continuous assessment

Check if the children can:

- 1 Identify the genres.
- 2 Correctly name the genres from the descriptions.
- 3 Work cooperatively with a classmate.

Language Objectives

To introduce vocabulary for book and film genres.
To practise listening skills by identifying different genres.
To practise asking and answering questions.


Materials

Teacher's i-solutions
CD 2
Unit 3 Poster

WARMER

Invite a child to read Joel's introduction out loud. Elicit or explain the meaning of *genre*. The children try to identify Joel's favourite book genre (*fantasy*). Tell the children to close their books, then elicit other genres for books or films. Say, for example, *animation* and get the children to name as many films as they can of that type.

1 Look and match in pairs. 



Listen and check. Then, listen and repeat.  2.1

Ask the children to match the pictures 1 to 10 to the corresponding genre. Give them time to discuss the answer. Play the audio and tell the children to check their answers. They then listen and say the words focusing on the pronunciation.

▶ **Transcript page 182**

▶ **Answers**

1 horror, 2 science fiction, 3 adventure, 4 musical,
5 detective, 6 historical, 7 animation, 8 drama,
9 comedy, 10 fantasy

DISCOVERY TASK **2 Listen and say the genre.**  2.2 

Play the audio, pausing after each conversation. The children listen individually and whisper the answer to their partner before sharing answers in open class. Ask the children to say what information for each one helped them to know the answer.

▶ **Transcript page 182**

▶ **Answers**

1 historical, 2 science fiction, 3 horror, 4 detective,
5 fantasy

3 Ask in pairs. 

Write the questions *What's your favourite film?* and *What genre is it?* on the board. Demonstrate the speaking activity by modelling the exchanges with a volunteer. Then put the children into pairs to take turns asking and answering.

WHAT DO YOU KNOW? **LEARNING TO LEARN**

The children open their notebooks and write as many book or film titles as they know in English individually. Set a time limit of three minutes. When they have finished, they swap notebooks to check each other's work.

FAST FINISHERS

The children write down the target language from Activity 1 in their notebooks and write a book or film title for each word.

WRAP-UP

Display the **poster** and on a piece of paper, write down a word for something you can see on the poster. This could be an object or person. Tell the class they must guess the word you have written. You can moderate the difficulty here depending on the class by giving initial letters for the word, saying how many syllables it has got or giving other clues. The child that guesses the word correctly can have a go at choosing a word and asking the class to guess.

Initial Evaluation

Play *Hangman* with the genres. Ensure the children can pronounce the words properly. Brainstorm related vocabulary for each genre with the children and write any suggestions on the board.

ADDITIONAL RESOURCES

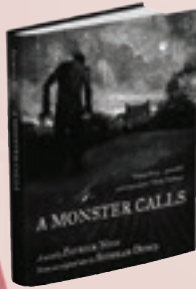
Book	Section	Answer Key
ACTIVITY BOOK	Vocabulary page 22	Page 199

I love books!



1 Listen and read. 2.3

Do you like reading? I read every night before I go to sleep. I **love** fantasy stories with magic, dragons and monsters. I'm reading *A Monster Calls* at the



moment. It's an excellent fantasy novel and a film too. It's about a boy called Conor. He's got lots of problems. His mother is ill and some boys at school are horrible to him. At night, a monster visits Conor and they become friends.

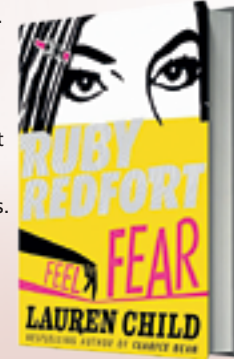
I'm a big fan of detective novels too. I **really like** the books about Ruby Redfort, the girl detective. Ruby's thirteen and is good at solving codes and

catching criminals. Her parents don't know she's a detective. They think she's an ordinary girl.

Lots of my friends love science fiction, but I **don't like** stories about aliens and spaceships. I prefer books about people.

I **quite like** adventure stories. It's fun to read about explorers and pirates.

My dad usually reads biographies, but I **hate** them. I prefer fiction, it's cool!



2 Answer the questions.

- | | |
|------------------------------|-----------------------------------|
| 1 How often does Joel read? | 4 Does Joel like science fiction? |
| 2 What are Conor's problems? | 5 Who likes reading biographies? |
| 3 Who's Ruby Redfort? | 6 What is Joel's favourite genre? |



3 Listen to the children and choose a book. 2.4



4 Ask a friend.

Do you like fantasy novels?

Do you like horror stories?



Yes, I **love** fantasy. I'm a big fan of the Harry Potter books.

I **quite like** horror stories about ghosts and witches, but I **don't like** very scary stories.

Expressing likes and dislikes: *I (really like) fantasy.* • Lesson 2 • 29



The children develop their reading and listening comprehension skills.



The children learn to skim the text in order to find the relevant section for the answers.



The children use their cultural knowledge to identify vocabulary related to specific film and book genres.



The children learn to express their own opinions.

Key competences continuous assessment

Check if the children can:

- 1 Listen and read a text simultaneously.
- 2 Search the text in order to find the answers to the comprehension questions.
- 3 Understand the cultural references in order to identify the books.
- 4 Express their opinions on different genres.

Language Objectives



To introduce language to express likes and dislikes.
 To practise detailed reading and listening.
 To practise answering questions for detailed comprehension.
 To give opinions on book genres.

Materials**Teacher's i-solutions**

Unit 3 Poster
 CD 2

WARMER

Write the first two letters of each genre on the board: *ad, dr, fa, hi, ho, mu, sc fi, an, de, co*. The children work in pairs and race to write each genre using the initial letters as a prompt. Then, display the **poster** and ask the children to check their answers.

1 Listen and read.  2.3 

Draw the following symbols on the right-hand side of the board: 😊 😐 😞 😡 😠. Elicit the verbs from the children and write the words next to the corresponding symbol: *love, really like, quite like, don't like, hate*.

