

# GO! 6

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# CONTENTS

## KEY VOCABULARY

	<b>READY, STEADY, GO!</b>	p. 30	big numbers: 100 and above <i>keyboard, laptop, message, mouse, screen, speakers, video chat, website</i>
	<b>SCHOOL DAYS</b>	p. 40	<i>classroom, computer room, corridor, dining room, hall, library, music room, playground, staffroom, toilets</i>
	<b>FOOD FOR FRIENDS</b>	p. 60	<i>asparagus, blueberries, butter, chillies, flour, honey, nuts, olive oil, onions, sugar delicious, horrible; salty, savoury, spicy, sweet</i>
	<b>WORLD RECORDS</b>	p. 82	<i>bridge, building, cable car, lake, mountain, river, road, roller coaster, skyscraper, train</i>
	<b>THE FESTIVAL</b>	p. 102	<i>buy/bought, drink/drank, go/went, have/had, make/made, meet/met, see/saw, sing/sang, take/took, wear/wore a year ago, four weeks ago, the day after, the day before</i>
	<b>ANCIENT ROME</b>	p. 124	<i>amphitheatre, aqueduct, brooch, chariot, coin, mosaic, sandals, statue, toga, wall</i>
	<b>ADVENTURE CAMP</b>	p. 144	<i>compass, map, rucksack, sleeping bag, sun cream, tent, torch, towel, water bottle, waterproof</i>
<b>PAIRWORK</b> 		<b>p. 166</b>	
<b>EXTENDED READING</b>			
• Food for thought • Units 1-2		<b>p. 80</b>	
• The Land of the Vikings • Units 3-4		<b>p. 122</b>	
• Summer fun! • Units 5-6		<b>p. 164</b>	
<b>PROJECTS</b> 			
• Our dream school • Units 1-2			<b>p. 172</b>
• A quiz with cards • Units 3-4			<b>p. 172</b>
• A time capsule • Units 5-6			<b>p. 173</b>

# KEY STRUCTURES

## READING

## WORD WORK

## CULTURE

### CLIL

### WRITING

### GO AROUND THE WORLD

<i>Mount Everest is 8,848 metres high.</i>			
<i>I have to work hard. She doesn't have to tidy the books. Do you have to do homework? Yes, I do. / No, I don't. Whose violin is this? It's Hannah's violin. Is Will's jacket red? Yes, it is. / No, it isn't.</i>	<b>Social Science:</b> school uniforms	Adverbs of manner  A leaflet	A school in Nunavut, Canada
<i>There's some sugar. There isn't any flour. There are some eggs. There aren't any nuts. Is there any olive oil? Yes, there is. / No, there isn't. Are there any mushrooms? Yes, there are. / No, there aren't.</i>	<b>Natural Science:</b> vitamins and minerals	Extreme adjectives  A restaurant dialogue	Food festivals in Malta
<i>London is the biggest city in the UK. Tower Bridge is the most famous bridge in London. Who's the funniest person in your family? How cold is it in winter? How fast does the bus go?</i>	<b>Social Science:</b> green cities	Spelling in comparative and superlative adjectives  An advert	National parks in the United States
<i>I met a friend. We made a video. They didn't sing a song. Did you play basketball? Yes, I did. / No, I didn't.</i>	<b>Social Science:</b> the history of film	Do and make  A report	Weekend activities in Jamaica
<i>On Wednesday, I read some books about the Romans. They built the first bridge 2,000 years ago. What did Roman children wear? Where did you have lunch? Turn left at the statue. Turn right at the market. Go straight on along Via dei Fori. Go past the Piazza Venezia.</i>	<b>Social Science:</b> Roman baths	Homophones  A visitor questionnaire	The Romans in the UK
<i>We're going to tell ghost stories. I'm not going to sleep in a tent. Are you going to stay at home? Yes, I am. / No, I'm not. You should take a map. You shouldn't drop litter.</i>	<b>Natural Science:</b> seed dispersal	Idioms  A personal text	Summer camp activities in New Zealand

## BONUS LESSONS IN THE GO FURTHER! BOOKLET

- Present Perfect **p. 50**
- Future with *will* **p. 54**

## ICONS



reading



interaction



writing



work together



listening



video



speaking

**FAST FINISHERS** suggestions available for every lesson

### Course characters: GO! Kids



The dynamic opening pages spread of the welcome unit is where we meet the **GO! Kids** again: Joel, Megan, Alfie and Daisy. They are the protagonists of a short, humorous photo story set at Joel's house.

They provide **a connecting thread in three areas of each unit**.

**In Lesson 1**, the **GO! Kids** take turns to present the unit objectives, the theme and grammar to be covered over the course of the unit.

**In Lesson 2**, the unit protagonist then narrates a contextualised text containing the first grammar structure presented.

**In Lesson 3**, they appear together in an **entertaining and engaging video, whose function is to contextualise the main grammar focus of the unit**. Being engaged with the characters makes the learning experience meaningful and memorable for the children.



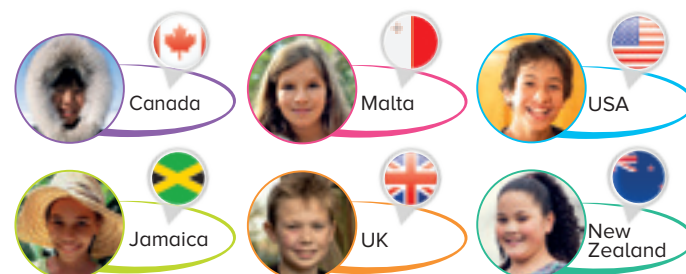
### Grammar Gadget

Grammar Gadget is an animated device that **builds and constructs grammar rules** in a series of light-hearted and extremely helpful **visual grammar presentations**. Grammar Gadget's merit is in its capacity to add a **genuinely fun and engaging aspect** to this traditionally dry area of language acquisition. The children are sure to successfully retain what they are shown in the **step-by-step presentations**.



All **key language** and **grammar structures** are **highlighted** for the children to distinguish them easily. It is a support for their **Learning to learn competence**, which is integral to the course methodology.

### Culture bloggers



The class will be able to visit the respective English-speaking countries of the children they meet in the **Go around the world** lessons. They are sure to be interested in their counterparts, Jason, Mikela, Jasper, Gabrielle, Thomas and Imogen, and in their **international blogs**, where they share information about where they live. The children travel the world both through their Student's Book and through the **videos** that support the page content.



### CLIL vloggers



The world outside the classroom will come to life for the children when they meet more **British counterparts** in the **videos that support the CLIL lesson content**. Lucy, Kate and Harry invite the children to participate in an experiment or challenge. They implicate the children by posing a question to them, which makes them consider and anticipate possible outcomes. The children are sure to love these videos as the chosen format of **internet video** is one they will be very familiar with.



### Term review

Entirely different contexts and characters await the children in the **Extended Reading** area. This is to add **variety** and **dynamism** to an area that is designed to promote **pleasurable, accessible reading** on themes that are relevant to the children.

**Authentic text types**, such as a magazine article, a restaurant review or an interview all contribute to provide this variety, while consolidating key vocabulary and structures.



An amazing collection of videos support and enhance all the grammar points presented in the Student's Book, as well as the CLIL and culture lesson content.



The Discovery task uses a novel approach to listening by asking the children to deduce information.



The children are invited to consider their prior vocabulary knowledge.

### MY NEW WORDS

New words are extracted from the reading texts and presented at the bottom of the page for easy access.

### FUN FACT

Some new and engaging information is presented for the CLIL lesson.



The children become active in their own learning process when they are asked to investigate something.



The children pause to reflect on an important value integral to the unit story.

### YOUR GO!

The children have an opportunity to personalise their learning.

### Top Tip!

The children's **Learning to learn competence** is further promoted by presenting learning strategies the children should focus on.

### TEST YOURSELF!

The unit review opens with a fun and challenging, timed task for the children to test their memory on what they have learnt.

### PROJECT

A project suggestion for each term promotes the development of social skills through collaborative learning, while simultaneously reviewing key vocabulary and structures.



Clear cross-references will lead the children to extra support for the lesson content.

# A WORD FROM THE AUTHORS ABOUT THE COURSE METHODOLOGY

Dear colleagues,

As life-long teachers ourselves, we know that few professions are as vocationally driven as teaching. Teachers want what is best for their students. What works best for the student is usually what works best for the teacher. A sound methodology should have the needs of both as its starting point. So that's where we started with **GO!**

Children are centre stage in **GO!** and the topics and themes are chosen to reflect their lives, interests and aspirations. All language and contexts are meaningful, engaging and fun for the child.

Narrative techniques are employed throughout to draw the children in, hold their attention and keep them wanting more. The main characters throughout the course are designed for maximum relevance and appeal to the children. And of course, humour is a vital ingredient!

Children are naturally curious about their world and their place in it. Finding out about English-speaking countries around the world and how children live in other cultures is a key feature of **GO!** There are also frequent opportunities for the children to bring their own lives into the classroom with personalisation activities.

We know all too well from experience how important 'user-friendliness' is when it comes to delivering a language course. Best teaching practice is the start and end point for all activities in **GO!** The goals and objectives are always clear. Transparency is our guiding principle.

A clear and predictable unit structure throughout the course really helps teachers to plan. Learning objectives are always signalled at the bottom of each page, so teachers and parents can see at a glance what the focus of the lesson is.

Careful consideration has been given throughout to pitching the level of cognitive challenge so that activities are absorbing and achievable. As teachers, we're very sensitive to classroom management issues, and keeping the children engaged and on task is a key factor. The aim is to develop their **Learning to learn competence** and this is reflected in the clear progression from controlled and supported tasks to independent language use.

We all know that learning does not take place in a vacuum and that as educators we have to address the whole child. Children and teachers are part of a community, so citizenship education should always underpin learning in any subject. Throughout **GO!** there is a clear emphasis on values appropriate to the children's developmental level. Each unit story takes a key value as its starting point. We aim to appeal to both hearts and minds, not just by promoting the core values of mutual respect, sharing and teamwork, but by focusing on more specific values to promote community spirit and develop emotional intelligence.

Warm regards,

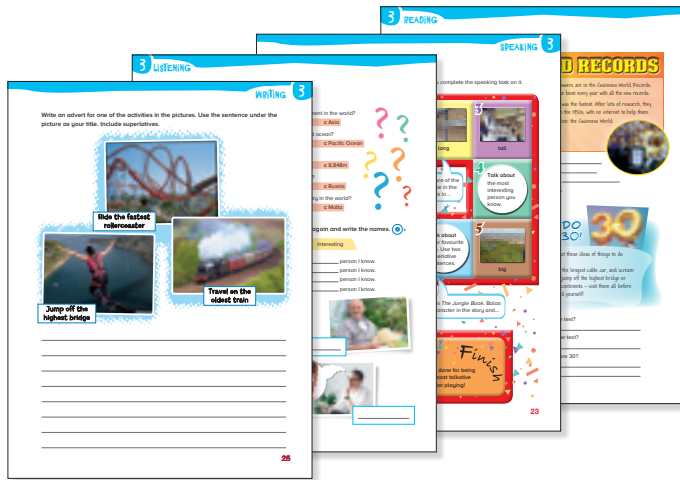
Brandon Durre

Robin Newton



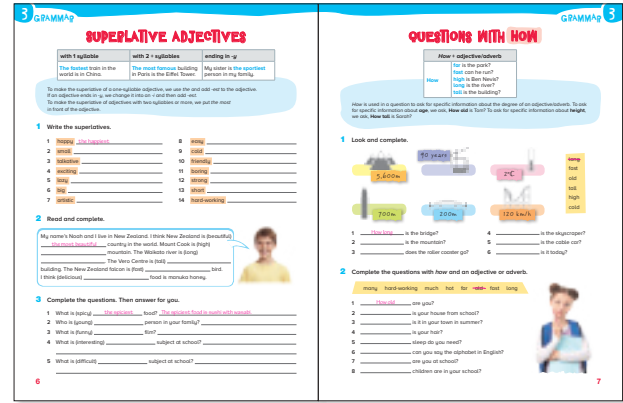
## Full-colour GO Further! Booklet

This full-colour booklet is designed to take the children a little further along their learning path. It contains a **Grammar reference** where the children can find helpful grammar tables and explanations and follow-up practice grammar activities.

