

GO! FAR! 3

SAMPLE

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SAMPLE

CONTENTS

KEY VOCABULARY

	READY, STEADY, GO!	p. 36	days of the week
1	A BUSY DAY	p. 46	<i>get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch</i> <i>bike, bus, car, train</i>
2	SCHOOL IS COOL!	p. 68	<i>Art, English, IT, Maths, Music, PE, Science, Spanish</i> <i>atlas, cookbook, comic book, dictionary, joke book, storybook</i>
	TERM 1 PROJECT	p. 90	
3	OUR TOWN	p. 96	<i>cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station</i> <i>city, country, town, village</i>
4	ANIMAL MAGIC	p. 118	<i>crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger</i> <i>climb, drink, eat, fly, jump, run, swim</i> <i>beak, claws, fur, tail, teeth, wings</i>
	TERM 2 PROJECT	p. 140	
5	FUN TIME!	p. 146	<i>doing exercise, going to the park, listening to music, playing the recorder, reading comics, rollerblading, using the internet, watching TV</i>
6	FABULOUS FOOD	p. 168	<i>bread, cereal, eggs, ham, rice, sausages, spaghetti, vegetables</i> <i>beans, broccoli, carrot, cauliflower, celery, peas, spinach</i>
	TERM 3 PROJECT	p. 190	
INTEGRATED SKILLS			EXTENDED READING
<ul style="list-style-type: none">• My favourite days• Animals in the city!• Eating out	Units 1 2 p. 92 Units 3 4 p. 142 Units 5 6 p. 192	<ul style="list-style-type: none">• The visitor• The diamond necklace• What's for dinner?	Units 1 2 p. 94 Units 3 4 p. 144 Units 5 6 p. 194
FESTIVALS		p. 196	<i>broomstick, cauldron, costume, sweets, wizard, zombie</i> <i>Christmas pudding, cracker, joke, potatoes, sprouts, turkey</i> <i>eggs, flour, frying pan, lemon, milk, sugar</i>



KEY STRUCTURES

LIFE SKILLS

WRITING PHONICS

CULTURE

GO AROUND THE WORLD

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

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

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

self discipline

social skills

Connecting sentences with *then*

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

A school timetable

The sound **a_e** as in *Jane* and **ai** as in *train*

Going to school in Scotland

An amazing school in New Zealand

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

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

environmental awareness

research skills

Write about your town

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

Describing a picture

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

New York, New York!

Australian animals

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

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

sharing responsibility

healthy eating

Write about you

The sounds **i_e** as in *five* and **i** as in *big*

Sentences with commas and *and*

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

Music and dance in Ireland

Food in Canada



ICONS

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



Course characters Rosie and Fred

The colourful opening spread of the welcome unit brings us right onto Rosie and Fred's street. Here the children meet this pair of engaging neighbours, who lead them through the Student's Book.

Rosie and Fred (and their families and friends) provide a connecting thread in three areas of each unit. They form part of the **visual presentation of new vocabulary** in Lesson 1. In Lesson 2, we see them in a **contextualised dialogue for the first grammar structure** presented in the unit. In Lesson 5, familiarity with the characters helps the children to become interested in the different experiences they have in the **Unit stories**. The stories consolidate the structures and vocabulary covered in the earlier lessons and provide a passive presentation of upcoming structures or vocabulary in later lessons.

Being engaged with the characters makes the learning experience meaningful and memorable for the children.

Life Skills video characters



In the Life Skills videos, the children meet **Izzy**, her brother **Eric** and their new neighbour, **Cora**, real children, similar in age to them. They appear in **real-life learning situations** along with the sibling's father. Each video provides both language models and a people skills model.

Izzy, Cora and Eric, and therefore the children in class, learn the value of being organised, of developing research skills, adopting healthy habits and sharing responsibility. The siblings invite the children into their

British home and allow them to observe their interaction with each other, and with their father. The children are sure to recognise themselves and their own families while watching the characters negotiate typical daily situations, like getting ready to leave in the morning, helping with the housework and discussing how to recycle domestic items. The characters are all warm and accessible. Being engaged with the characters helps the children to identify the emotions that the characters experience. The recognition of different emotions, such as anger at losing a game, are a first step in learning to self-manage them.

The children in class are encouraged to repeat and retain the language structures presented in **a second set of Language for Life videos**. This language will be **meaningful** for the children as they have listened to it first in a recognizable context. The Student's Book lesson format, with its **Before you Watch** and **After you watch steps** supports the children with their viewing experience and helps them to develop **strong viewing skills**.

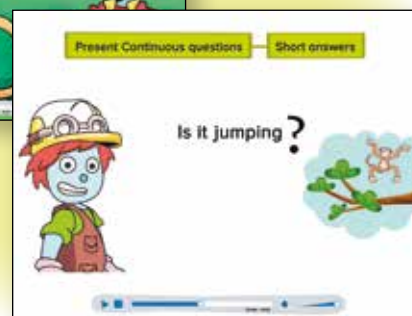
Grammar with Grammar Greg



There is a **third narrative protagonist** in each unit, Grammar Greg. This character is a development on The Techies, Tina and Tim, from **GO FAR! 1** and **GO FAR! 2**. Grammar Greg is a builder who **helps the children to build and**

construct grammar rules in a series of light-hearted and extremely helpful **visual grammar animations**.

There are two types of animations: **contextualised grammar in the form of a comic** and **step-by-step visual grammar presentations**, led by Greg.



All **key language** and **grammar structures** are **highlighted in a blue font** for the children to distinguish them easily. It is a support for their **Learning to learn** competence.



Culture



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 and in what they tell us about where they live. The children travel the world both through their Student's Book and through the **videos** that support the page content. The videos in turn have support worksheets in the Activity Book.

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 with solid visual support.

The **Integrated skills** section is designed to **promote the children's intercultural awareness**. Here they meet children their own age, who live in different countries, and learn about their hobbies, favourite foods and interests. Integrated skills covers not only the classics, **reading, listening, speaking and writing**, but also **intercultural skills**.



KEY FEATURES



An amazing collection of videos support and enhance all grammar points presented in the Student's Book as well as the culture and story lessons.



The Picture dictionary label will help the children identify the new vocabulary for each unit in Lesson 1.



The video icon accompanied by the Language for Life label signals the **language structures presented in the Life Skills lesson**.



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



Here the children have an opportunity to personalise their learning.



The children's **Learning to learn competence** is further promoted by highlighting points the children should focus on.

• **Lesson 3** • *It's / It isn't (jumping).*

Footnotes will help parents and teachers **see at a glance** what content the lesson focuses on.

CROSS REFERENCES



The children are directed to the **Activity Book** for extra practice of the lesson content. At the end of each unit, in the **Learning to Learn** section, they reflect on the unit content they have worked on and acquired.



A clear cross reference at the end of every second unit leads the children to extra reading practice. This is presented in a fun, cartoon format and contains accessible language and structures covered during the term.



Extra practice of the term content is also presented in a format where there is a focus on each of the **four skills** while **promoting intercultural awareness**.



Cross references to the **GO Innovate Teacher's Guide** direct the teacher to **alternative methodology** proposals for the lesson. The proposals have all been adapted to the children's language and cognitive level and to the **GO FAR! 3** lesson content.

A WORD FROM THE AUTHORS ABOUT THE COURSE METHODOLOGY

Dear Colleagues,

The demands on 21st Century teachers and learners seem to be growing each year, along with the need to keep up to date with new technology and teaching techniques. So it's vital that classroom materials do everything they can to make 21st Century teaching and learning as effortless as possible. Welcome to *Go Far!*

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. And that's where we started with **GO FAR!**

Children are centre stage in **GO FAR!** 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 and ludic techniques are employed throughout to draw the children in, hold their attention and keep them wanting more. The course characters, both in artwork and video are designed for maximum relevance and appeal to the children. And of course humour is the 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 FAR!** 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 FAR!** The goals and objectives are always clear. Transparency is our guiding principle. A clear, predictable unit structure throughout the course really helps teachers to plan. Learning paths and lesson content are always clearly signalled and teachers can move around all parts of the course with ease. Parents can also see at a glance what the focus of the lesson is and keep up with their child's learning.