Elicit from the children what they can remember about Joel from the previous lesson. Ask the class some questions about reading, such as *Do you like reading? When do you read? What's your favourite genre? What's your favourite book?* Focus the children's attention on the pictures in Activity 1 and ask *What genre are the books?* The children listen and read the text individually. Finally, elicit what genre the books in the picture belong to (*fantasy and detective*).

▶ **Transcript page 182**

2 Answer the questions. 

Focus the children's attention on the first question, then give them thirty seconds to find the answer in the text. Nominate a child and write the answer on the board (*every night*). Repeat for questions 2 to 6. As an extension, ask the children to choose a book mentioned in the text and give a reason why they do or do not want to read it: *I want to read A Monster Calls because I love fantasy stories!* Elicit answers in open class.

▶ Answers

1 Every night. 2 His mother is ill and some boys at school are horrible to him. 3 A girl detective. 4 No, he doesn't. 5 Joel's dad. 6 Fantasy.

3 Listen to the children and choose a book.  2.4

Before listening, elicit from the children what type of genre each book is. The children listen individually. Pause after each speaker and ask the children to point to the correct book. Alternatively, for larger groups, invite a volunteer to say the title of the book.

▶ **Transcript page 183**

▶ Answers

1 d, *The Short Detective*, 2 e, *Cleopatra and the Wizard*, 3 c, *The Space Police*, 4 a, *The Vampires of Venus*, 5 b, *Crazy Cowboys*.

4 Ask a friend. 

Model this task with a volunteer. The children take turns to ask and answer in pairs.

FAST FINISHERS

The children count how many genres are mentioned in the text in Activity 1 (*five*).

WRAP-UP

Display the poster. In their notebooks, the children draw a grid with five columns with the following words as headings: *love, like, quite like, don't like, hate*. They then write the genres under the headings according to their preferences.

EXTRA ACTIVITY

Give a short description of a book or film and the children guess the genre: *I've got a book about aliens and spaceships (science fiction). My favourite film is about a vampire who lives in a castle (horror).*

Continuous Assessment

The children write full sentences about books or films using the table from the Wrap-up activity in their notebooks: *I really like adventure stories. I hate detective novels.* Monitor their work.

ADDITIONAL RESOURCES

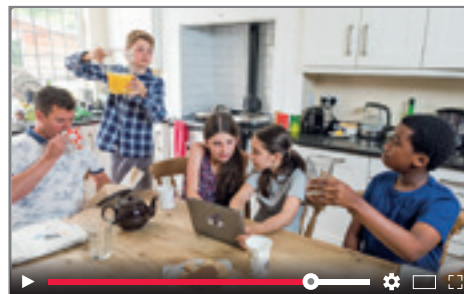
Book	Section	Answer Key Transcript
ACTIVITY BOOK	Grammar page 23	Page 199 Page 205

3 GRAMMAR AND SPEAKING



1 Watch the video 'Books and films'. Then, read and say the name.

- 'Well, I quite like musicals.'
- 'I don't like science fiction films.'
- 'I hate historical films.'
- 'Oh, no! The internet isn't working.'
- 'Look in the newspaper.'
- 'I love detective films!'



Alternative to video, page 84

Share your comment



I love animation films and comedies.
I don't like historical films.
Hamza, Morocco



2 Listen and find two sentences from the table.

Expressing likes and dislikes		
I / You / We / They	love really like quite like don't like	musicals. dramas. historical films.
She / He	doesn't like hates	

REMEMBER!

love really like quite like don't like hate

PAIRWORK

Student A look at page 69
Student B look at page 72
• Ask about someone's opinion.



3 Listen and read. Then, find two true sentences and correct the false sentences.

Tamsin lives in a small town. She goes to the cinema once a month. She loves adventure films. She really likes fantasy too. Tamsin watches films on TV once or twice a week.



Flora lives in a village and she hardly ever goes to the cinema. She usually watches films on the internet. She hates horror films. She thinks monsters are silly. She loves animation films. *Ballerina* is her favourite film.



Libby lives in a big city. She goes to the cinema twice a month. She loves musicals and fantasy films. *Into the Woods* is her favourite film. She really likes historical films, but she doesn't like science fiction.

- Flora quite likes horror films.
- Libby loves science fiction.
- Tamsin goes to the cinema twice a month.
- Libby really likes historical films.
- Tamsin hates fantasy.
- Flora hardly ever goes to the cinema.

30 • Lesson 3 • Expressing likes and dislikes: She (quite likes) animation films.

GO FURTHER! BOOKLET
Grammar, page 6



The children use their listening skills, observation and memory to say the correct speaker.



The children develop their listening and reading skills.



The children acknowledge similarities and differences when finding out about different opinions.



The children reinforce their knowledge of verbs to express likes and dislikes.

Key competences continuous assessment

Check if the children can:

- Remember the video in order to identify the correct speaker.
- Identify the sentences they hear.
- Ask questions to find about someone's opinions.
- Read in detail to identify true and false statements about the text.

Language Objectives

- To practise listening and reading skills.
- To listen to identify two sentences expressing likes and dislikes.
- To read and identify true or false statements.
- To give an opinion.

Materials

- Teacher's i-solutions CD 2
- Slips of paper

WARMER

Say a category and tell the class you want them to write a word for the category in their notebooks. For example, you say *fruit* and each child writes the name of a fruit in their notebook. Categories may be: a fruit, an animal, a film genre, a famous person, a sport, a book title, a country, a month. The children then work in pairs and take turns. Child A describes a word on their list for Child B to guess. When Child B guesses the word, they both give their opinion of it: *I quite like pineapple, I don't like pineapple.*

1 Watch the video 'Books and films'. Then, read and say the name.

Ask the children to identify Alfie, Daisy, Joel, Megan and Joel's dad in the screenshot and write their names on the board. Ask the children to read the quotes in Activity 1 and check understanding. Play the video through and play it a second time if necessary. The children then read the quotes again and say who said each one. Alternatively, have the children read the video transcript, then copy the sentences on page 84 of their **Student's Book** and write the name.