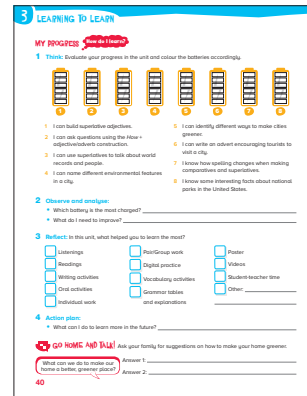


The **Learning to learn** pages include a **unit self-assessment**, a thinking tool to encourage the children to analyse how they learn and to identify what activities or sections in the unit helped them the most.

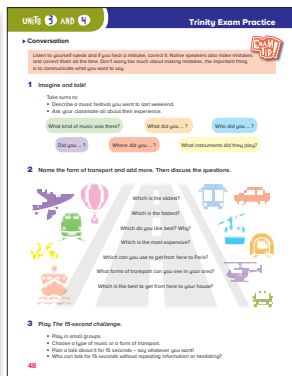
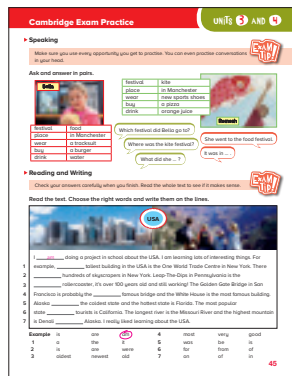
The children can use the thinking stage **self-assessment** activity as a graph to map and compare their progress. They are not only asked to **observe** and **analyse** their progress but also to **reflect** on how they learn best.



Specific language acquisition skills can be isolated and worked upon in the **Skills section**, which revisits the unit content.

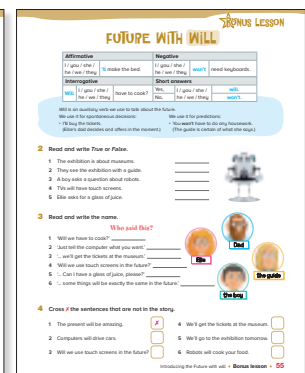
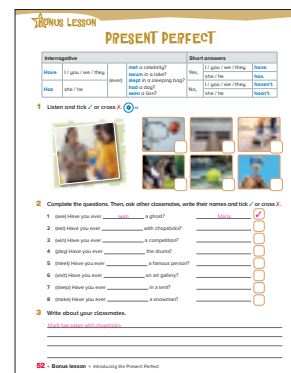


An oral task is provided with a view to the children **taking the new learning home**. This contributes to their understanding that language acquisition is relevant in the world outside the classroom.



**External Exam Practice** pages help the children to become familiar with external exams format. This practice is provided for both the **Trinity** and the **Cambridge Young Learners** exams.

The **GO!** course, through the **GO Further! Booklet**, embraces the possibility of covering the grammar areas of both the **Present Perfect** and the **Future with will**. This is in **recognition of the diversity that exists not only within groups but in the logistics of class timetables** and the amount of time that may be dedicated to English. The structures are first presented in context in amenable, recorded texts and then reinforced by a grammar reference, grammar tables and practice exercises.








Both the **Student's Book** and the **Activity Book** include an **access code** to the course website where the children can find the following resources:

## STUDENT'S BOOK DIGITAL RESOURCES

### Student's i-book

Online multi-device version of the Student's Book to access the course material at home.

-  Student's i-tools to personalise the book
-  Video material
-  Audio material



### Videos

Easy access to video support for **grammar**, **CLIL** and **culture lessons**.



### Flipped Learning



The grammar videos form the base for the **Flipped Learning** section, where the children and families can access everything they need if you choose to use the optional Flipped Learning dynamics available in **GO Innovate! Teacher's Guide 6**.

## ACTIVITY BOOK DIGITAL RESOURCES

### Student's interactive practice

Additional interactive practice to consolidate the course content. It is ideal for fast finishers or for homework.

**Student's interactive practice** includes learning progress.

The activities are contextualised in real-world situations. This helps to make the acquisition of language more rewarding for the children. They connect more with the authentic English-speaking world and appreciate more the concept of English for life.



Also available to purchase on



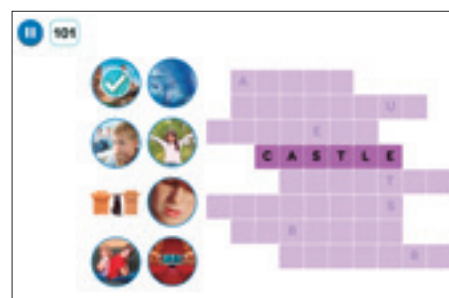
**Digital Student's Book**

**Digital Activity Book**

Fully interactive Student's Book and Activity Book for a complete tracking of the children's progress.



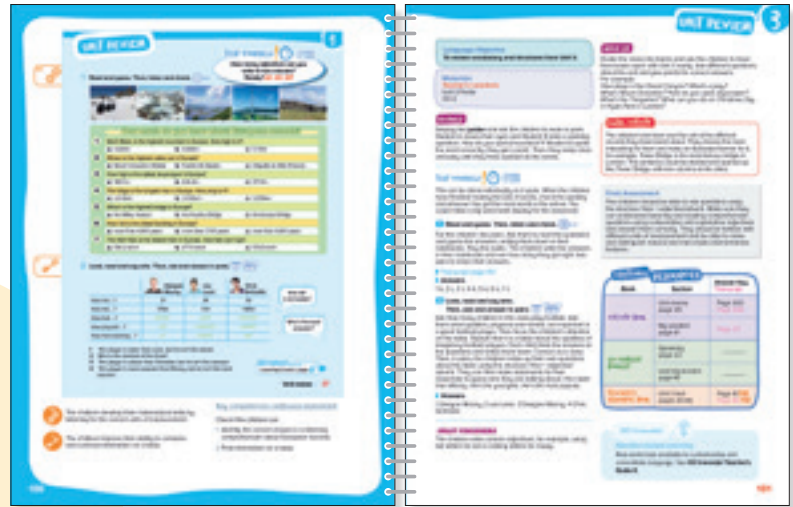
FREE app for fun practice of the grammar and vocabulary in the Student's Book.



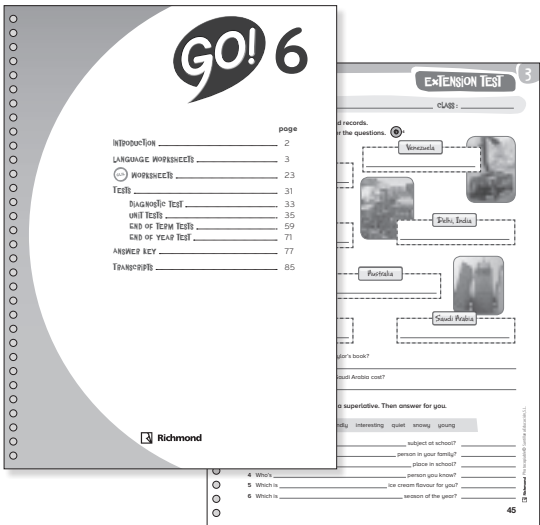
### Teacher's Book

The full-colour, spiral-bound guide contains step-by-step help to make the most of each lesson. The complete teaching notes include suggestions for **warmer** activities, **extra**, **whole-class activities**, **wrap-up activities** and ideas to keep **fast finishers** engaged.

Each unit is presented with interleaved **Student's Book** reproductions and an initial **Unit overview**, which is provided to help with quick lesson plans. You can also find the **transcripts** and **answer keys**, **assessment guidance**, **cross-references to the support material** and guidance for **key competences** and their assessment. The essential **Activity Bank** on pages 26-29 of the **Teacher's Book** offers suggestions of how to make the most of all the course materials.



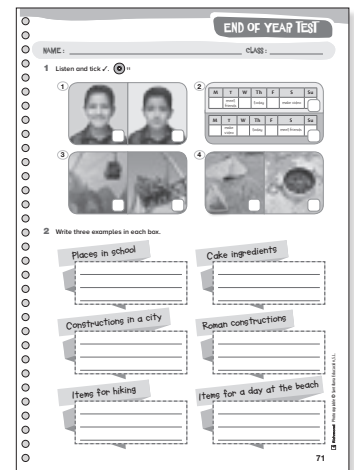
There is a **FAST FINISHERS** activity for every **Student's Book** lesson!



### Teacher's Resource Book

Packed with a wealth of optional, photocopiable material, it is an ideal resource for providing extra practice for the **Student's Book** lessons.

It includes **Language worksheets** at three different levels, **CLIL worksheets** and a comprehensive, **skills-focused Tests** area with a Diagnostic test, **Unit tests at two levels**, End of term tests and an End of year test.



### GO Innovate! Teacher's Guide

This additional, optional guide allows teachers to consider alternative methodologies using the course material. The guide outlines the thoughts behind emerging trends in teaching and the advantages and challenges that accompany them.



It provides step-by-step notes to incorporate **Cooperative Learning structures** in the English classroom using **GO! 6** resources. Similarly, practical steps and hands-on worksheets are laid out for those teachers who would like to embrace the **Flipped Learning** teaching model using **GO! 6** material. A third **Thinking-based Learning** section provides comprehensive support for applying this methodology to the lessons. Finally, **Situation-based Learning** in **GO!** creates more **effective learning environments** for students to apply their **English knowledge**, **critical thinking** and **problem-solving** skills in real-world contexts.

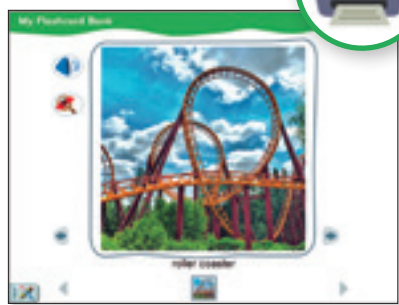


## Teacher's Audio Material

All the recordings used in the **Student's Book, Activity Book, GO Further! Booklet** and **Teacher's Resource Book** are presented in one handy pack.

## Digital Flashcards and Word cards

114 beautiful, **full-colour photo** flashcards are available on the **Teacher's i-solutions** to both project and print. They can be used for presenting, reinforcing or reviewing vocabulary. The **Activity Bank** on pages 26-29 offers ideas on how to make the most of this resource with full-class activity suggestions and others for fast finishers.