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 doesn't take place in a vacuum. As educators we have a duty to address the whole child. Children are part of a wider community, so **citizenship education** and **life skills training** should always underpin learning in any subject.

In addition to a comprehensive Life Skills syllabus that runs throughout the whole course, the core values of mutual respect, sharing and teamwork are emphasised in every lesson. In addition to this, each unit story takes a specific value as its starting point. The aim is to develop community spirit, emotional intelligence and to help to produce fully rounded 21st Century citizens

Warm regards,

Brandon Dunne

Robin Newton

KEY COMPETENCES

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

- encourage the development of skills rather than the assimilation of theoretical content.
- are dynamic because they develop progressively and can be acquired in different learning situations.
- are interdisciplinary and transversal.
- once acquired, will become part of the lifelong learning experience.



Linguistic competence

This competence refers to the ability to identify, express, interpret and understand feelings, concepts and information in different forms. It embraces visual, audio and digital materials and is not limited to language learning. It is open and multidisciplinary. The ultimate goal is to achieve **effective connection with others**, a goal shared with **GO FAR! methodology**.



Plurilingual competence

This competence develops the use of language as a tool for the communication of concepts, thoughts, feelings, facts and opinions. It involves understanding oral and written 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 oral messages is developed by the stories, real-world learning situations, dialogues and songs, where children learn to listen to extract relevant information.



Mathematical competence and competence in science, technology and engineering

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. Competence in science, technology and engineering implies the children being 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. They are encouraged to use the interactive material and, in higher levels, to work safely and effectively on the internet.



Personal, social and learning to learn competence

This competence means children develop the capacity to work constructively with others, to empathise and manage conflict, to reflect on their own well-being and learning. The unit reviews encourage the children to be responsible, aware learners. Both the **Learning to learn** and **Learning strategies** pages in the **Activity Book** 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 and to apply their knowledge.



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, they can empathise with characters in the stories and learn social rules through games and role plays. The characters in the different learning threads raise awareness of environmental needs and act as models of good citizenship.



Entrepreneurship competence

This competence refers to the ability to turn ideas into action. Throughout the course the children 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, promoting independence through **Flipped classroom** dynamics and entrepreneurship by working with **Thinking-based Learning skills**.



Cultural awareness and expression competence

This competence is developed through a wide range of fun songs, chants, drama, stories and craft activities. A specific culture focus present in each unit develops respect for life in other countries. Creative drama activities are to be found in some of the **GO Innovate! Teacher's Guides**, the **Teacher's Resource Books** and life skills lessons. Their aim is to make sure children are less inhibited in the English classroom and more comfortable with their self-expression.

LIFE SKILLS

Life Skills is an umbrella term for a highly diverse group of competencies that shape and influence the children's personalities as they grow and that they will use throughout their lives. **The Life Skills syllabus in GO FAR!** takes a broad approach, encompassing **the four C's of 21st Century skills, Digital Literacy, Global Citizenship,** and most importantly the **Social Skills and Values** needed to be useful members of society. The Life Skills syllabus is designed to work on the main language objectives of the course while simultaneously helping to develop these competencies.

Life Skills in GO FAR! are organised under two headings: **People Skills** and **21st Century Skills**.



PEOPLE SKILLS

refers to a wide range of personal traits that are crucial to our success, health and happiness as individuals, group members and global citizens with a high level of intercultural competence. We have divided People Skills into two subsets: **ME Skills** and **WE Skills**.

ME Skills work on the children's knowledge of self by helping them to recognise their own feelings and emotions and to develop positive values and habits. **WE Skills** focuses more on their awareness of the world beyond self and how to develop positive interactions both with others and with their environment.

In the **Life Skills lessons**, the children are presented with **real-life learning situations through videos** featuring real children of the same age group. These serve to help them develop both an understanding of the people skill being modeled and their **viewing skills**. In addition, the video characters, Luna and Frankie and their grandad and Mum, model the **language for life** the children will come away with.

But People Skills in **GO FAR!** are not limited to the Life Skills pages. Many of the **values associated with People Skills** that we promote the children to embrace are also **present in the main unit stories**. In fact, they are the starting points from which the narratives evolve. Also, **Intercultural competence**, which is essential for all 21st century citizens, is at the heart of both our **Go Around the World pages** and **Integrated Skills** area. All these lessons provide different contexts and opportunities for the children to gain a deep understanding of self and others while they practise the unit language.

21ST CENTURY SKILLS

refers to the soft skills that come into play when students interact and work effectively together on tasks. They include the well-known **4 C's (Critical Thinking, Collaboration, Communication and Creativity)** along with **Literacy Skills** (Information, Media and Technology). They are specifically presented and practised in the **Term projects**, where the children work together towards a common objective.

Keep in mind there is a certain amount of **overlap between People Skills and 21st Century Skills**. You'll see a focus on 21st Century Skills at some points in the Life Skills lessons, and People Skills will be very much at play when the children are working together on projects.

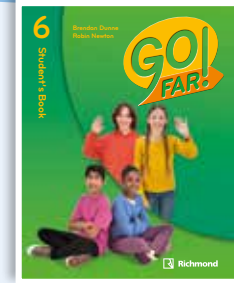
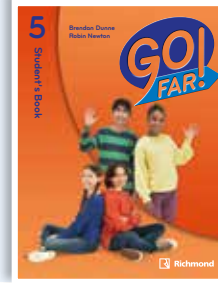
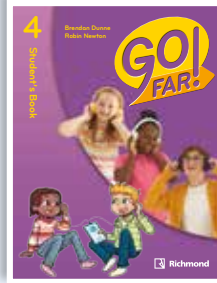
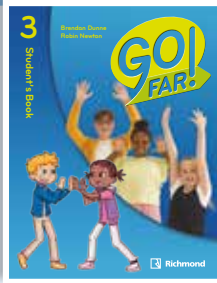
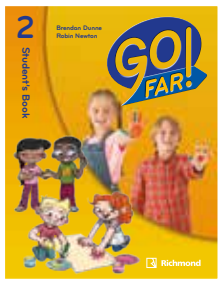
PEOPLE SKILLS

Awareness of self and others	1 My Special People
Self discipline	1 Be Ready!
Self esteem	
Perseverance	
Healthy habits	5 Exercise every day
Kitchen competence / Autonomy	6 Make a sandwich
Responsibility	
Curiosity	
Creativity	
Planning and goal-setting	
Learning to learn	
Coping with emotions	
Literacy/ Digital literacy	

Caring for others and living things	3 Caring for others
Teamwork	4 Share your things
Conflict resolution	
Friendship	
Environmental awareness	

21ST CENTURY SKILLS

Projects Term 1	1	Make a <i>Bingo</i> game
Projects Term 2	2	Make a parrot display
Projects Term 3	3	Make a monster



Me Skills

	1 Be organised			1 Organisation help
			5 Believe in yourself!	5 Face the audience!
2 You can do it!			1 Don't give up!	
	6 Eat well	2 Be active!		
				2 Let's bake!
3 Washing your clothes	5 Help out!			
3 Be curious!				
			6 Be creative!	
		6 Making plans		
		5 Study Buddies		
		1 Be a good sport		
		3 Three deep breaths!		
	4 Find out!		3 A good book! 4 Internet research	3 Be Net-smart!