▶ **Transcript page 183**

▶ **Answers**

1 Daisy, 2 Joel, 3 Alfie, 4 Megan, 5 Joel's dad, 6 Megan

Share your comment

Ask the children to read the comment and think about film genres. They tell the people sitting near them and include the same information: what they do and do not like. Pairs with the same opinions can give each other a high five. Invite volunteers to share their information with the whole class.

Read the grammar table **or watch the visual grammar presentation with the children.**

2 Listen and find two sentences from the table.

Play the audio and ask the children to look out for the sentences from the grammar table.

▶ **Transcript page 183**

▶ **Answers**

I quite like musicals. He hates historical films.

3 Listen and read. Then, find two true sentences and correct the false sentences.

The children read and listen individually. Next, read each statement aloud. The children put their hands in the air if the sentence is true. If the statement is false, they shake their heads and call out the correct answer.

▶ **Transcript page 183**

▶ **Answers**

1 F, Flora hates horror films. 2 F, Libby doesn't like science fiction. 3 F, Tasmin goes to the cinema once a month. 4 T, 5 F, Tasmin really likes fantasy. 6 T

PAIRWORK

Divide the class into pairs and appoint each child as either Student A or B. The children turn to their corresponding page. They take turns to ask each other for their opinion.

FAST FINISHERS

The children read the text again and look for anything they have got in common with Tamsin, Flora or Libby.

WRAP-UP

The children write three sentences about their classmate based on the questions asked in Activity 4 in the previous lesson. Encourage them to use the target language, for example, *She quite likes horror stories. She doesn't like horror films.* Monitor for errors. Next, the children share their description with the class and the group guesses the child.

Continuous Assessment

Put the children into pairs and give each pair two slips of paper, one with a ✓ and one with a ✗. Write the first sentence on the board. The children decide if the sentence is grammatically correct or incorrect and hold up the corresponding paper. Award a point to pairs with the right answer. An extra point can be given to the pair who reformulates the sentence correctly. Repeat with sentences 2 to 6.

- 1 I loves historical novels. 4 He loves fantasy films.
- 2 She quite like horror films. 5 I really like musicals.
- 3 Emilio hate comedies. 6 I don't likes adventure films.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Grammar page 24	Page 200
TEACHER'S RESOURCE BOOK	Language pages 11-13	Page 78 TRB

GO Innovate!

Flip this lesson!

Flipped Learning dynamic available in **GO Innovate! Teacher's Guide 5.**

POPULAR CHARACTERS FROM BOOKS AND FILMS

Before you read

1 Look and answer.

- 1 Do you know the names Sherlock Holmes, Hermione Granger or Tintin?
- 2 Who's an explorer?
- 3 Who's a witch?
- 4 Who's a detective?

Read

2 Read and listen.



Sherlock Holmes

Sherlock Holmes is a detective in books by the British author Arthur Conan Doyle. Holmes is tall and he's got dark hair. He's very intelligent and he likes playing the violin. He lives in London and he catches criminals with his friend, Doctor Watson. Sherlock Holmes is a very popular character. There are Sherlock Holmes films, books and TV series.

Hermione Granger



Hermione Granger is a young witch in the Harry Potter books by the British author J. K. Rowling. She's got a cat called Crookshanks. She goes to Hogwarts School for witches and wizards. Hermione's very good at magic and she really likes learning new spells. She loves books and she's always in the library. She fights the terrible Lord Voldemort with her friends Harry and Ron.

Tintin



Tintin is an explorer in comic books by the Belgian artist Hergé. He's a young man with short, fair hair. Tintin catches criminals and spies. In his adventures, he flies planes and rides camels. In one story, he's an astronaut and he goes to the moon. Tintin's got a dog called Snowy and a good friend called Captain Haddock.

FUN FACT

Tintin's dog is called Milou in French, Milú in Spanish, Struppi in German and Tobbi in Icelandic.



After you read

3 Copy and write the names.

- 1 ... hasn't got a pet.
- 2 ... loves reading and learning.
- 3 ... has got short, fair hair.
- 4 ... doesn't catch criminals.
- 5 ... is the author of the Harry Potter books.
- 6 ... plays a musical instrument.

Do actors get stage fright?



GO ONLINE

How many Harry Potter and Tintin books are there?

MY NEW WORDS

LEARNING TO LEARN

- criminals
- explorer
- fight
- spells
- spies
- young

Literature: popular characters from books and films • Lesson 4 • 31



The children are introduced to popular literary characters: Sherlock Holmes, Hermione Granger and Tintin.



The children develop their reading and listening skills and learn about popular characters from books and films.



The children develop their reading comprehension skills by identifying facts about each character.



The children use the internet to access specific information.

Key competences continuous assessment

Check if the children can:

- 1 Recognise some or all of the characters.
- 2 Follow and understand texts about fictional characters.
- 3 Match the character to the statements.
- 4 Use the internet to find the information about the books.

Language Objectives

To practise listening skills.
To learn topic-related vocabulary.
To scan the text to identify facts.

Materials

Teacher's i-solutions

CD 2

Slips of paper

WARMER

Review the genres. Elicit and write some famous characters on the board or display images and tell the class to work in pairs and match them to the genres: *Olaf* (animation), *Mr Bean* (comedy), *Dracula* (horror), *Harry Potter* (fantasy).

Before you read**1 Look and answer.**

Focus the children's attention on the pictures from Activity 2 and elicit what they know about Sherlock Holmes, Hermione Granger and Tintin: where they live, what they do, what they look like. Build up a description of each one on the board and accept children's predictions and/or suggestions without worrying about accuracy. Answer the questions in Activity 1 as a group.