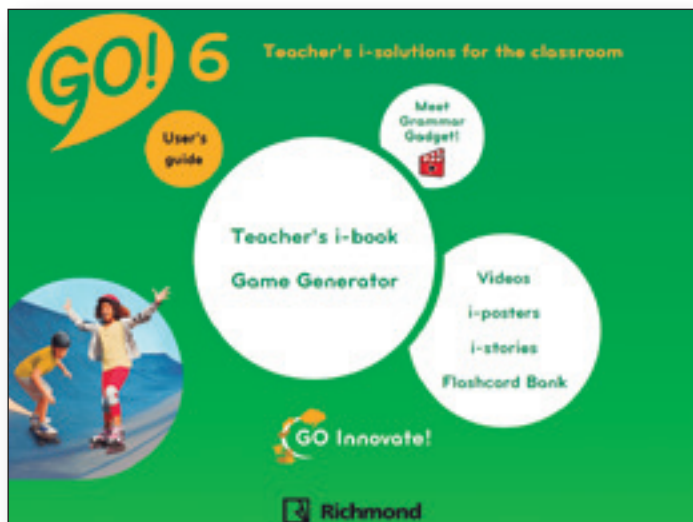
## Posters

The course posters are an ideal tool to present the unit language and theme. They also make for a **visually impacting, colourful and attractive language reference for the classroom**. They can be used in any lesson to practise or revise the key language.

# GO DIGITAL! TEACHER'S i-SOLUTIONS



The unique **GO! Teacher's i-solutions for the classroom** provides you with the most effective, visual and easy-to-use classroom resource.



- **Teacher's i-book** with step-by-step lesson plans presented in the form of learning paths
- **Fully interactive Student's Book and Activity Book**
- **GO Further! Booklet**
- **Teacher's Resource 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
- **Video support** for all **grammar, CLIL and culture lessons**

If your computer has not got a CD player, download the offline version of the **Teacher's i-solutions** from the course website.



## GO! website

[www.go.richmonddigital.net](http://www.go.richmonddigital.net)

Additional resources such as downloadable and editable material, official documents, interactive activities and videos are available on the course website. The **access code** to the course website for teachers is included **inside the Teacher's i-solutions case**.

# KEY COMPETENCES

Competence is the capacity to use one's acquired knowledge and abilities in different contexts and situations. Key competences feature the following characteristics:

- They encourage the development of skills rather than the assimilation of theoretical content.
- They are dynamic because they develop progressively and can be acquired in different learning situations.
- They are interdisciplinary and transversal because they integrate knowledge that originated in different academic disciplines.
- Once acquired, they will become part of the lifelong learning experience.



## Linguistic competence

This competence develops the use of language as a tool for communication.

It involves understanding aural messages, communicating verbally, reading and writing. The games and personalised activities in the series motivate children to speak right from the outset. The emphasis on understanding aural messages is developed by the stories, dialogues and videos, where children learn to listen to extract relevant information. The ability to read and understand texts is systematically introduced and developed throughout the series.



## Competence in Maths, Science and Technology

This competence develops the ability to use numbers and mathematical reasoning to solve a range of problems and to use science to explain the natural world. The course provides plenty of opportunities for children to apply their mathematical thinking in everyday contexts, for example, telling the time, using charts, completing surveys or sequencing events. Children are made aware of the world around them and the effect human activity has on it.



## Digital competence

This competence involves the confident use of computers and other technology for learning, communication and recreation. Through the integration of digital and multimedia resources, the children develop familiarity and competence in this area. The children are encouraged to use the interactive material and to research information on the internet.



## Learning to learn

This competence means children develop and become aware of effective ways to organise and manage their own learning. The incorporation of the unit reviews encourage the children to be responsible, aware learners who can reflect on their own progress. The **Learning to learn** pages in the **GO Further! Booklet** work very specifically to promote the children's awareness of how they learn. Throughout the course children are offered opportunities to build on prior learning, to apply their knowledge and to make use of guidance.



## Social and civic competence

This competence equips children with the necessary skills to participate fully in social and civic life. Collaboration and tolerance is developed throughout the course by the inclusion of pair and group work. Children learn about healthy lifestyles, can empathise with characters in the stories and learn social rules through games and role plays. The **GO Innovate! Teacher's Guide** contains a specific section directed at promoting social skills and an inclusive learning environment.



## Sense of initiative and entrepreneurship

This competence refers to the ability to turn ideas into action. The skills to be able to work both proactively as a member of a team and individually are developed by various activities. Throughout the course they are continually encouraged to use their imagination and to be creative. The **GO Innovate! Teacher's Guide** provides help for teachers with promoting teamwork through **Cooperative Learning dynamics**, independence through **Flipped Learning dynamics** and entrepreneurship by working with **Thinking skills**. The **Situation-based Learning tasks** are designed to help the children to develop their critical-thinking and problem-solving skills.



## Cultural awareness and expression

This competence is developed through a wide range of fun videos, stories and craft activities. The culture focus present in each unit shows aspects of life in other countries.



## TOP TIPS



**Every class is unique and has got its own personality, much like the individuals who form the group. A positive and nurturing environment within the class will go a long way towards creating a receptive group. Here are a number of areas to consider and tips for creating a positive learning environment.**

### Birthdays

This is often the most important event in a child's calendar and offers a great opportunity to show that we value them. It is a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those children whose birthdays are in the holidays or on non-school days.

### Start as you mean to go on

The beginning of the class is a key time for promoting a caring dynamic in your class. Have a mini conversation with a couple of children while the rest of the class are listening, ask about their family, likes and dislikes and so on. This allows everyone to learn more about each other and as you show a genuine interest in each child you will raise their status in the eyes of the whole class.

### Classroom display

Children really value their work when it is displayed in class and we encourage other children to notice and praise it. It also motivates children to produce good work and think about presentation.

### Choice

Offer children choices wherever possible, as this will give them a greater sense of ownership in the class and will also help to establish a culture of negotiation. This can be built on throughout the course to promote more autonomous learning.

### Roles and responsibilities

Most children value being given responsibility; this can be as simple as handing out books. These roles show that you trust the child to act responsibly. As assigning tasks can be seen as a reward, it is important to make sure that all the children get the chance to step up.

### Be polite

*Hello, goodbye, please and thank you* are so easy to learn and are important markers of respect. If you insist on using these conventions you will promote mutual respect among the children.

### Portfolios

A portfolio is a collection of each child's work from over the course of a term or school year. It is useful as an assessment tool, as we can observe a child's progress in their written work throughout the year. It can also be a starting point for one-to-one interviews with children to talk about their learning and progress.

### Working in groups

Organise groups in a variety of ways depending on the activity. Mixed ability groups work well, for example, while playing a game. Remember weaker children can often learn more from a fellow student. For other activities, it can be more productive to put the stronger children together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker children are always together.

### Thinking time

To include everyone when answering questions, tell the children to stay quiet and put up their hands when they have an answer so everyone has time to think. Alternatively, have a pot of name cards and take names at random to answer questions so that all children have a turn.

### Observation

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help to build a more complete picture of each child. Keep on-going notes in a notebook with a page (or pages) for each child. During or after each lesson, make notes about children's comprehension, use of language, participation or behaviour. It is hard to observe all the children on a regular basis, so try focusing on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.



## CLIL VIDEOS



The Vloggers videos associated with the CLIL lesson are in a format that will be very familiar to the children. They are designed to emulate the typical videos and video personalities the children are sure to watch and follow online.

### How to use the videos in the classroom

While the speed of the Vloggers' speech is natural, the language level matches that of the corresponding unit. Each video presents an experiment or a challenge for the children and involves them by posing a question and inviting them to try for themselves.

The children watch the video through so they can become familiar with the content.

A second viewing, this time with the subtitles option activated, helps the children to consolidate the content further.

Then watch the video a third time, pausing it as often as they need to clarify any doubts. When the question appears onscreen, pause the video to allow the children to hypothesise possible answers. They can discuss the question in groups and later share their group's conclusion with the class to have the answer validated.

All of the experiments or challenges can be safely carried out by the children at home.

## PLAYGROUND GAMES



### Flashcard race

Put the children into groups of six and they each assign themselves a number from 1 to 6. If there are fewer than six in one of the groups, one child has two numbers. Stick flashcards on the walls. Call out a flashcard and a number. Each child with that number races to get the flashcard and take it back to their group. The group with the most flashcards at the end wins.

### Speed ball

Ask the children to stand in a large circle or several smaller circles. Give one child a ball. Choose a topic, for example, things you can take camping. The child who has got the ball says an item, then throws the ball to another child.

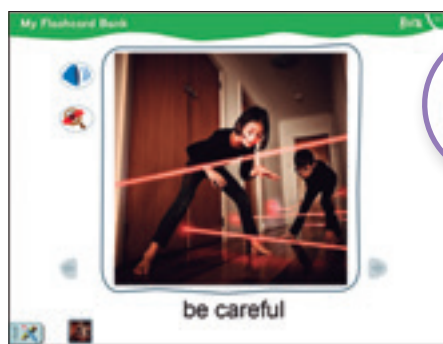
### Four corners

Take four cards and write *like*, *love*, *don't like*, *hate*. Place each card in a corner. Ask *Do you like (going to festivals)?* The children go to the corresponding corner.

## DIGITAL FLASHCARDS

## AND WORD CARDS

You can choose to print the flashcards and word cards from the **Teacher's i-solutions** or to display them digitally.



### Find my partner

Hand out the flashcards and word cards in random order. Let the children wander around saying their word until they find their partner. The pair then sit down together.

### Repeating game

Put picture cards on the board, point to a card and say a sentence. If the sentence is correct, the children repeat it. If not, they keep silent. For example, *The Romans built aqueducts. They didn't build walls.*

### Just a minute

This is best played towards the end of the year. Display all the flashcards that the children have studied. Put the children into groups and they take turns to name as many of the words as they can in one minute. Set a timer so they can see the time passing.

### Who has got?

The children pass around flashcards to music. When the music stops, the teacher asks a question; this can be easy, for example, *Who has got the torch?*, or more complex, *Who has got the item with batteries?* The child with that flashcard holds it up and says *I've got the torch.*

### Remember, remember!

Show a selection of flashcards or word cards. Point to one and ask a child to name it and then turn it over. When all the cards are face down, point to each one in turn and see if the children can remember the words.

### Pelmanism on the board

Put picture cards face down on one side of the board and word cards on the other. Divide the class into two teams. A member from Team A turns over a picture card and a word card and says the words. If the cards match, they keep them and the team gets a point. If the cards do not match, the child puts them back as before.

## HANDS-ON IDEAS



### Trace and guess

Put the children into pairs. Have one partner close their eyes and show the other person a flashcard. The child then uses their finger to spell out the word on their partner's back. The partner tries to guess what it is.

### Picture dictation

Give each child a piece of paper and make sure they have got a pencil and crayons. Give instructions one by one to slowly build up a picture using language from the unit or previously learnt language. For example, *It's man-made. You can find it at funfairs and theme parks. You can ride on it.* Alternatively, put the children into pairs. One secretly draws a picture and then dictates to their partner.

### Sentence Pictionary

Write some sentences on pieces of paper: *He's watering the plants.* Divide the class into teams and invite a volunteer to the front. Give the volunteer a sentence and ask them to draw a picture of it. The teams try to guess the sentence for a point.

## VOCABULARY GAMES



### Letters

Divide the class into teams and write twelve letters on the board (including at least three vowels). Give the teams five minutes to make as many words as they can with the letters. The team with most words is the winner.

### Odd word out

Divide the class into teams. Say four words: *Lake, train, mountain, river.* Ask each team to choose the odd word out and give a reason to win a point: *Train, because it's man-made.*

### Can you remember?

Say *I went to a festival* and ask a child to repeat the sentence and add another word, *I went to a festival and met friends.* Then the next child repeats the sentence and adds another word and so on.

### Word tennis

Divide the class into two teams. Choose a category (*food*) and ask Team A to say a food-related word. Team B then has five seconds to say a different word, then Team A has five seconds to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then the other team wins the point.