We Skills

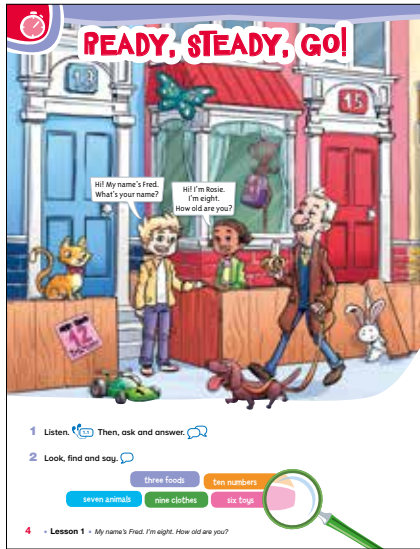
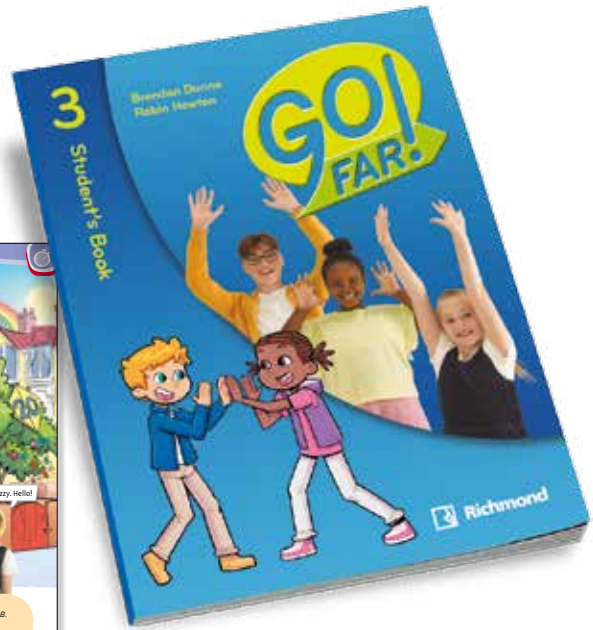
1 Caring for living things 6 Make someone happy!		4 Happy birthday, Dad!		
5 Working together				4 Giving feedback
	2 Make friends		2 Being a friend	
3 Recycle				6 Think Green!

Critical thinking • Communication • Collaboration • Creativity • Digital Literacy

Do an experiment with growing plants	Interview an English-speaker and make a poster	Find out about a sport and make a presentation	Learn about a country and make a display	Make a video tour of your school for new students
Make tops for a fashion show	Make an animal lapbook	Make a birthday party plan	Write a quiz	Advertise your holiday island
Make a poster about community helpers	Design your perfect park	Make a map of your dream town	Make a timeline of your life	Record an advice podcast

Student's Book

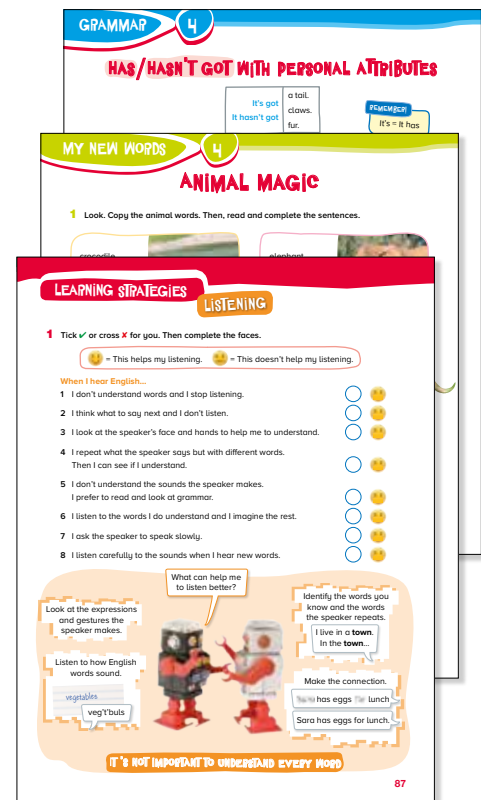
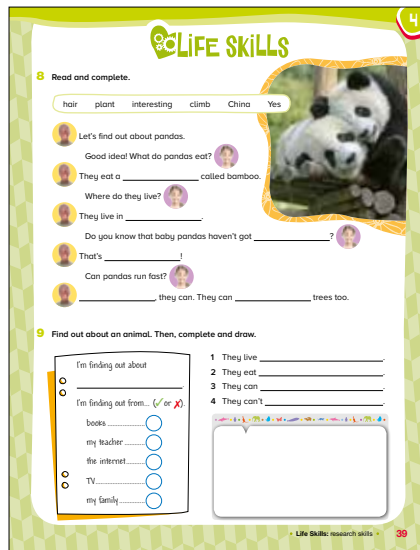
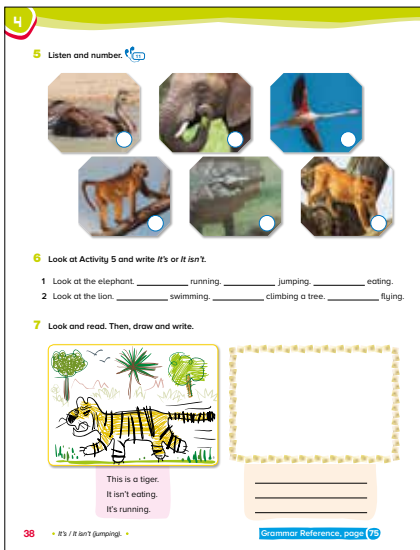
Ready, steady, go!, the title of the welcome unit, sets the tone for this dynamic course book. This welcome unit is followed by **six units**, each consisting of **eight main lessons** and a **Unit review**.



The Unit reviews are complemented by **Term reviews** in the shape of engaging double-page stories. The children will love the hands-on **Term projects** and the **Festivals** area. An **Integrated Skills** section at the back of the book rounds off solid practice of the term content.

Full-colour Activity Book

Reflecting the **Student's Book's** structure, the additional full-colour support is divided into a welcome unit, six main units and a term-review Extended Reading area. A **Grammar reference** at the back of the book contains clear **grammar tables** and follow up practice **grammar activities**. **My new words** pages provide a contained spot for the course vocabulary and an innovative **Learning strategies** section is sure to help the children with their Learning to Learn competence.



The **Activity Book Audio** includes the listening activities in the **Activity Book**, as well as the **stories** and **songs** in the **Student's Book**. It is available to download from the course website.

gofar.richmondigital.eu

gofar.richmonddigital.eu

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.

- One-touch zoom-in feature
- Student's i-tools to personalise the book
- Video material
- Audio material

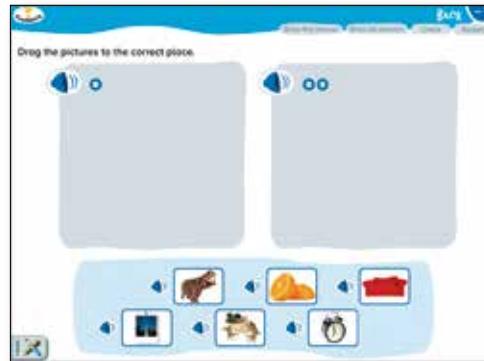
Videos

Easy access to video support for **grammar**, **life skills**, **stories** and **culture lessons**.



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.

Additional Resources to download

- A generous selection of **skills worksheets** for each unit to support reading, listening, speaking and writing.
- **CLIL support covering cross-curricular themes** in the shape of a downloadable booklet, consolidating the unit vocabulary and structures.

Flipped Learning



The 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 3**.

Also available to purchase for platform use

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.



FREE app that allows **access to the course audios and videos through a simple scan of the book pages**. This immediate access facilitates the teacher's work and allows families to follow what content the children are covering in English.

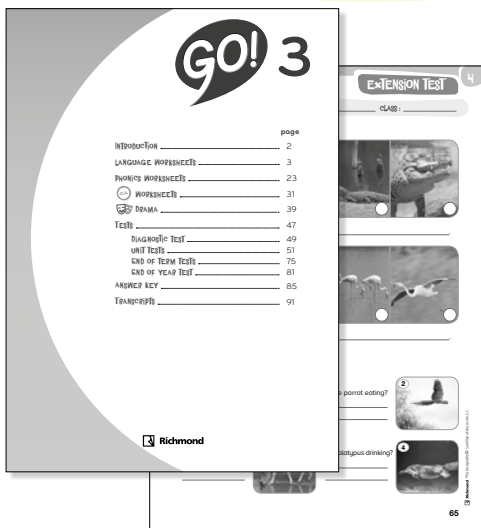
Teacher's Book

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. This is additional to the **Student's Book** activity exploitations.

Each unit is presented with interleaved **Student's Book** reproductions, and an initial **Unit overview** is provided for help with quick lesson plans. It also provides the **transcripts** and **answer keys**, **assessment guidance**, **cross-references to support material** and guidance for **Key competences** work and assessment. The essential **Activity Bank** on pages 30-35 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!

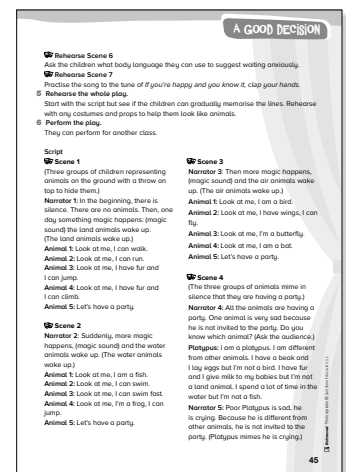


Teacher's Resource Book

Available to download from the course website.