Answers

1 *Child's own answers*, 2 Tintin, 3 Hermione Granger, 4 Sherlock Holmes

Read**2 Read and listen.**

The children listen and read individually. As an extension, point to one piece of information about each character from the predictions you wrote before on the board. The children nod if it is correct or shake their heads if it is incorrect.

Transcript page 183**After you read****3 Copy and write the names.**

Ask the children to look at the first sentence. Give them thirty seconds to find the answer in the text (*Sherlock Holmes*). Individually, the children write the answers for sentences 2 to 6 in their notebooks. Then, they exchange notebooks and correct each other's answers.

Answers

1 Sherlock Holmes, 2 Hermione Granger, 3 Tintin, 4 Hermione Granger, 5 J. K. Rowling, 6 Sherlock Holmes

FUN FACT

Explain that different countries have got different names for other famous characters too. For example, Tintin is *Tantan* in Russia and *Tim* in Germany. This happens with people's names too. *Peter* in English is *Pedro* in Spanish and *Pietro* in Italian. Ask the class if they know the English versions of their own names.

GO ONLINE

Read the question and invite the class to guess the answer. Then invite the children to go online and check at home. There are seven Harry Potter books and twenty-four Tintin books.

MY NEW WORDS

LEARNING TO LEARN

Ask the children to list the new words in their notebooks or vocabulary books before writing a sentence for each.



Watch the video **Do actors get stage fright?** for a fun challenge related to the lesson theme. See page 27 for teaching steps.

FAST FINISHERS

The children close their books and individually write as many facts as they can remember about Tintin, Hermione Granger and Sherlock Holmes in their notebooks.

WRAP-UP

Ask the class to close their books and dictate a series of letters: S L B A S A T L. Explain that these are the initial letters of the words in a sentence in Activity 2. Ask the class to open their books and find a sentence in the text with these letters: *She loves books and she's always in the library.* Tell them to each find a sentence and write the initial letters. Ask volunteers to dictate their letters as the class races to identify the correct sentence.

Continuous Assessment

Hand out a slip of paper to each child. The children write a true or false statement about a character in the lesson. Divide the board into two sections, *true* and *false*. Invite the children to read their sentences aloud. The group must listen carefully and decide if the sentence is true or false. They then attach the sentence to the corresponding part of the board.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	CLIL page 25	Page 200
TEACHER'S RESOURCE BOOK	CLIL page 27	Page 79 TRB

GO Innovate!**Thinking-based Learning**

Thinking routine available for extension. See **GO Innovate! Teacher's Guide 5**.

Language Objectives

To use the unit language to discuss differences among friends.

To practise reading and listening for detail in a story.
To scan the text to find answers.

Materials

Teacher's i-solutions

CD 2

WARMER

Write the title of the story on the board. Ask the children what genre they think this film would be and write up suggestions. Based on the title, it could be *horror*, *musical*, *comedy* or possibly *fantasy*. Ask them if they know any other films that mix genres and write these up.

Top Tip!  LEARNING TO LEARN

Draw the children's attention to the Top Tip! Read it aloud, then illustrate by saying a sentence showing different feelings, for example, bored, excited... Tell the children to guess how you are feeling.

Before you read

1 Do you often disagree with your friends? 

Ask the children to suggest ways that they disagree with their friends, maybe about films, food, TV programmes or sports. Ask them if it is good or bad to disagree with someone and if this stops them from being someone's friend.

Read

2 Read and listen.   2.9

Play the audio for the children to follow the story by reading and listening. Then, divide the class into small groups and ask them to come up with ideas for mixed genre films, for example, a *science fiction comedy*.

▶ Transcript page 184

After you read

3 Answer the questions in your notebook. 

Ask the children to do the task individually. Next, the children compare answers in groups of three before finally sharing their answers in open class.

▶ Answers

1 Every week. 2 Because he doesn't like horror films.
3 His mum tells him about it. 4 He doesn't like singing.
5 Harry. 6 They feel nervous.

ZOMBIE LAND... THE MUSICAL!



Narrator: Adam, Harry and Oliver are friends. Adam is good at music, Harry is a fantastic artist and Oliver loves making video clips. They meet every week to go to the cinema. Harry thinks horror films are brilliant. Adam loves musicals and Oliver likes animation films. But they all really like comedy.

Harry: What a terrifying film!
Adam: Urgh! I don't like horror films. They're rubbish. Can we go and see a musical next week?
Harry: I hate musicals. They're boring.
Oliver: Hey, listen! My mum says there's a short film competition at the Arts Centre. They show the winning film in the cinema.
Harry: Great! Let's make a zombie film together.
Adam: Oh, no!

Narrator: The boys are getting ready to make the film at Oliver's house. Mum is helping.
Mum: That make-up looks stunning, Harry!
Harry: Thanks, Mrs O'Brien!
Oliver: And thanks for letting us use your video camera too, Mum!

Narrator: Later, they're filming in the garden.
Oliver: Look out!
Adam: Oooh... aargh!
Harry: Ha, ha!

Narrator: Now they're filming the scene where the zombie's arm falls off.
Adam: Your dog's running away with my false arm!
Harry: That's hilarious!
Oliver: No, Rocky! Bad dog!

32 • Lesson 5 • Key vocabulary and grammar in context



The children focus on relationships with friends and how they can disagree but still be friends.



The children develop their reading and listening skills by following a narrative.



The children develop their detailed reading skills.



The children recognise that different people have got different skills and abilities, which is a positive element to working as a team.


FAST FINISHERS

The children write a short description of their favourite film character.

WRAP-UP


Check understanding by holding a class quiz. Prepare questions such as *What's Adam good at? Who hates musicals? Which character has got a dog?* etc. Divide the class into teams. Each team takes turns to confer and answer the questions. Award one point for each correctly answered question. If a question is answered incorrectly, it passes to the next team.