### Bingo

Write words from the topic on the board. Ask the children to write down five of them. Then say the words in random order and the children cross out a simple line through the words they have got. The first one to cross them all out shouts *Bingo!*

### Memory eye

Put some flashcards on the board. Drill the words in sequence. Then turn one card over and continue to drill with the children saying the hidden word from memory. Continue drilling and turning over cards so the children are saying the whole sequence from memory.

### Guess my word!

Choose a word from the unit, write it on a piece of paper and keep the paper hidden from the class. Tell the class you are thinking of a word and give them three chances to guess the word: *Is it (skyscraper)?* If the class guess the word in three guesses, then give them a point. If they do not guess the word, show them the paper with the word you chose and award yourself a point.

## GRAMMAR GAMES



### Sentence hangman

Play this game like normal hangman, but write a sentence with letter spaces. The children suggest letters that might be in the whole sentence. Write all the letters in their places, if they are not in then draw part of the man. The child who says the sentence correctly wins.

### Banana

Dictate five sentences to the class, but in each one substitute one or two words for the word *banana*. For example, *The Romans burned bananas to heat water. Russia is the banana country in the banana.* The children work in pairs to identify the missing words. Award points for correct sentences.

### Make a sentence

Put the children into groups of about four. Take two flashcards from the topic and display them. The teams think of a sentence containing both words and rehearse it. Then the teams take turns to say their sentence. The teacher awards points for correct usage, grammar, pronunciation, comedy... To make it more challenging, select flashcards from different units.

### Who am I?

Print the word cards or write the words on cards so each group has got a selection. Put the children into groups. One child selects a word without seeing it and puts it on their forehead. They must then ask questions to the group in order to discover who or what they are.

## DRILLS

Drilling is a controlled technique to help children to learn new vocabulary, grammar, pronunciation and intonation. It helps quieter children to speak without being the focus of attention. It also helps children to memorise certain language chunks which they can then use when speaking more freely. Drilling should only be done in short sessions. Drilling can be as simple or as complex as the class can cope with.

### Repetition drills

- Basic repetition. The teacher says a word or sentence and the children repeat it:

Teacher: *There isn't any butter in the fridge.*  
Children: *There isn't any butter in the fridge.*

To make this more fun, play around with different voices, for example, whisper or shout the sentence. Emphasise different words to project different meaning: *There ISN'T any butter in the fridge. There isn't any BUTTER in the fridge. There isn't any butter in the FRIDGE.*

- Sentence building. The children build a sentence word by word:

Teacher: *The.*  
Children: *The.*  
Teacher: *The Romans.*  
Children: *The Romans.*  
Teacher: *The Romans built.*  
Children: *The Romans built.*  
Teacher: *The Romans built roads.*  
Children: *The Romans built roads.*

Or make the children memorise the sentence:

Teacher: *The.*  
Children: *The.*  
Teacher: *Romans.*  
Children: *The Romans.*  
Teacher: *Built.*  
Children: *The Romans built.*  
Teacher: *Roads.*  
Children: *The Romans built roads.*

### Substitution drills

- Give a sentence and then the substitution word:

Teacher: *I have to tidy the classroom. He.*  
Children: *He has to tidy the classroom.*  
Teacher: *She doesn't have to help in the library. I.*  
Children: *I don't have to help in the library.*

- An alternative to the former would be to practise one single sentence. For example:

Teacher: *I think sushi is delicious.*  
Children: *I think sushi is delicious.*  
Teacher: *Avocados.*  
Children: *I think avocados are delicious.*  
Teacher: *Blueberry pie.*  
Children: *I think blueberry pie is delicious.*

This could be personalised with the children only replying if the sentence is true for them.

### Transformation drills

- Drill a sentence but the reply should be the opposite, negative or question form. Make sure the children know what is expected of them beforehand and keep to the same structure throughout the drill.

Teacher: *It's the slowest train.*  
Children: *It's the fastest train.*

Teacher: *I'm going to sleep in a tent.*  
Children: *I'm not going to sleep in a tent.*

Teacher: *They have to tidy the classroom.*  
Children: *Do they have to tidy the classroom?*

### Q & A drills

- To practise specific questions. Drill the questions and answers, which you point to so the children know what to say. For example, draw clocks on the board and say:

Q: *What time is it?* (Point to a time)  
A: *It's (ten to eleven).*

Half the class could ask the questions and the other half give the answers, then swap.

- The children walk around asking and answering the same question. Divide the class into numbers 1 and 2. As they walk around say *Number 1!* One child turns to the nearest person and asks the question, the other child gives the rehearsed answer. Alternate between number 1 and number 2 so they all have a chance to ask and answer.
- Practise drilling questions with more open answers, so the children need to think and may not all give the same answer.

Teacher: *What do you think of computer games?*  
Children: *I think they're fantastic. / I don't like them.*

- Pass it on. In groups, the children practise asking and answering a specific question.

Child 1: *Yesterday, I had dinner at nine o'clock.*  
*What about you?*

Child 2: *I had dinner at eight o'clock.*  
*What about you?*

Child 3: *I had dinner at a quarter to nine.*  
*What about you?*





# UNIT 3 OVERVIEW



## Grammar

- **Superlative adjectives:** *the biggest, the most popular*
- **How + adjective/adverb questions:** *How tall is the building? How fast does the roller coaster go?*

## Vocabulary

- **Environmental features:** *bridge, building, cable car, canyon, geyser, lake, mountain, park, river, road, roller coaster, skyscraper, train, underground railway*
- **Adjectives:** *big, beautiful, cold, deep, famous, fast, friendly, funny, hard-working, heavy, high, hot, long, old, popular, short, slow, sporty, tall*
- **Extra:** *balcony, be careful, charge, kayaking, noise, pavement, pollution, produce, the bottom, the top, traffic*

## Word Work

- **Spelling in comparative and superlative adjectives**

## Recycled language

- Present Simple for informative texts
- Extreme adjectives
- Numbers, units of measurement

## Language Objectives

### Grammar

- To use the superlative form of adjectives to talk about world records.
- To use the comparative and superlative forms of adjectives to write descriptive texts.
- To use questions with *How + adjective/adverb* to discover factual information.

### Vocabulary

- To understand and use environmental feature words referring to both natural and man-made features.
- To use a wide range of adjectives in the correct form to describe world records.
- To recognise and use recycled vocabulary.

### Functions

- To talk about natural and man-made environmental features.
- To ask and answer questions about world records.
- To discuss ways to make cities more environmentally friendly.
- To find out about natural parks in the United States.

## Skills Objectives

### Speaking

- To ask and answer questions about natural and man-made environmental features.
- To talk about environmentally friendly ideas to reduce pollution in cities.
- To discuss famous environmental features in London, Wales and the United States.
- To ask and answer questions about world records.

### Reading

- To understand an informative text about the city of London.
- To understand an article about environmentally friendly cities.
- To understand a video diary about visiting famous places in Wales.
- To be aware of the persuasive language used in an advertisement.
- To read a blog about national parks in the United States.

### Listening

- To listen closely for specific information.
- To listen and contrast information with a table.
- To listen to an informative text and extract the correct information.
- To listen to and follow a video diary.
- To understand numerical information and isolate it in a text.

### Writing

- To write environmental features correctly.
- To spell the comparative and superlative forms of adjectives correctly.
- To write an informative text listing interesting facts.
- To write an advertisement using enthusiastic and persuasive language.

## Assessment Criteria

- The children can say the names of natural and man-made environmental features.
- The children can use superlative adjectives to talk about world records.
- The children can form comparative and superlative adjectives and use them to compare and contrast information.
- The children can use *How* + adjective/adverb questions to find out information.
- The children can write an advertisement using appropriate, enthusiastic and persuasive language.

## Materials

- **Teacher's i-solutions**
- **Student's Book CD 2**
- **Poster** Unit 3
- **Teacher's Resource Book**  
**Lesson 4:** CLIL, p. 27  
**Lesson 7:** 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 3:** Grammar, p. 6  
**Lesson 6:** Grammar, p. 7  
**Lesson 7:** Writing, p. 25  
**Lesson 8:** Listening, p. 22  
Reading, p. 24  
**Unit review:**  
Speaking, p. 23  
Learning to learn, p. 40

- A map of the world, a map of the British Isles, a map of North Wales and images of Caernarfon Castle, Menai Bridge and Mount Snowdon, a map of the USA, printed tourism advertisements in English, a set of 15 cards with superlative opposites on each side, large sheets of paper

## GO Innovate!



- Lesson 3:** Flipped Learning
- Lesson 6:** Thinking-based Learning
- Lesson 7:** Cooperative Learning
- Unit review:** Situation-based Learning

## GO Digital! Teacher's i-solutions

IWB

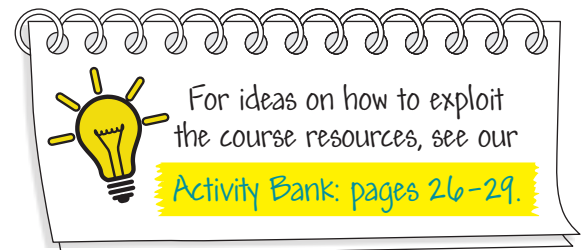
Fully interactive teaching and learning materials organised into **step-by-step lesson plans** in the form of **learning paths** including:

- **Video support** for all grammar, 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.



## Key competences



### Linguistic competence

The children practise their reading, listening, speaking and writing skills. They understand how to compare and contrast information about world records and famous international environmental features. They practise the target language productively.



### Competence in Maths, Science and Technology

The children develop their knowledge of man-made and natural environmental features and environmentally friendly behaviour.



### Digital competence

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



### Learning to learn

The children develop learning techniques by classifying natural and man-made environmental features.



### Social and civic competence

The children acknowledge the benefits of working together to improve the understanding of texts.



### Sense of initiative and entrepreneurship

The children develop their autonomy and their initiative to work alone by creating an advertisement to attract tourists.



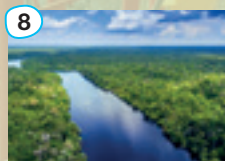
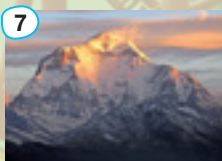
### Cultural awareness and expression



The children learn about national parks in the United States and interesting facts about London and Wales. They discuss world records.

# WORLD RECORDS

Hi, I'm Daisy!

In this unit we learn how to use superlative adjectives to talk about records. We also learn about natural and man-made environmental features and how to ask for information about them. I'm writing a blog about London. Do you know what the Thames is?





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

bridge building cable car lake mountain  
river road roller coaster skyscraper train



## DISCOVERY TASK

- 2 Listen and say.  2.2 

- 3 Guess the word in pairs. 

It's man-made. It's got eight letters and the third letter is *i*.

Building!

## WHAT DO YOU KNOW?

**Classify!** How many environmental features can you name in English?

LEARNING TO LEARN

natural	man-made
river	bridge

28 • Lesson 1 • Environmental features vocabulary



The children match words to pictures to fix the vocabulary in their memory.



The children develop their knowledge of natural and man-made environmental features.



The children use their initiative to make up clues for vocabulary words.

## Key competences continuous assessment

Check if the children can:

- 1 Say and spell the environmental features correctly.
- 2 Classify environmental features into the categories *natural* and *man-made*.
- 3 To work together with a classmate inventing clues for them to guess a word.

**Language Objectives**

To introduce environmental features vocabulary.  
To practise listening skills to identify environmental features.  
To invent clues to elicit the meaning and spelling of new vocabulary words.