Packed with a wealth of optional, photocopiable material, it is an ideal, downloadable resource providing extra practice for the **Student's Book** lessons and an **ideal solution for mixed abilities** in the classroom.

It includes **Language worksheets at three different levels**, **Phonics worksheets**, **CLIL worksheets**, a **Drama** section with two plays and a comprehensive **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 FAR! 3** 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 FAR! 3** material. A third **Thinking-based Learning** section provides comprehensive support for applying this methodology to the lessons. And finally, a **Drama** section brings the best of drama pedagogy to **GO FAR!** with the objective of improving both the children's oral skills and their confidence when speaking in English.



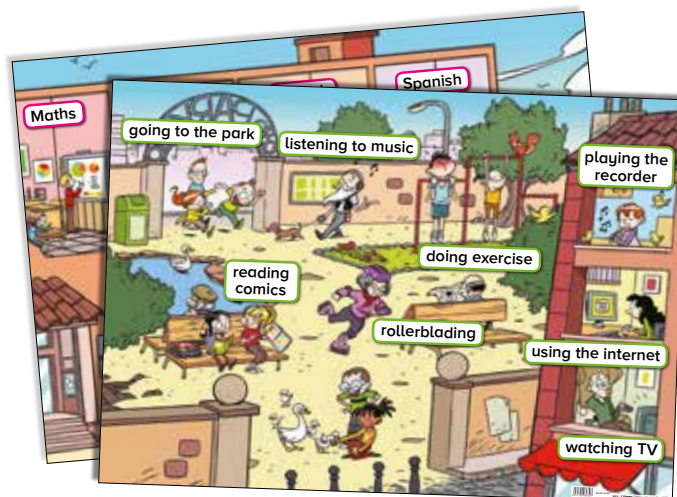
Teacher's Audio Material

All the recordings used in the **Student's Book**, **Activity Book** and **Teacher's Resource Book** are available to download from the course website.

Flashcards and Word cards

71 beautiful, **full-colour photo** flashcards are accompanied by their corresponding word card and can be used for presenting, reinforcing or reviewing vocabulary.

The **Activity Bank** on page 30 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 FAR! TEACHER'S i-SOLUTIONS

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



GO FAR! website

gofar.richmonddigital.eu

Additional resources such as downloadable and editable material, official documents, interactive activities and videos are available on the course website.

- **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**
- Interactive answer key
- Ready to go lessons for **Teaching innovation**
 - ▶ Flipped Learning
 - ▶ Cooperative Learning
 - ▶ Thinking Routines
 - ▶ Drama

- **Teacher's Resource Book**
- Extra **CLIL lessons**
- Audio material and transcripts
- i-posters, i-flashcards and i-stories
- **Flashcard Bank**
- **Additional interactive games** for whole-class work
- **Interactive routine poster**
- **Game Generator** to create your own IWB games to play with the children
- **Video support** for all **grammar**, **stories**, **life skills** and **culture lessons**

Download the **Teacher's i-solutions** from the course website.











4 ANIMAL MAGIC

1 Listen and sing.

The wildlife park's amazing.
There are animals everywhere.
Climbing, swimming, running,
Or flying in the air.
Elephants, lions and ostriches
Walking through the grass,
And kangaroos go hopping by.
They're very, very fast!
Tigers hiding in the trees
And monkeys climbing high.
Look! A pink flamingo
Flying through the sky!
But what's that in the river?
Can you see it smile?
Look at all those great big teeth!
Oh, no! A crocodile!

2 Listen and repeat. Then, listen and say.

 crocodile	 elephant	 flamingo	 kangaroo
 lion	 monkey	 ostrich	 tiger

3 Play a memory game.

I can see a lion, a kangaroo and an ostrich.
I can see a lion and a kangaroo.
I can see a lion, a kangaroo, an ostrich and a monkey.

40 • Lesson 1 • Wild animals vocabulary

1 Listen and read. Then say in pairs.

What can you see, Rosie?
Wow, I like tigers. Is it climbing a tree?
That's a flamingo. Is it flying?
An elephant! Is it eating?
Swimming! Rosie, let me see! Can I have the binoculars now, please?

Amazing! I can see a tiger.
No, it isn't. It's running. And there's a pink bird!
Yes, it is. It's beautiful! Look! There's an elephant.
No, it isn't. It's swimming.

2 Listen and say the animal. Then ask in pairs.

Is it running?
No, it isn't.
Is it drinking?
Yes, it is.
Is it ...?

Is it (flying)? Yes, it is. / No, it isn't. • Lesson 2 • 41

- The unit theme is introduced and new vocabulary is visually presented in a lively, colourful scene featuring the course characters.
- The **new vocabulary** is contextualised in an engaging, **catchy song**. The song words provide **reading practice** while the rhyme and rhythm of the song make it easier for the children to remember the language. Singing together provides the class with a **shared learning experience**.
- The **oral form** of each word is presented along with the written form, to establish **good pronunciation** from the start.
- Listen and say** is a novel 'discovery' activity. The children hear short dialogues or descriptions that prompt them to use the target vocabulary.

- The written form of new words is accompanied by **visual support**. The photo dictionary acts as a reference the children can use throughout the unit and helps to develop both their **Learning to learn competence** and **study skills**.
The children can access a complete version of the **Picture dictionary** to print on the **GO FAR! website**. It is also available for teachers on the **Teacher's i-solutions**.
- Vocabulary learning** becomes a meaningful and **collaborative process** with the free-practice **oral game** at the end of the lesson.
- New grammar is presented in a contextualised dialogue between the course characters to engage the children. **The grammar structure combines with unit vocabulary** to give further practice of the new words from Lesson 1. The children are invited to act out the dialogue so that controlled practice of the new grammar has a ludic feel.
- The **target grammar** is practised in a listening activity based on a colourful visual prompt. The listening provides the children with a model for a **follow-up speaking activity** in pairs.



The image shows three pages from the Activity Book. The first page is the 'ANIMAL MAGIC' title page with a list of animals and a small illustration. The second page is a 'Listen and say' activity with a grid of animal pictures and a list of descriptions. The third page is a 'Memory game' activity with a grid of animal pictures and a list of descriptions.

Find support for the lesson content in the **Activity Book**, both in the corresponding practice exercises and in the **My new words** section at the back of the book. Use the **Unit poster** to consolidate the children's learning.

GRAMMAR GREG

1 Listen and read.

Look! There's a monkey. It's jumping.

It isn't jumping now. It's dancing. What an amazing monkey!

Oh, no! There's a monkey behind me. It's eating my apple! Stop! That's my lunch.

Present Continuous questions	Short answers	Present Continuous answers
Is it jumping? swimming?	Yes, it is. No, it isn't.	It's running, climbing, flying.

2 Listen and say.

42 • Lesson 3 • It's / It isn't (jumping).

LIFE SKILLS

FIND OUT!

BEFORE you WATCH

- Where can we learn about animals?
- Do you use the internet for homework?

1 Watch and answer.

- Who's doing a project?
- Can ostriches run fast?
- What do ostriches eat?
- Can ostriches swim?

AFTER you WATCH

2 Watch and repeat.

Let's find out about ostriches.

Do you know that ostriches are 2 metres tall?

That's interesting!

3 Read and act out.

You're a wild animal!

A: Let's find out about humans! Where do they live?
B: They don't live in trees or caves. They live in houses.

A: That's interesting! What do they eat?
B: They eat meat, fish and plants.

A: Can they fly?
B: No, they can't.

Do you know that they've got special machines called planes? They fly in planes.

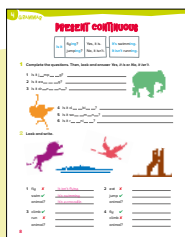
A: Oh, yes? They can't run fast. They've only got two legs!
B: Two legs... ha! Four legs is better!