6




Adam: I hate this film, it's rubbish! I don't want to make a horror film anymore.
Harry: Hey, listen! I've got an idea. Let's make it a zombie comedy!
Oliver: I've got a better idea. Let's make a zombie comedy musical! We can all sing too.
Harry: Oh, no! I don't like singing.

7



Narrator: The boys are finishing work on their short film. It's called *Zombie Land, the Musical*. Oliver is editing the film, Adam is playing the music and Harry is recording sound effects.


8



Narrator: It's the night of the award ceremony and the boys are very nervous.
Mrs O'Brien: This is really exciting!
Mr O'Brien: Yes, I hope they win!
Presenter: And the winner is... *Zombie Land, the Musical!*



Top Tip!  **LEARNING TO LEARN**
 When you read aloud, think about how the characters are feeling.

Before you read


1 Do you often disagree with your friends? 

I love animation films, but Emily...


Read

2 Read and listen.  

After you read

3 Answer the questions in your notebook. 

- 1 How often do the boys go to the cinema?
- 2 Why isn't Adam happy at the beginning of the story?
- 3 How does Oliver find out about the competition?
- 4 What does Harry think of singing?
- 5 Who records the sound effects for the film?
- 6 How do the boys feel at the ceremony?

OUR VALUES 

Together
 Everyone
 Achieves
 More

- Are you and your friends good at different things?
- Do you work together to achieve things?

Key vocabulary and grammar in context • Lesson 5 • 33



OUR VALUES

Together Everyone Achieves More

Ask the children to think of times when they have been part of a team. *What did the team achieve? What did they do to help?* If it's difficult for them to draw from their own experience, give your own examples and then ask them to imagine a situation where they could work as a team with classmates. *How could they help the team? What would the team achieve?* Ask the children to think about the characters in the story, look at scene 1 and review what each one was good at. Help the children to understand that the characters worked as a team by focusing on their own strengths to work together.

Key competences continuous assessment

Check if the children can:

- 1 Identify how they have got different opinions to their friends.
- 2 Follow and understand the story.
- 3 Read for detail in order to answer comprehension questions.
- 4 Recognise that differences among people are good.

EXTRA ACTIVITY

The children read the story aloud. Divide the class into groups and assign each group the role of a character, for example, *narrator, Harry, Adam*, etc. Encourage them to add corresponding gesture and intonation. Model some of the phrases with exaggerated stress beforehand for dramatic effect.

Continuous Assessment

Make sure the children can understand the story in order to answer the questions.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Story page 26	Page 200

3

NEW LANGUAGE



1 Listen and repeat. © 2.10



GO BACK AND LOOK!

Look at the story again and find the adjectives in Activity 1. Which one is not in the story?



2 Read and complete the sentences in your notebook.



Hi, I'm Rory and I love watching films. I'm a *Star Wars* fan. The special effects in *Rogue One* are stunning. But there are lots of films

I don't like, especially historical films. I think they're really boring. I quite like horror films, especially about ghosts, but sometimes they're terrifying!



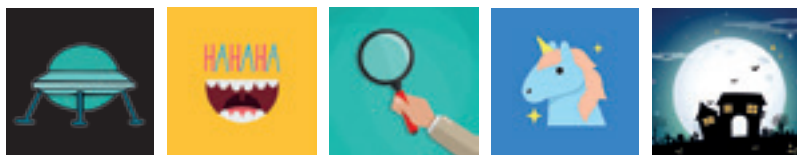
My name's Jude. I love going to the cinema. I don't like being scared and I think horror films are rubbish.

Adventure films are good and my favourites are the Indiana Jones films. They're so exciting! My favourite film is an animation film called *The Lego Movie*. It's hilarious!

- 1 Jude thinks horror films are ...
- 2 Rory thinks films about ... are terrifying.
- 3 Rory thinks historical films are ...
- 4 Jude thinks Indiana Jones is ...
- 5 Rory thinks ... are stunning.
- 6 Jude thinks *The Lego Movie* is ...



3 Think of a film from each genre. Then say in pairs.



What do you think of *Star Wars*?

I think it's exciting!



The children learn about adjectives to express opinion and develop their pronunciation accuracy by repeating the adjectives.



The children expand their vocabulary knowledge by reading a text and identifying the correct adjective.



The children use their initiative to think of films and also to give their own opinion.

Key competences continuous assessment

Check if the children can:

- 1 Pronounce adjectives correctly.
- 2 Correctly match the adjective to the child's opinion.
- 3 Ask the questions using their own examples and give their opinion.

Language Objectives

To practise listening and saying different adjectives.
To understand the meaning of adjectives to express opinion.
To practise expressing opinions about film genres.

Materials

Teacher's i-solutions
CD 2

WARMER

Write the word *adjectives* on the board. Remind the class that adjectives are 'describing' words and ask volunteers to call out adjectives they know. Then ask them to think which adjectives might be useful to describe a film. Write their ideas on the board.

1 Listen and repeat.  2.10 

Before listening, check and clarify the meaning of the adjectives using gesture, images and explanation. To reinforce meaning, ask the children to suggest something that provokes these sentiments. Play the audio, pausing after each excerpt so that the children can repeat. Encourage them to use whatever gesture, expressions or intonation they wish to express the adjectives.

▶ Transcript page 184**GO BACK AND LOOK!** 

The children race to find the word that is not included. Invite a volunteer to share with the class.

▶ Answers

moving

2 Read and complete the sentences in your notebook.  


The children read and complete the first sentence individually before checking the answer with their partner. If pairs have got different answers, they should hold up their hands. Nominate a pair to supply the answer (*rubbish*) and say where the information is in the text. Repeat for sentences 2 to 6. As an extension, the children take turns making true or false statements about the text in pairs, using the adjectives from Activity 1.