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


CD 2  
Unit 3 Poster

Large sheets of paper

**WARMER**

Before the children open their books, have them think about where they live and what they can see around them. Ask them to tell you environmental features they can see, starting by looking out of the window. Write the words on the board: *buildings, roads, mountains...* If they don't understand the vocabulary, make small drawings.

**1 Look and match in pairs.** 

Listen and check. Then, listen and repeat.  2.1

Ask a volunteer to read Daisy's introduction and answer the question. Check if any of the environmental features on the board match the ones in the book. In pairs, the children work out which picture goes with which word. Play the audio and the children check their answers. Finally, they repeat after the audio.

▶ **Transcript page 183**

▶ **Answers**

1 skyscraper, 2 building, 3 roller coaster, 4 train,  
5 cable car, 6 lake, 7 mountain, 8 river, 9 road, 10 bridge

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

Display the **poster**. Ask the children what they would expect to see and hear at these places. Explain that they are going to listen to four dialogues that happen in the places on the poster and they have to guess where they are taking place. Play the audio, stopping after each excerpt to allow the children to guess. In small groups, the children invent their own dialogues and act them out for their classmates to guess where they are.

▶ **Transcript page 183**

▶ **Answers**

1 skyscraper, 2 train, 3 lake, 4 roller coaster

**3 Guess the word in pairs.** 

The children read the speech bubbles to understand the game. In pairs, they take turns to think of a clue and describe a place. Their classmate has to guess which place is being referred to.

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

Elicit if the environmental features on the poster are natural or man-made and write them on the board in two columns. Ask the children to say as many as they can using their dictionaries to help them. When they have finished, make two groups and give each of them a large sheet of paper. One group draws, paints and labels a landscape made up of natural environmental features and the other group makes a landscape filled with man-made features. Make a classroom display with the results.

**FAST FINISHERS**

The children write a description of the street where they live describing the natural and man-made features there are.

**WRAP-UP**

Display the poster and let the class look at it for one minute. They should try and remember as much detail as possible. Remove the poster and ask questions: *How many buildings are there? Are there any boats on the lake? Is there a red car on the road?* Award points for correct answers. This could be done as a team game too.

**EXTRA ACTIVITY**

Play *Where am I?* Ask a volunteer to come to the front. Whisper the name of one of the environmental features to them. The rest of the class asks yes/no questions: *Are you in the countryside? Are you sitting down?* until someone guesses the feature. Then that child has a turn.

**Initial Evaluation**

Make sure the children can identify the environmental features and pronounce and spell the words properly. They should be able to say if an environmental feature is natural or man-made.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	Vocabulary page 22	Page 203

# GRAMMAR

3



## 1 Listen and read. 2.3

# Living in London



Hi, everyone! Can I tell you about my favourite city?

London is **the biggest** city in the UK and it's the capital. It's famous for its red buses and black taxis. It's got **the oldest** underground railway too. Everybody calls it 'the tube'. About half a million mice live in the tunnels of the tube.



If you're in London, you can go in a boat along the River Thames or visit the London Eye. My favourite tourist attraction is Tower Bridge. It's **the most famous** bridge in London. It usually opens for ships twice a day.

**The most popular** museum in London is the British Museum. There are other fascinating museums too, including a cinema museum, a rugby museum and a magic museum.

London has got lots of parks. I really like Hyde Park. You can have a picnic or ride your bike there. I think it's **the most peaceful** place in London. In Hyde Park, there's a lake. On Christmas Day, there's a swimming race there. The swimmers are brave: the water is freezing!



## 2 Answer the questions.

- 1 What is London famous for?
- 2 What's 'the tube'?
- 3 How often does Tower Bridge open?
- 4 What can you do in Hyde Park?
- 5 Where's the swimming race? When is it?
- 6 Do you want to visit London? Why? / Why not?



## 3 Listen and say *True* or *False*. Then ask in pairs. 2.4

<b>BIG cities</b>	London	New York	Paris	Berlin
tallest building	The Shard	One World Trade Centre	The Eiffel Tower	Television Tower
biggest station	Waterloo	Grand Central	Gare du Nord	Hauptbahnhof
most popular museum	British Museum	Metropolitan Museum	Le Louvre	Pergamonmuseum
biggest park	Hyde Park	Central Park	Bois de Boulogne	Tiergarten

What's **the biggest** station in New York?

Grand Central!

Superlative adjectives: *London is the biggest city in the UK.* • Lesson 2 • 29



The children expand their cultural knowledge and learn some more about London.



The children practise their comprehension skills to find answers in a text.



The children use mathematical skills to listen and contrast information on a chart.

### Key competences continuous assessment

Check if the children can:

- 1 Understand an informative text about London.
- 2 Extract the correct information from a text to answer questions.
- 3 Understand and extract information from a chart.

**Language Objectives**

To introduce superlative adjectives.  
To revise environmental features vocabulary.  
To understand an informative text.



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

Unit 3 Poster  
CD 2

Word cards with superlative opposites on each side

**WARMER**

Remind the class of the environmental features they learnt in the previous lesson. Display the **poster**. Give the children pieces of paper. Describe one of the environmental features: *It's made of iron and concrete. It crosses a river.* Give the children ten seconds to write the answer and then hold up the papers.

**1 Listen and read.**  2.3 

Before reading, explain that Daisy is writing a blog about London, her home city. Ask questions to find out what the children already know about London: *Where's London? How many people live there? What colour are the buses and taxis?* Play the audio and the children follow in their books.

After reading, check comprehension: *Tell me something about (Tower Bridge).*

▶ **Transcript page 184**

**2 Answer the questions.** 

Focus on the photos in the book. Ask questions about them: *Where do all the mice live? What famous place is on the keyring?* Then, in pairs, the children write the answers to the questions. Correct as a class. When they have finished, encourage the children to make up their own questions about the text, eliciting a fact or an opinion.

▶ **Answers**

1 London is famous for its red buses and black taxis.  
2 'The tube' is the underground railway. 3 It usually opens twice a day. 4 You can have a picnic or ride your bike. 5 It's in Hyde Park on Christmas Day. 6 *Child's own answers*

**3 Listen and say True or False.**

Then ask in pairs.  2.4 

Ask the children to look at the table and ask them if they have visited any of those cities. Play the audio and they vote true or false with a thumbs up or thumbs down sign. Then, in pairs, they ask each other questions following the example.

▶ **Transcript page 184**

▶ **Answers**

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

**FAST FINISHERS**

The children write sentences about the biggest and most popular things there are in their town or city.

**WRAP-UP**

Write the adjectives from the lesson on the board in two columns representing one syllable (*big, brave, old, tall*) and more than one (*popular, famous, fascinating, peaceful*). Then the children add more to the list. Finally, they make sentences using superlative adjectives.

**EXTRA ACTIVITY**

Before class make word cards with superlative opposites on either side: *the best/the worst, the tallest/the shortest...* until you have got 15 cards. In groups, the children spread out their cards on the table (it does not matter which side is facing up) and take turns to pick one and say what is on the other side. If they are correct they win a point, if not, they put it back on the table. The child with the most points wins.

**Continuous Assessment**

Make sure the children understand and are able to use superlative adjectives with one or more syllables. They should be able to understand an informative text and answer questions about it.

# 3 GRAMMAR AND SPEAKING



1 Watch the video 'World records'.  
Then, read and say the complete sentences.



- Joel's dad sees a competition in the ...
- The prize is a holiday in ...
- The longest roller coaster in the world is in ...
- The tallest ... in the world is in Dubai.
- The ... train in the world goes at 430 kilometres an hour.
- The highest ... in the world is in Venezuela.

Alternative to video, page 84

Share your comment



Amazing! The longest swimming pool in the world is in my country. It's 1,000 metres long.  
*Felipe, Chile*



2 Listen and find one sentence from the table.

Superlative adjectives		
with 1 syllable	with 2 + syllables	ending in -y
The <b>fastest</b> train in the world is in China.	The <b>most famous</b> building in Paris is the Eiffel Tower.	My sister is the <b>sportiest</b> person in my family.
Where's the <b>longest</b> rollercoaster?	What's the <b>most beautiful</b> season in your country?	Who's the <b>funniest</b> person in your family?

PAIRWORK

Student A look at page 69  
Student B look at page 72  
• Ask and answer with superlatives.



3 Look and guess what the numbers refer to. Then, listen and check.

## World records



The longest glass-bottomed bridge  
2017 488



The biggest school  
52,000 3,700



The longest river  
11 6,853

GO FURTHER! BOOKLET  
Grammar, page 6

30 • Lesson 3 • Superlative adjectives: *The tallest skyscraper in the world is in Dubai.*



The children learn about interesting records all over the world.



The children use their observational skills to find information on a table by listening to an audio about world records.



The children learn to isolate relevant numerical information by listening to technical descriptions.



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

## Key competences continuous assessment

Check if the children can:

- Understand information about world records.
- Compare information from an audio with a table.
- Use their mathematical skills to understand a report with numerical facts.
- Work with a classmate to find out and share information.

**Language Objectives**

- To introduce the superlative form of adjectives ended in *y*.
- To practise vocabulary related to natural and man-made environmental features.
- To practise superlative adjectives.

**Materials**

Teacher's i-solutions  
CD 2

**WARMER**

Write some superlative adjectives on the board, for example, *the tallest, the youngest, the most exciting*. Ask the class to think of example sentences for the first one. Then, ask them to work in pairs and write sentences for the other superlative adjectives.

**1 Watch the video 'World records'.**

Then, read and say the complete sentences.

Before watching the video, explain that Alfie, Joel and his dad are doing a quiz about world records. Give the class two examples of world records and see if they can tell you any more: *The fastest land animal is the cheetah. The highest mountain is Mount Everest.* Introduce the words *competition* and *prize*. Then the children watch the video twice taking notes of the answers. Alternatively, have the children read the video transcript, then copy and complete the sentences on page 84 of their **Student's Book**.


▶ **Transcript page 184**

▶ **Answers**

1 newspaper, 2 Italy, 3 Japan, 4 skyscraper, 5 fastest, 6 cable car

**Share your comment**

Ask a volunteer to read the comment. If possible, go online, search for San Alfonso del Mar Swimming Pool and find images of the swimming pool. Ask the children to write an interesting comment to post about your country. Ask the class to share their comments and discuss.

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

**2 Listen and find one sentence from the table.**

Before listening, ask volunteers to read out the sentences in the grammar tables. Play the audio at least twice and the children find the sentence. Check as a class.

▶ **Transcript page 185**

▶ **Answers**

The fastest train in the world is in China.

**3 Look and guess what the numbers refer to.**

Then, listen and check.

The children look at the photos. Ask individual children to describe them. Tell them to guess how the numbers are related to the pictures. Play the audio, stopping after each section, and in pairs, they check their initial guesses.

▶ **Answers**

*Left photo:* 2017 is the year it opened. 488 is the length of the bridge in metres. *Middle photo:* 52,000 is the number of students. 3,700 is the number of computers in the school. *Right photo:* 11 is the number of countries it passes through. 6,853 is the length of the river in kilometres.

**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 find out the answers to the questions using the superlative adjectives and then read a summary of the information they have gathered to their classmate.

**FAST FINISHERS**

The children write down records they could try and beat.

**WRAP-UP**

Make a questionnaire for the children to find out information about their class and their school: *Who's the youngest pupil? What's the most popular subject?* Give them time to compile the information and discuss the results.

**Continuous Assessment**

Make sure the children can ask and answer questions about world records using superlative adjectives. Check they can understand the video and the audio to extract the relevant information.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	Grammar page 23	Page 203
GO FURTHER! BOOKLET	Grammar page 6	Page 212

**GO Innovate!**



**Flip this lesson!**

Flipped Learning dynamic available in **GO Innovate! Teacher's Guide 6**.