Life Skills: research skills • Lesson 4 • 43

- 1** Full instructions for how to **Flip the lesson** are available at the click of a button on the **Teacher's i-solutions** and in the **GO Innovate! Teacher's Guide**.
- 2** The grammar lesson consolidates and also extends the grammar structure introduced in the previous lesson. Presented in an amusing comic strip, it features Grammar Greg. The **target grammar is always highlighted in blue for easy reference**.
- 3** Grammar Greg will come to life for the children in this amusing animation of the comic strip.
- 4** Each unit has grammar tables which help the children to focus on explicit grammar. They serve as a **future reference** and help the children to become **autonomous learners**.
- 5** An **innovative, fun, visual grammar animation** will facilitate and strengthen the children's understanding of initial grammar structures.
- 6** The children practise and consolidate both the new **grammar** and unit **vocabulary** with a **listening** activity that promotes **oral interaction**. Supporting visuals draw the children in and make the task more enjoyable.
- 7** The lesson has both a linguistic and a broader learning focus. The theme develops a specific **life skill or value**, such as being organised, helping in the house, good sportsmanship etc.
- 8** A cast of **real world children** in the videos make the learning situations very recognisable for the children in class. Staggered **before you watch and after you watch activities** direct the children's focus. Short comprehension questions are provided to make sure they can understand the video content.
- 9** A second video in the lesson invites the children to repeat the characters as they say the new **Language for Life structures**.
- 10** An opportunity to practise the new structures from the lesson is provided through an acting dialogue. The children practice language **develop soft skills** like collaboration and communication, have fun and **embrace their creativity**.

LIFE SKILLS

Turn to page 8 and 9 to read more about **Life Skills methodology in GO FAR!**



▶ There is no lack of additional practice for the new grammar. The children can work with the **Activity Book Grammar Reference** and practice exercises designed to consolidate the children's learning. Lesson-specific photocopiable teaching materials abound in the **Teacher's Resource Book**. How-to steps and photocopiable resources for flipping the lesson are also available in the **GO Innovate! Teacher's Guide**.

1 THE PAINTING

PRE-READING

Do you like wildlife parks?

1 Listen and read.

2 Doctor Darwin works at the wildlife park.

3 Artist. She's painting a picture at the wildlife park. Fred and Rosie are helping.

4 Would you like to see the park? That's a good idea! Have fun!

5 What colour are flamingoes' wings? They're black and pink!

6 The tiger is sleepy.

7 Can ostriches fly? Ostriches have got wings but they can't fly. Oh, it's got a tail and what a big beak!

8 Is it dangerous? Yes, it's got sharp teeth and claws. Oh, its fur is beautiful!

44 • Lesson 5 • Key vocabulary and grammar in context

5 Look, the gate's open!

6 The painting is finished.

7 Where's the zebra? Oh, no!

8 But... there isn't a zebra in the painting! Mum, the zebra's missing!

9 Look at that zebra! It's eating the grass. Oh! It's a real zebra!

10 Everyone likes Mum's painting. What an amazing painting!

11 That's the missing zebra!

12 Now let's go and see the crocodiles!

2 Look, match and say the animal.

1 2 3 4 5

a b c d e

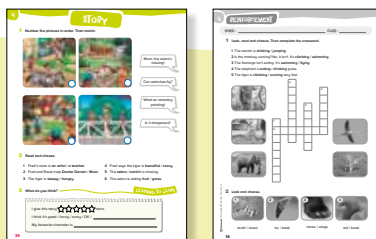
VALUE

Respect animals.

Cooperative Learning GO Innovate! 45

- 1 Every unit has a central two-page story featuring the course characters in a context familiar to the children. The dynamic, visually rich vignette structure chosen to present the story, combined with the audio and reading text, promotes the development of the children's **visual, textual and aural literacy**. The type of illustration used in **GO FAR!** stories also develops the children's **concentration skills** by encouraging their attention to detail.
- 2 Each story begins with a discussion question to introduce the story theme and draw the children into the topic. This is the **pre-reading** stage.
- 3 The children **listen to and read the story** dialogues while they look at the illustrations. This develops their listening skills and reviews known language in a meaningful context.

- 4 The narrative also features **new language** the children will see in the following lesson. The contextualization and visual support offered by the **animated version** of the story will ensure the children's understanding.
- 5 **Post-reading** activities encourage the children to revisit and further develop understanding of specific elements from the story.
- 6 A **key value** underpins each story with a view to working on **citizenship education** with the children. This focus on values helps the children with their **awareness of self and the wider community**, developing the Social and civic competence. Instructions to work further with the key value are available in the **Teacher's Book** and the **Teacher's i-solutions**.
- 7 Full instructions for **Cooperative Learning** dynamics are available in the **GO Innovate! Teacher's Guide**.



► Find support for the lesson content in the **Activity Book**. The **Teacher's Resource Book** provides level-adjusted material to work further with the lesson vocabulary and structures.

NEW LANGUAGE

1 Listen and repeat.

fur beak claws wings tail teeth

2 Listen and sing.

It's got small arms and strong legs too. And a long, long tail. It's a kangaroo.
A lion's scary! Hear it roar! It's got lots of teeth. It's a carnivore.
An ostrich is an amazing thing, It can't fly, but it's got wings.
A parrot's got a very sharp beak, It's very noisy. Hear it SHRIEK!
It's got fur and claws and big teeth too. It's a tiger and it's chasing YOU!

3 Read and say the animal.

4 *It's got claws and a tail. It hasn't got fur. It's got wings and a beak.*
It hasn't got a beak. It's got a big mouth and a long tail. It's green.
It's got claws and teeth. It hasn't got wings. It's got orange fur and a tail.

46 • Lesson 6 • Animal body parts

TIME TO WRITE

1 Look. Then, copy and complete.

This is a picture of a nature park.

There's a lion under a . It's got big . There's a . It's eating a .

It's got fur. There's an ostrich. It's . It's got a big . There's a . It's flying.

It's got and wings. There's a . It's climbing a tree. It's got strong .

PHONICS

2 Listen and say.

A vampire, a bear, a vulture and a baboon,
With violins and banjos playing a tune.

47 • Lesson 7 • Phonics

- 1** Exercises on this page **build on the story context** to present and practise **new language** in both oral and written form.
- 2** The song provides controlled oral practice of the new grammar and vocabulary. The target structure is **highlighted in blue** in the song words. Songs are an excellent vehicle to practise and learn language in a fun and inclusive way and help the children's memorisation skills.
- 3** The **visual grammar animation** featuring Greg is sure to entrench the children's understanding of initial grammar structures while creating a very positive 'Grammar is fun!' association for them.
- 4** The new language is practised in a reading or speaking activity with appealing artwork.
- 5** Cross references in the page footers make it **easy to locate extra support** for the lesson content.
- 6** Illustrations and models will help the children with writing practice. The writing activities for this level often connect to **real-world tasks such as writing emails or completing timetables**. They practise and consolidate target vocabulary and grammar from the unit. It becomes a progressively more relevant area in upcoming levels of **GO FAR!**
- 7** At this level, **Phonics activities** focus on **contrasting phonemes**. Phonics rhymes draw on humour and wordplay. The children hear, read and say the rhyme, which contains multiple examples of the contrasting phonemes. The **sounds** are **highlighted** in different colours.




Find support for the lesson content in both the **Activity Book** activities designed to consolidate the children's learning. Additional lesson-specific teaching materials can be found in the **Teacher's Resource Book**. A ludic moment is always at hand with the **Activity Bank** on page 30 of the Teacher's Book with suggestions for exploiting **Flashcards** and **Word cards**.

GO AROUND THE WORLD

AUSTRALIAN ANIMALS


1 Listen and read.




koala

Hil I'm Ben from Australia. Here are some amazing Australian animals.

A koala has got brown or grey fur. It's a herbivore and it eats leaves. It sleeps for 16 to 18 hours a day. Look at this koala. It's eating eucalyptus leaves.




A kangaroo has got strong legs and a big tail. It can jump two metres high! The mother kangaroo carries her baby in a pouch. Look! Here's a mother kangaroo with her baby.



platypus

A platypus has got a beak, brown fur and a tail. It's a carnivore and it eats insects and fish. A platypus can swim and it hunts animals in the water. Look at this platypus. It's swimming in a river.



dingo

A dingo has got brown fur and a big tail. It's an omnivore. It eats rabbits, birds, lizards and plants. Look! This dingo is running on the beach.