Child A: (book open) *Rory thinks historical films are exciting.*

Child B: (book closed) *False! Rory thinks historical films are boring!*

▶ Answers

1 rubbish, 2 ghosts, 3 (really) boring, 4 exciting, 5 the special effects in *Rogue One*, 6 hilarious

3 Think of a film from each genre.
Then say in pairs. 

Draw the children's attention to the pictures in Activity 3. Elicit the correct genre and spelling for each one and write them on the board. Choose a genre from the board and say it aloud. In pairs, the children decide a corresponding film and an adjective to describe it. In groups of four, pairs compare their choices. If their choice of film is the same, they say *Snap!* and raise their hands. Elicit the film and a corresponding adjective. Repeat with the remaining genres.

FAST FINISHERS

The children choose three adjectives from Activity 1 and write a personalised sentence using the target language.

WRAP-UP

Divide the class into teams. Think of an adjective (*terrifying*) and draw a line for each letter on the board with a number below:

6 4 1 5 9 10 7 3 8 2

Invite teams to guess letters. Award them the allotted points for each letter they guess (6 = t, etc).

EXTRA ACTIVITY

Mime an action for each adjective from Activity 1 and have the children guess. In pairs, the children take turns to mime and guess.

Continuous Assessment

Dictate the following definitions for the children to copy. In pairs, the children write the corresponding adjective:

Something very funny. (*hilarious*)

Something very scary. (*terrifying*)

Something very beautiful. (*stunning*)

Something very happy or sad. (*moving*)

Something very good or clever. (*brilliant*)

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	New language page 27	Page 200
GO FURTHER! BOOKLET	Grammar page 6	Page 209
	Listening page 22	Page 210 Page 212

WORD WORK: AND AND BUT

1 Listen and read. 2.11

Word Work says... When you're writing, there are two very important words you use: **and** and **but**.

Use **and** to connect two similar ideas. Look:
I like musicals. I like horror films.
I like musicals **and** horror films.

Use **but** to contrast two ideas. Look:
I can ride a bike. I can't ride a horse.
I can ride a bike, **but** I can't ride a horse.
Remember to use a comma before **but**.

2 Copy and complete with *and* or *but*.

- Today, I'm wearing blue trousers ... a pink T-shirt.
- I get up at 7 o'clock on Friday ... I get up at 9 o'clock on Saturday.
- I love Science ... I hate Maths.
- The weather's terrible. It's cold ... rainy.
- I really like science fiction ... I don't like fantasy.



WRITING: A BOOK REVIEW

3 Read and answer.

Wonder by R. J. Palacio Genre: Drama

The plot

Wonder is about a boy called Auggie. He lives in New York and he really likes science fiction films. Auggie is an ordinary boy, but he doesn't go to school. His face is very deformed and he studies at home. When he's ten, Auggie goes to school for the first time. All the children look at Auggie, but nobody says 'hello'. Can he make friends? Read the book and find out!

Important characters

Auggie is my favourite character. His life is difficult, but he is very brave.
Via is Auggie's sister. She's fourteen.
Summer and Jack are Auggie's friends.
Julian is a horrible boy at Auggie's school.



By Billy

My opinion

I think *Wonder* is a brilliant book. It's sad and moving, but it's funny too. It's an ideal book for 10 to 12 year olds, but I think it's a good book for teenagers too. I give it five stars. ☆☆☆☆☆

- Find three sentences with *but*.
- Find five adjectives.
- Do you want to read *Wonder*?

Top Tip!

Use these expressions in reviews:
It's about ..., *I think ...*, *It's an ideal book for ...*

LEARNING TO LEARN

▶ Now go to page 28 in the Activity Book and write a book or film review.

Word Work: *and* and *but* • Writing: a book review • Lesson 7 • 35



The children develop their knowledge of conjunctions by reading and listening to example sentences.



The children put what they have learnt into practice to show their understanding.



The children are introduced to the main sections of a book or film review.



The children develop their writing skills and use their imagination and creativity when writing their own book or film reviews.

Key competences continuous assessment

Check if the children can:

- Identify when to use *and* and *but* correctly in a sentence.
- Apply the new knowledge to correctly complete the task.
- Locate the words and give an opinion.
- Use target language correctly when writing their own book or film review.

Language Objectives

To identify when to use the conjunctions *and* and *but*.
To practise using conjunctions in individual sentences.
To practise reading a book review and identifying examples of the target language.


Materials

Teacher's i-solutions
CD 2

Coloured cards

WARMER

The children draw a grid of six squares in their notebooks and write in six adjectives from Lesson 6. Say each of the words and they tick them off if they have got them. The first to tick off three in a row shouts *Bingo!* and reads out the words.

WORD WORK: AND AND BUT**1 Listen and read.**  2.11 

The children listen and read the text. Tell the children to close their books. Write the following sentences on the board, elicit the mistake and have the children say the sentences correctly.

I like musicals but horror films. → (*I like musicals and horror films.*)

I can sing and I can't dance. → (*I can sing, but I can't dance.*)



► **Transcript page 184**

2 Copy and complete with *and* or *but*. 

Put the children into pairs and hand out two coloured cards per pair: yellow to represent *and* and blue to represent *but*. Read the complete sentences from Activity 2 aloud and hum to indicate the missing word. Pairs discuss and hold up the corresponding card. The children then copy the full sentences in their notebooks.

► **Answers**

1 and, 2 but, 3 but, 4 and, 5 but

WRITING: A BOOK REVIEW**3 Read and answer.**  

Introduce the book review by bringing an English book to class and telling the children briefly about the story and whether you liked it or not and why. Check and clarify the meaning of *plot* and *character*. Ask the children to read the book review. They then complete the activity independently. Check answers in open class.

► **Answers**

1 Auggie is an ordinary boy, but he doesn't go to school. All the children look at Auggie, but nobody says 'hello'. His life is difficult, but he is very brave.

2 Any five from: ordinary, deformed, favourite, difficult, brave, horrible, brilliant, sad, moving, funny, ideal, good

3 *Child's own answers*

Top Tip!  **LEARNING TO LEARN**

Draw the children's attention to the Top Tip! Remind them to use these expressions when they write about a film or a book.