GREEN CITIES

Before you read

1 Look and answer.

- 1 Where do you live? Is there pollution and traffic in your area?
- 2 What can you see in the photos?

Read

2 Read and listen.

Cities have got lots of traffic, noise and pollution. How can we make our cities green and healthy places?

Smart pavements

When people walk on smart pavements, they generate electricity. This smart pavement is in Tokyo and thousands of people walk on it every day.



Charging stations



In many cities, there are solar panels on buildings. They generate electricity. We can use solar panels to charge our phones too. In New York, there are charging stations in parks

and streets. You connect your mobile phone and solar energy charges it.

Bike sharing schemes

There are bike sharing schemes in many cities.



There are bike stations around a city and you can take a bike and ride from station to station.

The biggest bike sharing scheme is in Hangzhou, in China. It's got 84,000 bikes and 3,000 stations! Some bike sharing schemes are introducing bikes for children too. The first one started in Paris in 2014.

Planting flowers and trees



Plants and trees produce oxygen. They can be a home for animals and birds too. These buildings are in Milan, Italy.

Their name is *Bosco Verticale*, which means *vertical forest*. Every flat has got a big balcony with plants and trees. The water for the plants is recycled from the kitchens and bathrooms.

FUN FACT

People can't use their cars on Sunday morning in Bogota, Colombia. Everybody walks, rides a bike or rollerblades.

GO ONLINE

What's a biobus?

MY NEW WORDS

- balcony
- charge
- noise
- pavement
- pollution
- produce

After you read

3 Copy and correct the mistakes.

- 1 In Tokyo, you can charge your mobile phone in the park.
- 2 Paris has got the biggest bike sharing scheme.
- 3 In Hangzhou, there are buildings with plants and trees.
- 4 The first bike sharing scheme for children started in 2016.
- 5 Hundreds of people walk on the smart pavement every day.

Do you want to be green? Start with a pizza!



The children develop awareness of the environment by discussing pollution and ways to stop it.



The children learn about environmentally friendly, energy-saving ideas in cities around the world.



The children practise reading for detail.



The children use the internet to access specific information.

Key competences continuous assessment

Check if the children can:

- 1 Discuss the problems of traffic and pollution in their local area.
- 2 Understand the benefits of environmentally friendly ideas and projects in a city.
- 3 Read for detail and correct discrepancies between a text and statements about it.
- 4 Use the internet to find out what a biobus is.

**Language Objectives**

To learn vocabulary to talk about green cities.  
To understand an informative text.  
To practise reading for detail and listening skills.

**Materials**

Teacher's i-solutions  
CD 2

Cards with green on one side and red on the other

**WARMER**

Start the class by writing *Living in a city* on the board. Elicit the names of nearby or famous cities. Ask the class to work in pairs and think of the advantages and disadvantages of living in a city.

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

Ask a volunteer to read out the first question and ask the class to suggest sources of pollution. Then, ask another volunteer to read out the second question and discuss the photos.

**Read****2 Read and listen.**

Ask the children what they understand by the term *green* when talking about cities and towns. Tell them to give examples: *using solar power, using a bicycle instead of a car in the city centre...* Play the audio and the children follow the text. Then, ask the class what they think of the different ideas and if they know about similar schemes in their area or country.

▶ **Transcript page 185**

**After you read****3 Copy and correct the mistakes.**

The children read the text again, silently or taking turns to read aloud. They then write the corrected sentences in their notebooks. Correct as a class or have the children exchange notebooks and correct each other's work.

**▶ Answers**

1 In New York, you can charge your mobile phone in the park. 2 Hangzhou, in China, has got the biggest bike sharing scheme. 3 In Milan, there are buildings with plants and trees. 4 The first bike sharing scheme for children started in 2014. 5 Thousands of people walk on the smart pavement every day.

**FUN FACT**

After reading the Fun fact, find Bogota on a map and if you are online, search for images of Bogota on Sunday. Explain that other cities are also trying car-free days. Ask children what they think about doing the same in their area.

**GO ONLINE**

Read the question and invite the children to go online and check the answer at home. A biobus runs on methane gas from human and household waste. It started in 2014 in Britain on a route between Bristol airport and Bath.

**MY NEW WORDS**

LEARNING TO LEARN

The children copy the new words into their notebooks and make sentences with them. Encourage them to draw pictures too.



Watch the video **Do you want to be green? Start with a pizza!** for a fun experiment related to the lesson theme. See page 27 for teaching steps.

**FAST FINISHERS**

The children write about environmentally friendly things they do in their daily lives.

**WRAP-UP**

Before class, make double-sided cards with green on one side and red on the other. Hand them out to the children. Describe a situation or scenario: *I'm at home. It's winter, but the central heating is up high, so it's hot inside and I'm wearing a T-shirt.* The children then vote if it is environmentally friendly (*green*) or unfriendly (*red*). After a few statements, ask the children to invent their own situations for their classmates to vote on.

**EXTRA ACTIVITY**

Put the children into groups. They have to come up with a plan for a green school. Encourage them to use their imagination. Each group presents a report to the class of what their green school is like: *A biobus brings all the children. There is a vegetable garden, which provides the food for school lunches.*

**Continuous Assessment**

Make sure the children can talk about environmentally friendly schemes in cities using the new vocabulary presented. Ensure they can read and understand the key information from the text to answer questions.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key Transcript
ACTIVITY BOOK	CLIL page 25	Page 203
	Grammar page 24	Page 203 Page 208
TEACHER'S RESOURCE BOOK	CLIL page 27	Page 80 TRB

## Language Objectives

To understand key vocabulary and structures in a video diary dialogue.

To follow a text about famous places in Wales.

To understand superlative adjectives in context.

## Materials

Teacher's i-solutions

CD 2

A map of North Wales and images of Caernarfon Castle, Menai Bridge and Mount Snowdon

## WARMER

Write *exchange student* on the board. Elicit or explain the meaning. Then ask the children if they have ever hosted one or would like to. Ask them to think about what they would show the student in their area.

Top Tip!  LEARNING TO LEARN


Ask the children to scan the text and make a note of words and phrases they do not understand immediately. Then, they get into pairs and help each other to understand.

## Before you read

1 What is the longest place name you know? 

Write your town, city or village on the board and count the letters. Ask the class to suggest longer place names.

## Read

2 Read and listen.   2.9

Before reading, show the children a map of North Wales and images of the places mentioned in the text: Caernarfon Castle, Menai Bridge and Mount Snowdon. Ask the children if they know anything else about Wales: *the rugby team, the leek is the national emblem, the famous choirs...* Explain that the story is in the form of a video diary and is in dialogue form. Play the audio and the children follow in their books.

## ▶ Transcript page 185

## After you read

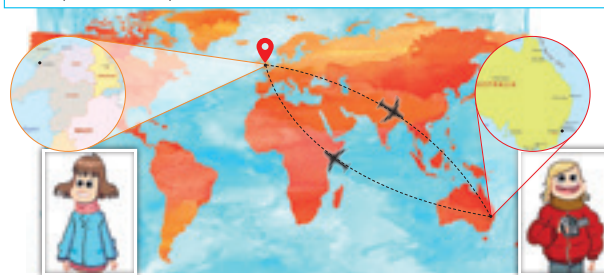
3 Answer the questions in your notebook. 

Write the following words on the board: *January, Welsh, Anglesey, 417 metres, Sydney Opera House, fish and chips, 1,084 metres, 800 years old*. Then, ask the class to work in pairs, find each word in the dialogue and give more information about it, for example, *January is the coldest month in Wales*. Then, focus attention on the first question and elicit the answer. The children answer the rest of the questions in their notebooks. Correct as a class.

## 3 STORY

## THE EXCHANGE STUDENT

1 Cooper is from Sydney, Australia. He's an exchange student staying with Bethan in Caernarfon, Wales, in the UK. It's summer in Australia at the moment, but it's winter in the UK. Cooper doesn't like the cold weather. He's making a video diary to remember his trip.

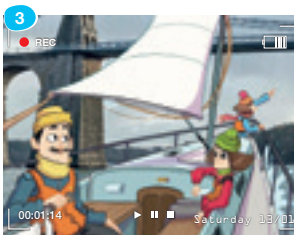


2 Cooper: Today we're at Caernarfon Castle. Bethan, can you tell us about the castle? How old is it?

Bethan: Well, it's nearly eight hundred years old. It's the most popular castle in Wales and I think it's the most beautiful too. What's the most popular place in Sydney?

Cooper: The Opera House. I think. It's also one of the most unusual buildings in the world. Oh, not it's starting to rain. Is it always this cold here?

Bethan: No, it's lovely here in the summer, but January is the coldest month. Come on, let's go inside the castle.



Cooper: Today we're sailing on the Menai Strait. Bethan is an expert sailor.

Bethan's dad: Ha ha!

Cooper: That bridge is amazing!

Bethan: Yes, it's the Menai Bridge! It connects the mainland to Anglesey. Did you know that's the biggest island in Wales?

Cooper: Really? How long is the bridge?

Bethan: Oh, I don't know.

Bethan's dad: It's 417 metres long and 30 metres high.

Now come and help me with the boat.

32 • Lesson 5 • Key vocabulary and grammar in context



The children test their own knowledge of place names.



The children increase their awareness of the differences in the weather between Wales and Australia and learn some cultural details about both places.



The children apply their reading comprehension skills by reading a story and answering questions about it.



The children become aware of the importance of finding out about their local area.

## ▶ Answers

1 Oceania, 2 summer, 3 the Opera House, 4 Anglesey, 5 Welsh, 6 fish and chips

## FAST FINISHERS

The children imagine they are Cooper and write a letter home, telling his family about his trip to Wales.

## WRAP-UP

Divide the class into four groups. In each group, one child is Cooper, the other Bethan and the rest play other characters. They act out what happens in one place in the story and add their own incidents too. Finally, they perform their sketches for the class.

**4** **Cooper:** I didn't know this, but more than half a million people speak Welsh. It's one of the oldest languages in Europe. And I think it's the most difficult to pronounce.  
**Bethan:** And today we're at Llanfairpwllgwyngyllgogerychwyrndrob-willantsilloogogoch. It's the longest place name in the UK.



**5** **Cooper:** We're on top of the highest mountain in Wales. It's called Mount Snowdon, but that's not because it's covered in snow, ha ha! How high is Snowdon, Bethan?  
**Bethan's mum:** Bethan, look at the camera!  
**Bethan:** Uh... it's 1,084 metres high.  
**Cooper:** This is also the coldest place in Wales. Can we go to the café now?  
**Bethan's mum:** Ha ha. Yes, let's go! I'm cold too.



**6** **Cooper:** Today is my last day in Wales. We're here in Caermafôn eating fish and chips. Bethan, is this the most popular food in the UK?  
**Bethan:** Yes! And it's definitely the most popular food for seagulls!



**Top Tip!** Work with a friend to understand difficult words or sentences.

**Before you read**

**1** What is the longest place name you know?

**Read**

**2** Read and listen.

**After you read**

**3** Answer the questions in your notebook.

- Which continent is Cooper from?
- What season is it when it's January in Australia?
- Which is the most famous building in Sydney?
- Which is the biggest island in Wales?
- What's one of the oldest languages in Europe?
- What's the most popular food in the UK?

**OUR VALUES**

Learn about where you come from.