2 Copy and complete.

- 1 A platypus has got a beak, ... and a tail.
- 2 A ... sleeps 16 to 18 hours a day.
- 3 A ... is an omnivore.
- 4 A mother ... carries her ... in a pouch.
- 5 A ... is a carnivore.
- 6 A ... has got strong legs and ... tail.

YOUR GO!





What's your favourite Australian animal?




What animals live in your country?

48 • Lesson 8 • Learn about Australian animals

GO AGAIN!

1 Play a spelling game.












What's this word?
It's got a T, a C, an O...

Ostrich!

2 Listen and say the animal.

3 Look at Activity 2. Then, copy and complete.

TAKE A LOOK

swim → swimming
run → running
hop → hopping

- 1 ... teeth and claws. ... swimming. It's ...
It's got teeth and claws. It's swimming. It's a tiger.
- 2 ... a beak and small wings. It's running. It's ...
- 3 ... a long nose and big ... It's It's ...
- 4 It's got It's It's ...

Unit review • 49

- 1 An attractive real-world video on the lesson theme will bring the country to life for the children.
- 2 In this lesson, the children learn about life and culture in different English-speaking places and countries. A child presenter introduces themselves and their country and then shares something about the country with the class.
- 3 A magazine look with colourful photos transmits the 'real world' aspect of this lesson to appeal to the children, to provide some variety and to keep their motivation high. They listen to and read an interesting, informative text about the country, which simultaneously consolidates target language from the unit and also recycles language from previous units and levels.
- 4 A comprehension activity checks the children's understanding of the lesson content.
- 5 Cognitive skills are developed by asking the children to give opinions and make comparisons between their country and the focus country. Personalisation activities help the children to remember the new content as they connect it with their own experiences.

- 6 An engaging video lesson in the Activity Book works on the Go around the world theme while developing viewing skills. The children bring their prior Student's Book learning to the viewing and the Activity Book lesson contains before, during and after you watch steps, so the video experience is accessible and enjoyable for the children.
- 7 The review page revisits the target vocabulary and grammar of the unit and touches on all the skills: reading, writing, speaking and listening.
- 8 There is always a listening activity on every Go Again! page. Review activities usually encourage the children to focus on vocabulary in different and more challenging ways.
- 9 Review page activities bring together multiple content areas from the unit, allowing the children to synthesise theme, grammar and vocabulary.
- 10 There is a Take a look feature in every unit review. The children's attention is drawn to small but interesting points about lexis or grammar which can often be overlooked.



▶ An Activity Book review page mirrors the Student's Book lesson, consolidating the lesson content even further. At the end of the unit, the children are asked to reflect on their learning process by completing the Learning to learn page. Teachers can choose to set the Unit Test provided in the Teacher's Resource Book (at two different levels), to make sure the children have reached the unit objectives. A ludic finale to the unit is always at hand with the Activity Bank suggestions on pages 30-35 of the Teacher's Book.

UNITS 3 AND 4

THE DIAMOND NECKLACE

1 Listen and read. 🎧 📖

2 Look and say the things that are not in the story. 🗨️

cinema bird camera crocodile lizard shopping centre flamingo bag

82 • Extended Reading Units 3 and 4

3 Read and say True or False. 🗨️ 🗨️

1 Noah helps his mum at the zoo on Sundays.

3 The thief takes the necklace from the shopping centre.

2 Noah forgets to close the door.

4 There's a fire station near the zoo.

Extended Reading Units 3 and 4 • 83

- 1 At the end of Units 2, 4 and 6, there is a **colourful, comic-style story** with children as the main characters. They appeal to a range of tastes and contain stories about meeting aliens, solving a crime and making friends. **The stories consolidate target grammar and vocabulary every two units.**
- 2 The children **simultaneously read and listen to the story** and so develop reading and listening skills. Action, humour and sound effects make for an **engaging narrative.**

- 3 The **Extended Reading** stories and activities are an excellent vehicle for revisiting vocabulary from previous units and levels.
- 4 Post-reading activities focus on vocabulary and encourage the children to review the story and check comprehension.

kangaroo

monkey

▶ To keep it light, you can play any number of games suggested in the **Activity Bank** on pages 30-35 of the Teacher's Book using the **Flashcards** and **Word cards**. An **End of term Test** is provided in the **Teacher's Resource Book**.

INTEGRATED SKILLS

UNITS 5 AND 6

1 EATING OUT

2 **READING** BEFORE YOU READ Do you like to try new foods? Tell the class about a food you want to try.

1 Read and listen.



Hi! I'm **Amy** and I live in New York. Sometimes we eat out at my favourite noodle restaurant. I love eating noodles. You can have them with vegetables, chicken or fish. They're really delicious! I eat them with chopsticks. Can you eat with chopsticks?



My name's **Kevin** and I live in Paris. I love sandwiches! They're my favourite food. On Saturdays I visit my grandparents and we go to a café to have lunch. I always have a sandwich. My favourite filling is ham and salad.



I'm **Dani** and I live in Madrid. My favourite food is vegan. Vegan food is only made from plants! Vegans don't eat meat, fish, milk or cheese. Sometimes we go to my favourite vegan restaurant in the city centre. I have salad and a veggie burger!

2 Read again and answer.

- When does Kevin visit his grandparents?
- Can Amy use chopsticks?
- Where does Amy live?
- Where's Dani's favourite restaurant?
- Does Kevin eat meat?
- Do vegans eat fish?

78

4

LISTENING

3 Listen and say True or False.

- Amy's mum does all the cooking.
- Amy can make pizza.
- Dani's mum is teaching her to cook.
- Dani's mum likes her chocolate biscuits.
- Kevin doesn't like cooking.
- Kevin can't make vegetable soup.

SPEAKING

4 Ask and answer in pairs.

What's your favourite restaurant called?

Go Pizza!

What do you have to eat?

Who do you go with?

Where is it?

How many stars do you give it?

WRITING

5 Read. Then write in your notebook about a restaurant in your area.

My name's **Chris**!
My favourite restaurant is called **Crunch Café**.
It's in the city centre. I go with my mum and sister.
It's very unusual. They only serve breakfast cereal.
I have **Coco Crunches** to eat. They're delicious. I give this restaurant five stars.



79

- A single, engaging theme connects the four skills areas on the page spread.
- A before you read question opens the children's appetite for the Integrated Skills theme. The children are invited to share their **personalised stories or opinions**.
- Short, accessible reading texts are invariably based on children from different cultures, or their experience of different cultures. **Developing intercultural awareness** is an important part of the **GO FAR! methodology**.

- A short audio continues to involve the protagonists of the reading text. The children **bring their earlier learning to the listening activity**. Comprehension questions help them to focus on eliciting specific information.
- The children should be well involved in the theme now, having read about and listened to other children. The speaking section offers them an opportunity to **develop social skills**. Clear speaking models will help them ask and answer confidently.
- The Integrated skills activities are rounded off by a writing activity. A simple, easy-to-follow model is provided for the children to write their personalised version of the text.




▶ Extra material to work on skills is available to download from the course website. The theme is unit-connected and additionally consolidates key language and structures presented in the unit.

PROJECTS
TERM 2

MAKE AN ANIMAL LAPBOOK

1 GET READY! Read and guess in pairs. Then, listen and check.

Polar Bear Quiz



1 Where?
2 Live?
3 Food?
4 Swim?
5 Body?
6 Fact?

Option A

a) The Arctic.
a) They live alone.
a) They eat plants.
a) They can swim.
a) They've got tails.
a) They've got white skin.


Option B

b) The Antarctic.
b) They live in groups.
b) They eat meat.
b) They can't swim.
b) They haven't got tails.
b) They've got black skin.

2

STEP 1 Choose an animal.

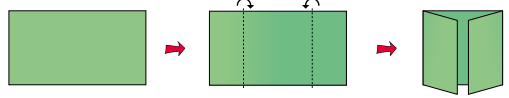
Let's find out about tigers!



Where? fact? body? Can they...? live alone or in groups? food?

→ Prepare questions. → Go online to find answers.

STEP 2 Make your lapbook with card.



50 • 21st century skills: collaboration, communication, digital literacy

PROJECTS
TERM 2

STEP 3 Write the name of your animal and draw a picture.



STEP 4 Prepare your texts.

→ Write about your animal. → Stick your texts in the lapbook.