Direct the children to their Activity Book in preparation for the review writing task. Remind them to write under the following headings: *The plot*, *Important characters*, *My opinion*. Before children write their reviews, ask them to work in pairs and write a list of adjectives you can use about a book or a film and a list of adjectives for characters: Books and films: *sad, exciting, hilarious, scary, moving, boring, brilliant*
Characters: *brave, strong, clever, friendly, shy, funny, honest*

FAST FINISHERS

The children write three sentences about themselves using *and* and *but*.

WRAP-UP

Dictate the first halves of some sentences. The children have to finish them in their own way. For example:

I love Saturdays, but ...

I really like pizza and ...

They've got a cat, but ...

EXTRA ACTIVITY

Have the children exchange book reviews with their classmate and read each other's work. The children write a comment underneath, for example, *I really want to read this book!* *I think this film is very exciting.*

Continuous Assessment

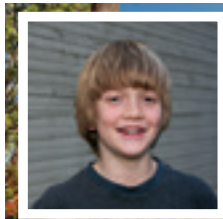
Before class, prepare some sentences with *and* and *but*. Then write them on the board in random order, leaving out *and* and *but*. The children work in pairs to write them in order and include either *and* or *but*.
Example sentence:

Japanese speak I English can't can speak I

Answer: *I can speak English, but I can't speak Japanese.*

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Writing page 28	Page 200
GO FURTHER! BOOKLET	Reading page 24	Page 210
	Writing page 25	-----


1 Read and listen. 2.12


My HOLLYWOOD blog



Hi, I'm Dominic from the USA. I'm visiting Hollywood with my family. They make lots of films in Hollywood. You can go on a tour of a film studio.

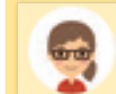
I love science fiction films. It's exciting to see spaceships, aliens and robots from my favourite films. This is the robot R2-D2 from the *Star Wars* films.



My sister really likes the *Jurassic Park* films. You can see models of the dinosaurs at the film studio. Here's a velociraptor. It's a terrifying carnivore. Look at those teeth!



My brother loves adventure films and superhero films. He's a big fan of Batman. At the studio, you can see Batman's cars. They're called batmobiles. Look, this is a batmobile from the 1960s TV series!

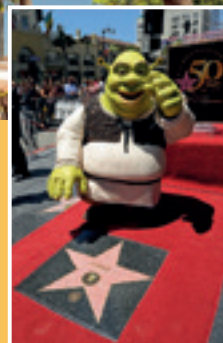


Cool blog, Dominic! In my city, there's an important film festival every year.
Lina, Cannes, France

2 Read and say True or False.

- 1 Dominic loves science fiction films.
- 2 His brother really likes the *Jurassic Park* films.
- 3 A velociraptor is a scary dinosaur.
- 4 There are 2,600 stars on the Hollywood Walk of Fame.
- 5 There's a new star on the Walk of Fame once a week.
- 6 Will Smith is an actor in musicals.

This is the Hollywood Walk of Fame. There are 2,600 stars on the pavement here. Each star is pink and has the name of an actor, film director or cartoon character. Here's a photo of Shrek and his star. There are two new stars every month. Tourists really like looking at the stars and finding their favourite actors.



Will Smith is my favourite actor. He acts in comedies, dramas and science fiction films. He gives money to children's charities too.



YOUR GO!

Do you think a film studio tour is interesting? Why? Why not?
Which film genres do you like?

MY NEW WORDS

LEARNING TO LEARN

charities fame film studio
pavement tour

Do you want to learn more about the film industry?
Watch the video 'The world of films'.



36 • Lesson 8 • Learn about a film studio tour in the USA



The children discover information about the film industry in Hollywood.



The children develop their detailed reading skills.



The children formulate and then share their own ideas and opinions.

Key competences continuous assessment

Check if the children can:

- 1 Follow and understand the text about Hollywood.
- 2 Read for detail in order to identify sentences as true or false.
- 3 Give an opinion.

Language Objectives

To practise listening and reading.
To practise detailed comprehension skills.

Materials

Teacher's i-solutions
CD 2
Unit 3 Poster

WARMER

Dictate some questions about films:
How often do you go to the cinema?
Have you got a favourite film?
Do you like horror films?
Is there a film that you want to see at the moment?
What's your favourite film genre?
Have you got a favourite film character?
Check the class have written the questions correctly, then ask them to mingle and ask each other the questions. For larger groups, pairs can take turns to ask and answer before changing partners.

1 Read and listen.   2.12

Before reading, ask the children to look at the photos and say what they can see. Write the word *Hollywood* on the board and ask them what they know about Hollywood. Build up a mind map on the board. The children read and listen individually. Pause the audio intermittently and ask questions to check understanding:
What kind of films does Dominic love? (science fiction)
What can you see at the film studio? (models of dinosaurs)

▶ **Transcript page 185**

2 Read and say True or False.  

Individually, the children read the sentences and decide if they are true or false. The children compare answers in pairs. Check the answers in open class. Ask the children to correct the false statements. As an extension to this task, after reading the comment, they could search for images of the Cannes film festival. Ask *Are there any film festivals in our country?*

▶ **Answers**

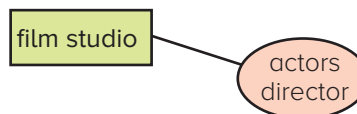
1 True. 2 False, his sister really likes the *Jurassic Park* films. 3 True. 4 True. 5 False, there are two new stars every month. 6 False, he's an actor in comedies, dramas and science fiction films.


YOUR GO!

Encourage the children to give opinions about Dominic's film tour and say whether they would like to go on one. Encourage them to say which film genres they like.

MY NEW WORDS LEARNING TO LEARN

Having checked the meaning of the new words, ask the children to copy the words in their notebooks and draw spider diagrams, using their dictionaries to add two related words or phrases to each:



 Watch the video **The world of films** to extend the lesson theme. Worksheet available on the **Teacher's i-solutions** for further practice.