- Plan an interesting weekend for a foreign visitor. Include:
  - ✓ suggestions of local dishes to eat
  - ✓ one cultural stop
  - ✓ one historical stop
  - ✓ one fun place

Key vocabulary and grammar in context • Lesson 5 • 33



**OUR VALUES**

**Learn about where you come from.**

This activity can be done online or with help from home. Write the words *local history*, *local culture*, *local entertainment* and *local food* on the board. See what they already know and ask volunteers to find out more information. Explain that it is important to know about our local area and contribute to its well-being. Then ask the class to imagine that a foreign student is visiting their town or city. See what they have discovered about the local area and, in groups, they plan an itinerary for the student's visit.

**Key competences continuous assessment**

Check if the children can:

- 1 Give suggestions for long place names.
- 2 Understand the differences between Australia and Wales.
- 3 Extract information from the story to answer questions.
- 4 Appreciate where they come from and what local places have to offer.

**EXTRA ACTIVITY**

Make radio advertisements. In small groups, the children write and direct radio advertisements, publicising places to go in their local town or city. They should try to include superlative adjectives where possible. Encourage them to think of slogans and use a musical introduction if possible. Record the ads on a computer or a digital device and play for the rest of the class.

**Continuous Assessment**

Make sure the children can understand the story and answer questions about it. They should realise that two children working together is a useful way of learning. Check they become aware of the place they live and what it has to offer.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	Story page 26	Page 203

1 Listen and say *True* or *False*. 2.10 

- 1 **How big** is Cooper's school?  
There are 900 students.
- 2 **How cold** is it in winter in Sydney?  
It doesn't go below 8°C.
- 3 **How hot** is it in the summer?  
It can be over 35°C.
- 4 **How long** is Cooper's journey to school?  
It takes 50 minutes.
- 5 **How fast** does the school bus go?  
It never goes faster than 40 km/h.
- 6 **How old** is Cooper's brother?  
He's 15.
- 7 **How tall** is he?  
He's 1.9m tall.

## GO BACK AND LOOK!

Look at the story again and answer.

- 1 How old is Caernarfon Castle?
- 2 How high is Mount Snowdon?
- 3 How long is the Menai Bridge?
- 4 How many people speak Welsh?



## 2 Read and match in your notebook.

Cooper's favourite animals are kangaroos. He goes to see them in the Blue Mountain Wild Life Park near Sydney.

1 Kangaroos can live for ...	a ... 3 metres high.
2 Adult kangaroos are heavy. They can weigh ...	b ... 2 metres tall.
3 They're fast. They can go up to ...	c ... 2.5 centimetres long.
4 They can hop as far as ...	d ... 90 kilograms.
5 They can jump ...	e ... for 10 months.
6 They're tall. Adults can grow up to ...	f ... 6 years in the wild.
7 Babies are called joeys. When they're born they're ...	g ... 60 kilometres per hour.
8 Joeys stay in their mother's pouch ...	h ... 9 metres.



## 3 Test your memory. Ask and answer in pairs.

How long do kangaroos live?

How heavy are they?

How far can they hop?

How high can they jump?

How tall are they?

GO FURTHER! BOOKLET  
Grammar, page 7 34 • Lesson 6 • Questions with *How*: *How hot is it in summer?* *How tall are you?*

The children improve their listening skills by identifying the correct information.



The children use their mathematical skills to recognise units of measurement.



The children improve their ability to wait for their turn by asking and answering in pairs.

## Key competences continuous assessment

Check if the children can:

- 1 Understand *How* questions and answers.
- 2 Use their knowledge of units of measurement to write interesting facts.
- 3 Cooperate with a classmate and play a memory game.

**Language Objectives**

To introduce *How + adjective/adverb* questions.  
To write about interesting facts using different units of measurement.

**Materials**

Teacher's i-solutions  
CD2  
Unit 3 Poster

**WARMER**

Ask the class to remember the dialogue in Lesson 5 by asking questions: *What's the name of the girl? (Bethan), Where does Bethan live? (Wales), Who's the boy? (Cooper), Where's Cooper from? (Australia), Where do they go? (Caernarfon Castle, the Menai Bridge, Mount Snowdon), What do they eat? (fish and chips).*

**1 Listen and say True or False.**  2.10 

Explain that we ask questions with *How + adjective/adverb* to find out information. Elicit the questions used in the *How* questions in Activity 1: *big, cold, hot, long, fast, old, tall*. Explain that *How long* refers to both the length of something in metres and time. Write some facts on the board and elicit the questions: *The Eiffel Tower is 324 metres tall. The pyramids in Egypt are 4,500 years old. The temperature at the North Pole is -25°C in winter.* Tell the children to ask the questions using the structure *How + adjective/adverb*.

Play the audio and the children vote true or false using a thumbs up or thumbs down signal.

**▶ Transcript page 186****▶ Answers**

1 False, 2 True, 3 True, 4 False, 5 True, 6 True, 7 False

**GO BACK AND LOOK!** 

The children read the questions, then go back to the story to find the answers. This could be done as a competition in groups, with the first group to answer all four questions correctly as the winner.

**▶ Answers**


1 It's nearly 800 years old. 2 It's 1,084 metres high. 3 It's 417 metres long. 4 More than half a million people speak Welsh.

**2 Read and match in your notebook.** 

Before reading, elicit facts about kangaroos and introduce or check the vocabulary: *heavy, weigh, hop, far, joey, grow up to, be born, pouch*. The children complete the activity individually and then check in pairs.

**▶ Answers**

1 f, 2 d, 3 g, 4 h, 5 a, 6 b, 7 c, 8 e

**3 Test your memory. Ask and answer in pairs.** 

Give the children a few minutes to study the information about kangaroos that they have written down in their notebooks. Then they get into pairs. One child opens their book and asks questions to elicit the information from their classmate, who then answers from memory. They then swap roles.

**FAST FINISHERS**

The children write facts about another animal.

**WRAP-UP**

Display the **poster**. Point to an environmental feature and invite the children to ask as many questions as they can about it. For example, about the bridge: *How high is it? How long is it? How old is it?*

**EXTRA ACTIVITY**

Write some incomplete questions on the board and ask the class to think of adjectives to fill the gaps:

*How ... can you run?*

*How ... are you?*

*How ... is it today?*

*How ... is your journey to school?*

The children then answer the questions.

**Continuous Assessment**

The children should understand the question form *How + adjective/adverb* and be able to use it to find out information. Check they can answer these questions correctly.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	New language page 27	Page 203
GO FURTHER! BOOKLET	Grammar page 7	Page 212

**GO Innovate!** **Thinking-based Learning**

Thinking routine available for warmer.  
See **GO Innovate! Teacher's Guide 6**.

## WORD WORK: SPELLING IN COMPARATIVE AND SUPERLATIVE ADJECTIVES

1 Listen and read. 2.11

Word Work says... When we write comparative and superlative adjectives, we add **-er** and **-est** to adjectives with one syllable. Look:

Cheetahs are **faster** than lions.  
The **fastest** train in the world is in China.

When an adjective ends in consonant - vowel - consonant, we double the final letter. Look:  
Canada is **bigger** than the USA.  
Russia is the **biggest** country in the world.

W is different. We don't double the final letter when an adjective ends in **-w**:  
**slow** - **slower** - **slowest**

When an adjective ends in **-y**, we change the **-y** to an **-i** and add **-er**:  
My friend is **sportier** than me.  
My sister is the **sportiest** person in my family.

2 Write correct sentences in your notebook.

### Comparative adjectives:

- Isabel is **tall** than her brother.
- Zebras are **slow** than horses.
- Joe is **friendly** than Adam.

### Superlative adjectives:

- My grandad is the **funny** person in my family.
- Berlin is the **big** city in Germany.
- Chloe is the **sporty** girl in her class.

## WRITING: AN ADVERT

3 Read and answer.



### Visit beautiful Scotland!

Use adjectives

*Do you like nature? Then come to Scotland!*

Use questions

*Scotland is a country of snowy mountains, blue lakes and green forests.*

*Climb the highest mountain, Ben Nevis. Then ride a bike around a beautiful lake.*

Use imperatives

*Visit our exciting cities! Edinburgh is the capital city. It's a historic city with an amazing castle. Then go to Glasgow! It's the biggest city in Scotland and it's famous for its art galleries and parks.*

*Do you want to see a monster? Then visit Loch Ness. A legend says that a monster lives in the lake. Take a boat on the lake and look for the monster!*

*Scotland is famous for its animals. You can see red squirrels, dolphins and sea eagles. They're the biggest birds in Scotland and they live on our islands. Did you know that Scotland has got 800 islands?*

- Find superlative adjectives in the advert.
- Find three examples of imperatives.
- How many questions are there?

### Top Tip! **LEARNING TO LEARN**

When you write an advert, be enthusiastic!

▶ Now go to page 28 in the Activity Book and write an advert.

Word Work: spelling in comparative and superlative adjectives • Writing: an advert • Lesson 7 • 35



The children develop their knowledge of comparative and superlative adjectives.



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



The children develop their cultural awareness by identifying the type of language used in advertising.



The children use their initiative to create their own advertisement.

### Key competences continuous assessment

Check if the children can:

- Understand how to form the comparative and superlative forms of adjectives.
- Use comparative and superlative adjectives.
- Isolate persuasive language in a print advertisement.
- Write an advertisement using the language and structures presented in the unit.

**Language Objectives**

To introduce the spelling rules for comparative and superlative adjectives.

To learn how to write an advertisement.

To be enthusiastic when writing a persuasive text.

**Materials**


Teacher's i-solutions

CD 2

Print tourism advertisements in English, a map of the British Isles, word cards with adjectives


**WARMER**

Remind the children that we use comparative adjectives to compare two or three people, animals, things, etc., but we use superlatives to describe the tallest, the oldest, the fastest, etc. of a group. Get the children into groups of three to make sentences with comparative and superlative adjectives about themselves or their belongings: *Maria's pencil case is bigger than Sergio's.*

**WORD WORK: SPELLING IN COMPARATIVE AND SUPERLATIVE ADJECTIVES****1 Listen and read.**  2.11 

Before reading, explain that this time Word Work is about forming comparatives and superlatives. Play the audio. The children listen and read the explanation. They then make sentences: *I'm friendly, but Juan is friendlier than me.*


▶ **Transcript page 186**

**2 Write correct sentences in your notebook.** 

Ask a volunteer to say the first comparative sentence. Repeat with the first superlative sentence. Then the children write the rest in their notebooks.

**▶ Answers**

1 Isabel is taller than her brother. 2 Zebras are slower than horses. 3 Joe is friendlier than Adam. 4 My grandad is the funniest person in my family. 5 Berlin is the biggest city in Germany. 6 Chloe is the sportiest girl in her class.

**WRITING: AN ADVERT****3 Read and answer.**  

If you have brought in or printed out some tourism advertisements, hand them around the class and ask questions: *How is the information presented? Do the photos enhance the text? Is it easy to understand?* Write *Scotland* on the board and find it on a map with the class. Ask them some questions to elicit what they know about the country: *What's the capital city? (Edinburgh), What colour is the Scottish flag? (Blue with a white cross).* Finally, the children read the advertisement and answer the questions in pairs. Correct as a class.

**▶ Answers**

1 the highest, the biggest, 2 *Model answers:* visit, come, climb, 3 three

**Top Tip!**  **LEARNING TO LEARN**

Ask the children what they feel enthusiastic about and how they transmit their enthusiasm to others. Focus their attention on the imperative, the exclamation marks and the positive adjectives. Have them highlight the positive and superlative adjectives in the advertisements you have printed out.