3

STEP 5 Comment on your friends' lapbooks.

That's interesting information. Your lapbook is great!

51

- 1 A listening exercise introduces the Project theme and stimulates motivation for the coming hands-on work.
- 2 Clearly indicated steps make the Project accessible for the children to work relatively independently. They are stimulated to learn in a way that is different to the teacher-led lesson.

- 3 The children develop responsibility for and take ownership of the final project outcome. This can be a shared ownership when they work in groups. The **GO FAR! projects** often involve the **soft skills of creativity and collaborative learning** and contribute to the **development of social skills**.
- 4 The final step always involves a presentation of the project outcome and an invitation for peer feedback.

21ST CENTURY SKILLS

Turn to page 8 and 9 to read more about 21st Century skills in GO FAR!

PLAYGROSS GAMES

Enabling the children to play the game helps them to develop their gross motor skills and helps them to learn about playing games and making the learning more enjoyable for them. It also helps them to learn about teamwork and cooperation. It's a bit of fun!

WARM UP (10 min)

Play the children's game 'Simon Says' and make them do simple actions like 'Simon says touch your nose' or 'Simon says touch your toes'.

WARM UP (10 min)

Play the children's game 'Simon Says' and make them do simple actions like 'Simon says touch your nose' or 'Simon says touch your toes'.

31

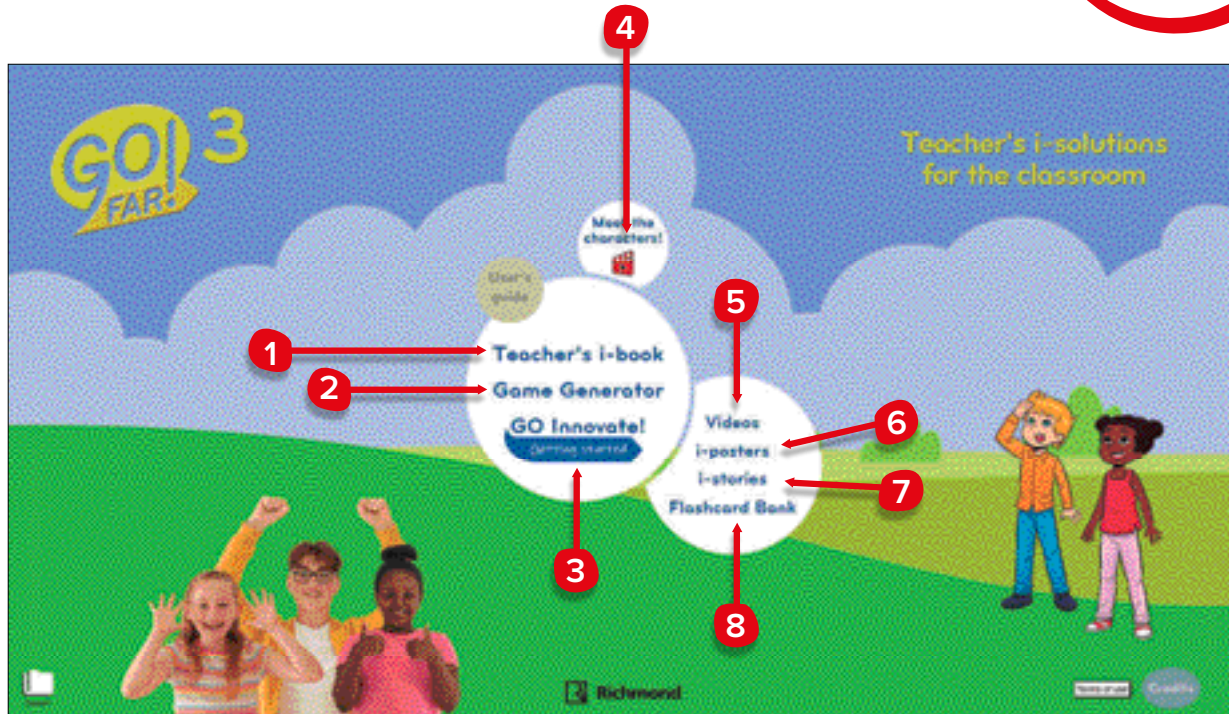
▶ A variety of ideas for shorter hands-on activities are provided in the **Activity Bank** on page 31 of the **Teacher's Book**. There are also ideas for language games that can be played outside, for teachers who would like to bring the learning context outside the classroom.

GO FAR! TEACHER'S i-SOLUTIONS

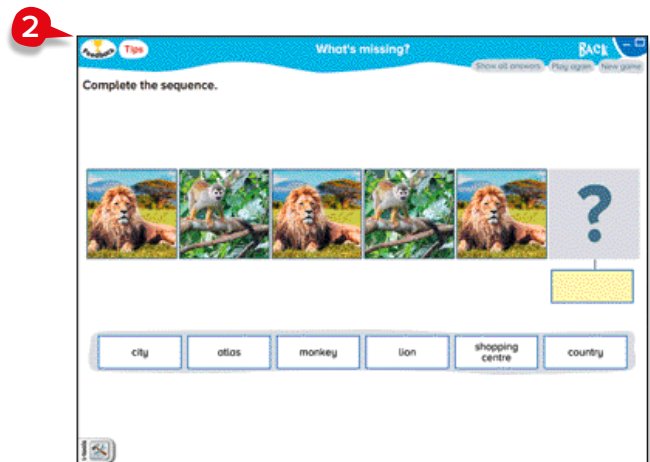
Download the offline version of the **Teacher's i-solutions** from the course website.

The unique **GO FAR! Teacher's i-solutions** for the classroom includes the **Teacher's i-book** with its **fully interactive** teaching and learning materials organised into **step-by-step lesson plans in the form of learning paths**. It also provides teachers with a **wide range of extra resources** to enhance their teaching, allow for variety, motivate the children and make the most of all the course materials.

HTML Online multi-device version available on the course website



Teacher's i-book to bring your teaching to life in the classroom.



Game Generator to create your own **interactive games** for revision, consolidation or just fun!



The **GO FAR! Teacher's i-solutions** for the classroom includes a **complete User's guide** accessible from the main menu as well as **Teaching Tips** for each section.

3



Go Innovate! Getting Started offers tips and help for using the different dynamics and strategies provided as **optional methodologies** in the course. If you choose to use these optional resources, you will find them in the Teacher's i-book, within the lesson-path sequences.

4



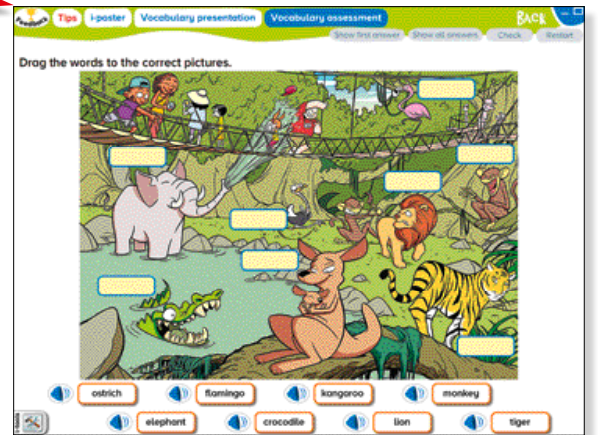
Meet the characters!
Videos to introduce the characters in the classroom.

5



The **Video** section includes a **Play-all function** to watch all the video sets in one go!

6



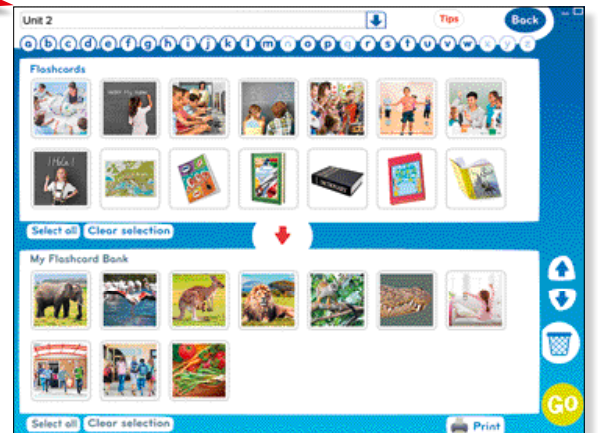
i-posters section in the main menu to use the posters for quick and easy access to vocabulary presentation or assessment.