FAST FINISHERS

The children find three new words in the blog and look up the definition in their dictionaries.

WRAP-UP

Give the children five minutes to study the text and remember as much as possible. Then, ask them to close their books and answer some questions from memory:
Which dinosaur is a terrifying carnivore?
Which genre does Dominic love?
Which films is R2D2 in?
Which genres does Dominic's brother like?
How many stars are on the Walk of Fame?
What colour are the stars?
How many new stars are there every month?
Who is Dominic's favourite actor?

Continuous Assessment

Display the **poster**. Make true or false statements about the genres using language from the unit where possible. The children clap and say *True!* if the sentence is true or shake their heads, say *False!* and call out the correct statement if it is false: *Comedy films are hilarious. True! Harry Potter is a famous musical. False! Harry Potter is a famous fantasy film.*

ADDITIONAL RESOURCES

Book	Section	Answer Key
GO FURTHER! BOOKLET	Speaking page 23	-----

GO Innovate! 

Cooperative Learning



Cooperative structure available for language consolidation. See **GO Innovate! Teacher's Guide 5**.

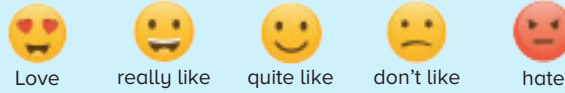
UNIT REVIEW

3



TEST YOURSELF! LEARNING TO LEARN

How many films that are also books can you write in English in two minutes?
Ready? **GO, GO, GO!**


1 Listen and say the name.  2.13 



	Jess	Hannah	Thomas	Logan
comedy				
science fiction				
musicals				
horror				

2 Read and say *True* or *False*. Then correct the mistakes in your notebook.  

- 1 Thomas doesn't like comedy.
- 2 Hannah quite likes horror films.
- 3 Jess doesn't like horror films.
- 4 Thomas hates musicals.
- 5 Logan doesn't like science fiction.
- 6 Jess quite likes musicals.
- 7 Logan loves comedy.
- 8 Hannah hates science fiction.

3 What do they think? Choose a film. Look and write. 



He thinks *Guardians of the Galaxy 2* is exciting.
It's a science fiction film.



GO FURTHER! BOOKLET
Learning to learn, page 40 

Unit review • 37



The children use a key to interpret the data which is presented in a table.



The children consolidate their knowledge of book and film genres and verbs to express likes and dislikes.



The children use their initiative and previous knowledge to create meaningful descriptions.

Key competences continuous assessment

Check if the children can:

- 1 Read the information from the chart.
- 2 Identify true or false statements.
- 3 Use target language to write a short description of a film.

Language Objective

To review vocabulary and structures from Unit 3.

Materials

Teacher's i-solutions

CD 2

Unit 3 Poster

WARMER

Give the class a topic, for example, *countries*, *film genres* or *adjectives* and ask everyone to stand up. Clap and say *One, two, three*, followed by a topic-related word. Nominate a child to do the same and say another a word related to the topic, and so on. If somebody cannot think of a word or repeats a word already said, they sit down and the turn passes to the next child. The winner is the last person standing.

TEST YOURSELF!

LEARNING TO LEARN

Ask the children to read the question. Make sure everyone is ready to write. Start the timer and give them two minutes to work. In small groups they check each other's answers and as a class decide who has written the most.

1 Listen and say the name. 2.13

Focus the children's attention on the symbols in the key and what each one means. Ask the children to describe Jess' likes: *She loves comedy films, she hates science fiction* and so on. Play the first excerpt and ask *Who loves science fiction films? (Thomas and Logan). Who really likes horror films? (only Logan.)* Clarify that the answer then is *Logan*. Play the next extract and give the children time to consult the table before eliciting the answer. Repeat for the following excerpts.

▶ Transcript page 185

▶ Answers

1 Logan, 2 Hannah, 3 Thomas, 4 Jess

2 Read and say *True or False*.

Then correct the mistakes in your notebook. 

Read the first sentence and ask the children to say if it is true or false. Ask them to supply the correct answer. The children then work independently to write the answers in their notebooks. The children swap notebooks to correct each other's work as answers are given in open class.

▶ Answers

1 False, Thomas quite likes comedy. 2 False, Hannah loves horror films. 3 True, 4 True, 5 False, Logan loves science fiction. 6 False, Jess quite likes musicals. 7 True, 8 False, Hannah quite likes science fiction.

3 What do they think? Choose a film.

Look and write. 

Write the words *film*, *adjective* and *genre* on the board. Focus the children's attention on the first picture and elicit the corresponding examples: *Guardians of the Galaxy 2*, *exciting*, *science fiction*. Elicit the information for the second picture, referring the children to the structure and write their suggestions on the board, for example, *He thinks Lord of the Rings is boring. It's a fantasy film*. The children complete the task individually, writing the description in their notebooks. Finally, invite volunteers to share their descriptions with the class.

FAST FINISHERS

The children write a short description of their favourite film or book.

EXTRA ACTIVITY

Display the **poster**. The children have got ten seconds to memorise the genres. Remove the poster and children write down all the genres that they can remember.

Final Assessment

Display the poster and write the following adjectives on the board: *stunning*, *boring*, *exciting*, *moving*, *terrifying*, *hilarious*, *rubbish*, *brilliant*. The children match a suitable adjective to a genre and write a sentence for each adjective, expressing their own opinion:
I think comedies are hilarious because they make me laugh a lot.

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Unit review page 29	Page 200 Page 205
	My wordlist page 61	Page 208
GO FURTHER! BOOKLET	Learning to learn page 40	-----
TEACHER'S RESOURCE BOOK	Unit 3 test pages 43-46	Page 80 TRB Page 84 TRB

GO Innovate!



Situation-based Learning

Real-world task available to contextualise and consolidate language.

See **GO Innovate! Teacher's Guide 5**.