Direct the children to their Activity Book in preparation for the advert writing task. Encourage them to be enthusiastic.

**FAST FINISHERS**

The children write an enthusiastic text about something they like.

**WRAP-UP**

Before class, make word cards with all the adjectives they have seen in the unit so far and any more they know. Have a comparative and superlative adjective spelling competition. Divide the class into two teams. Put the word cards face down on a desk. The teams take turns to take an adjective. To get a point, they have to spell the comparative and for two points, the superlative.

**Continuous Assessment**

Make sure the children know how to spell and use the comparative and superlative adjectives. They should be aware of the style of language used in an advertisement and write one themselves.

**ADDITIONAL RESOURCES**

Book	Section	Answer Key
ACTIVITY BOOK	Writing page 28	Page 203
GO FURTHER! BOOKLET	Writing page 25	-----
TEACHER'S RESOURCE BOOK	Language pages 11-13	Page 78 TRB

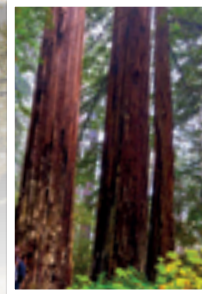
**GO Innovate!****Cooperative Learning**

Cooperative structure available for language consolidation. See **GO Innovate! Teacher's Guide 6.**




**1 Read and listen.** 2.12


# United States national parks



Hi! I'm Jasper from the United States. My family live in a big city, but we always go to a national park for our holidays. I love nature and my blog is about national parks.

It's taller than the Statue of Liberty! I love listening to the birds here.



Yellowstone National Park is the oldest national park in the world. Many people visit to see the amazing animals and

take photos. Yellowstone is famous for its geysers too. The tallest geyser in the world is here. It throws water 100 metres into the air, but be careful, the water is very hot!



Isle Royale National Park is an island. It's in the biggest lake in the world, Lake Superior. The island is very big, but there aren't any roads or cars here. When you visit a friend or go shopping, you go by boat! It's peaceful here. You can go kayaking, walk or take photos of birds.

The Grand Canyon is the deepest canyon in the United States. It's 1,800 metres deep. You can walk along the top or

take a boat along the river at the bottom.

Every year, five million people visit the canyon. Fantastic photos guaranteed!



I love your photos, Jasper! In my country, we've got geysers too.  
*Hanna, Iceland*

## YOUR GO!

What's your favourite national park in the blog? Why do you like it?

Name national parks in your country.


**2 Answer the questions.**

- 1 How deep is the Grand Canyon?
- 2 Is the Statue of Liberty 115 metres tall?
- 3 In which parks can you travel by boat?
- 4 Why are geysers dangerous?
- 5 Which national park is famous for its animals?
- 6 What's the biggest lake in the world?

## MY NEW WORDS

**LEARNING TO LEARN**

be careful   canyon   geyser

kayaking   the bottom   the top

Do you want to learn more about national parks? Watch the video 'The United States' most extreme national parks'.



**36** • Lesson 8 • Learn about national parks in the United States



The children learn about national parks in the United States.



The children increase their vocabulary by reading new language in context.



The children show initiative by expressing their personal opinions.

## Key competences continuous assessment

Check if the children can:

- 1 Read and understand the text about national parks in the United States.
- 2 Assimilate new vocabulary and use it correctly.
- 3 Express their own opinions.

**Language Objectives**

To improve reading and listening skills.  
To answer questions about a text.  
To learn new vocabulary.

**Materials**

Teacher's i-solutions

CD2

Unit 3 Poster

A map of the world, word cards with the environmental features on the poster

**WARMER**

Ask the children if they have visited or know of any national parks in their country. Ask them if they know the names of any American national parks. Show them the United States on a map and point out Wyoming (Yellowstone National Park), California (Redwood National Park), Michigan, Lake Superior (Isle Royale National Park) and Arizona (Grand Canyon).

**1 Read and listen.**   2.12

Ask the class to look at the photos and say what they can see. Introduce the words *geyser* and *canyon*. Play the audio and the children follow in their books. Ask the class to quietly read the text again for five minutes and remember as much as possible. Then tell them to close their books. Make a statement about Jasper's blog with a missing word: *The tallest tree in the world is ... metres tall.* Elicit the answer from the class. Repeat with other statements. Read the comment and explain that most of the world's geysers only occur in five countries: the United States, Iceland, Chile, New Zealand and Russia. Half the geysers in the world are in the Yellowstone National Park.

▶ **Transcript page 186**

**2 Answer the questions.** 

The children read and listen to the text again to find the answers to the questions, which they do in pairs or as a class.

▶ **Answers**

1 The Grand Canyon is 1,800 metres deep. 2 No, it isn't. 3 You can travel by boat in Isle Royale National Park and Grand Canyon. 4 They are dangerous because they are very hot. 5 Yellowstone is famous for its animals. 6 Lake Superior is the biggest lake in the world.

**YOUR GO!**

Ask the children to say which is their favourite national park and why. Finally, tell them to name national parks in their country and say what they know about them.

**MY NEW WORDS** 

The children should be familiar with the meaning of the new words after reading them in the text. They write sentences in their notebooks using the words in context to show that they understand them.



Watch the video **The United States' most extreme national parks** to extend the lesson theme. Worksheet available on the **Teacher's i-solutions** for further practice.

**FAST FINISHERS**

The children write an advertisement inviting visitors to one of the national parks mentioned in the blog.

**WRAP-UP**

In pairs, the children invent dialogues in one of the national parks they read about on the blog. They take turns to act them out for the class. Their classmates have to guess where the dialogue is taking place.

**EXTRA ACTIVITY**

Before the lesson, make word cards with the names of the environmental features on the **poster** in preparation for playing a game in class. Put the children into two teams and ask a volunteer from each team to the front. Both children stand back to back. They are given a word card each and hold it in front of them with the word facing out. The children take three steps away from each other as the class chants *1, 2, 3, turn around!* The children turn around quickly and race to touch what is on the other child's flashcard for a point.

**Continuous Assessment**

Make sure the children can read and understand about national parks in the United States. They should be able to find the relevant information in the text to answer questions.


**ADDITIONAL RESOURCES**

Book	Section	Answer Key Transcript
<b>GO FURTHER! BOOKLET</b>	Listening page 22	Page 213 Page 216
	Reading page 24	Page 213

## TEST YOURSELF! LEARNING TO LEARN

How many adjectives can you write in two minutes?  
Ready? **GO, GO, GO!**





1 Read and guess. Then, listen and check.  2.13



### How much do you know about European records?

- 1 Mont Blanc is the highest mountain in Europe. How high is it?  
a) 4,020m                      b) 4,808m                      c) 5,116m
- 2 Where is the highest cable car in Europe?  
a) Mount Snowdon (Wales)    b) Fuente Dé (Spain)        c) L'Aiguille du Midi (France)
- 3 How high is the tallest skyscraper in Europe?  
a) 382.1m                      b) 404.2m                      c) 373.7m
- 4 The Volga is the longest river in Europe. How long is it?  
a) 4,019km                      b) 3,530km                      c) 3,259km
- 5 Which is the highest bridge in Europe?  
a) the Millau Viaduct            b) the Russky Bridge        c) the Europa Bridge
- 6 How old is the oldest building in Europe?  
a) more than 6,800 years        b) more than 7,100 years    c) more than 6,900 years
- 7 The AGV Italo is the fastest train in Europe. How fast can it go?  
a) 535.2 km/h                      b) 477.5 km/h                      c) 574.8 km/h



2 Look, read and say who. Then, ask and answer in pairs.  

	 Dwayne Moony	 Leo Lessi	 Chris Grimaldo
How old ...?	31	30	32
How tall ...?	1.76m	1.7m	1.85m
How fast ...?	✓✓✓✓	✓✓✓	✓✓✓✓✓
How popular ...?	✓✓	✓✓✓✓✓	✓✓✓✓
How hard-working ...?	✓	✓✓✓✓	✓✓

How tall is Grimaldo?

Who's the most popular?

- 1 This player is older than Lessi, but he isn't the oldest.
- 2 Who is the shortest of the three?
- 3 This player is slower than Grimaldo, but he isn't the slowest.
- 4 This player is more popular than Moony, but he isn't the most popular.

**GO FURTHER!** BOOKLET  
Learning to learn, page 40 

Unit review • 37



The children develop their mathematical skills by listening for the correct units of measurement.



The children improve their ability to compare and contrast information on a table.

### Key competences continuous assessment

Check if the children can:

- 1 Identify the correct answer in a listening comprehension about European records.
- 2 Find information on a table.

## Language Objective

To review vocabulary and structures from Unit 3.

## Materials

Teacher's i-solutions

Unit 3 Poster

CD 2

## WARMER

Display the poster and ask the children to work in pairs. Student A closes their eyes and Student B asks a spelling question: *How do you spell (mountain)?* If Student A spells the word correctly, they get a point. Then, they swap roles and play until they have spelled all the words.

## TEST YOURSELF! LEARNING TO LEARN

This can be done individually or in pairs. When the children have finished making the lists of words, check the spelling and whoever has got the most words is the winner. You could make a big word bank display for the classroom.

### 1 Read and guess. Then, listen and check. 2.13

Put the children into pairs. Ask them to read the questions and guess the answers, writing them down in their notebooks. Play the audio. The children write the answers in their notebooks and see how many they got right. Ask pairs to share their answers.

#### ▶ Transcript page 187

#### ▶ Answers

1 b, 2 c, 3 c, 4 b, 5 a, 6 a, 7 c

### 2 Look, read and say who.

Then, ask and answer in pairs.  

Ask how many children in the class play football. Ask them what qualities, physical and mental, are important in a good football player. Then focus the children's attention on the table. Explain that it is a table about the qualities of imaginary football players. Each child finds the answers to the questions and writes them down. Correct as a class. Then, in pairs, the children make up their own questions about the table using the structure *How + adjective/ adverb*. They can then make statements for their classmate to guess who they are talking about: *He's taller than Moony. He's the youngest. He's the most popular.*

#### ▶ Answers

1 Dwayne Moony, 2 Leo Lessi, 3 Dwayne Moony, 4 Chris Grimaldo

## FAST FINISHERS

The children write cartoon adjectives, for example, using tall letters for *tall* or smiling letters for *happy*.

## WRAP-UP

Divide the class into teams and ask the children to have their books open with Unit 3 ready. Ask different questions about the unit and give points for correct answers.

For example:

*How deep is the Grand Canyon? What's a joey?*

*What's Mount Snowdon? How do you spell skyscraper?*

*What's the Tiergarten? What can you do on Christmas Day in Hyde Park in London?*

## EXTRA ACTIVITY

The children look back over the unit at the different records they have learnt about. They choose the most interesting for them and make an illustrated banner for it, for example, *Tower Bridge is the most famous bridge in London*. This sentence could be divided and opened up like Tower Bridge, with two columns at the sides.

## Final Assessment

The children should be able to ask questions using the structure *How + adjective/adverb*. Make sure they can understand listening and reading comprehension questions using comparative and superlative adjectives and answer them correctly. They should be familiar with different units of measurement and be able to name and distinguish natural and man-made environmental features.

## ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Unit review page 29	Page 203 Page 208
	My wordlist page 61	Page 211
GO FURTHER! BOOKLET	Speaking page 23	-----
	Learning to learn page 40	-----
TEACHER'S RESOURCE BOOK	Unit 3 test pages 43-46	Page 81 TRB Page 85 TRB

## GO Innovate!



### Situation-based Learning

Real-world task available to contextualise and consolidate language. See **GO Innovate! Teacher's Guide 6**.