7



i-stories to focus the children's attention on key language within each vignette. They offer both the possibility of either showing or hiding the text, as well as the option of playing the audio manually for each vignette.

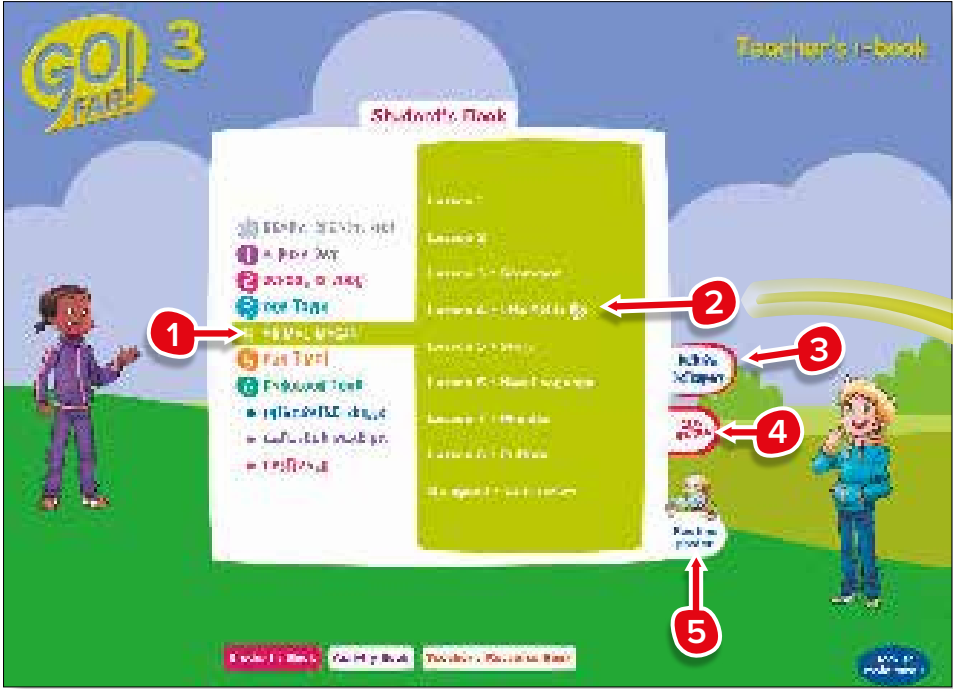
8



Flashcard Bank to create your own **Vocabulary presentation or review**. **Photo flashcards** to project or print are provided. **Word cards** to print are also available.

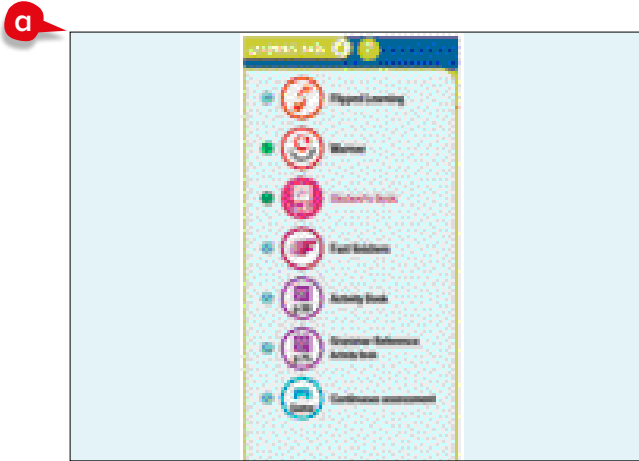
TEACHER'S i-BOOK

A fully interactive version of all the teaching and learning materials organised into **step-by-step lesson plans in the form of learning paths** provide teachers with a **most effective, visual** and **easy-to-use** classroom resource. **The learning paths work as quick lesson guides**, and **tips** for all the material are available at the click of a button.



- 1 Access a unit
- 2 Access a lesson within a unit
- 3 Access **Picture dictionary**
- 4 Access Extra **CLIL resources**
- 5 Access **Routine poster**





Learning paths are provided for every lesson in the course so the teaching sequence to follow is clear at a glance. Access to all the teaching and learning materials in the course, as well as additional interactive resources is included on this pathway. The activities are colour-coded to identify what is **CORE material** and what is **OPTIONAL material**. Choose activities according to your timetable.

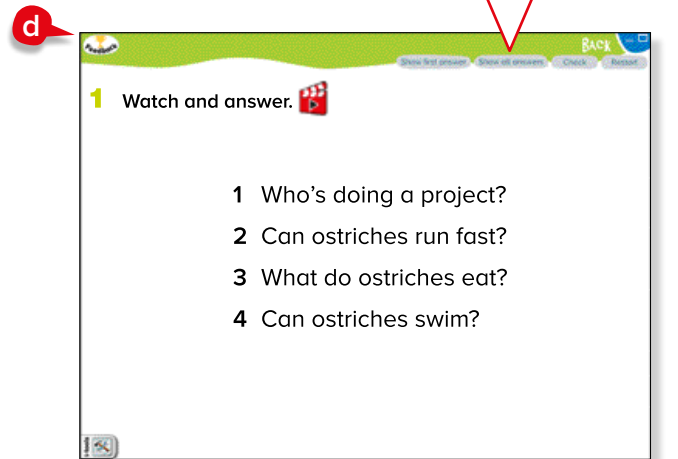


Video support for all the grammar in the book! **Grammar Greg** will come to life in the **animated comic** to help the children contextualise the grammar structure of the lesson. **Visual grammar presentations** provide clear and amusing explanations of all the grammar structures. These videos provide the basis for working on the **Flipped Learning** dynamics suggested in the **GO Innovate! Teacher's Guide**.



Use the **Richmond i-tools** to direct attention in reading texts and a **karaoke style highlight feature** for all audio texts and songs in the Student's Book to help the children follow the audio while they read, promoting the development

Interactive answer key available for both **Student's Book** and **Activity Book** interactive activities.



One-touch zoom-in feature guarantees the **easiest and quickest access** to all the interactive activities, answers, audio material, transcripts and teaching tips.

▼ **Fully interactive Posters and Flashcards.**

Tips provide quick instructions to make the most of the material.

Extra interactive activities and games for continuous assessment.

Game



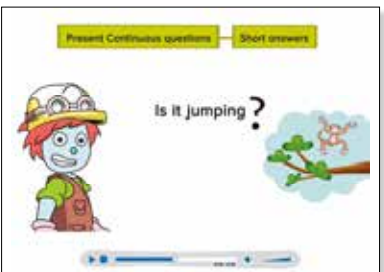
VIDEOS

A great variety of Video material is provided to support teaching with **GO FAR! Animated grammar comics, Visual grammar presentations, Animated stories, Life skills videos** and **Culture videos**. The videos are **accessible** both from the **zoom-in windows** in the Student's Book pages in the **Teacher's i-book** and from the **main menu** of the **Teacher's i-solutions**. Use the **Play-all function** to watch all the videos for a section in one go and keep the children entertained while they continue learning!



Animated grammar comics

Grammar Greg comics come to life in these amusing animations that **help the children to contextualise the grammar structures** before they work on the lesson activities.



Visual grammar presentations

Innovative, fun, grammar animations featuring Grammar Greg help the children to focus on explicit grammar and promote the development of their **Learning to learn competence**. These videos provide the basis for working on the **Flipped Learning** dynamics suggested in the **GO Innovate! Teacher's Guide**.



Life skills videos

Life skills videos **take the learning beyond English language** to focus on social skills, values, digital literacy and emotional intelligence. British children enact everyday situations that the children in class will be able to recognise and learn from.



Language for life videos

The children are invited to listen to and repeat the **main language structures** they have been presented with, in the contextualised Life skills situations.



Animated stories

Animated version of the unit stories to really bring the stories alive in the classroom!



Culture videos

Attractive, real-world videos featuring real kids introduce the cultural theme before the start of the lesson.

ROUTINE POSTER

The interactive **Routine poster** in the **Teacher's i-book** is a fantastic resource to use before the start of the lesson. Go through each of the sections in the poster and ask the children to choose the correct item for the day within the section. They listen to the audio and repeat what they hear for each category.



PICTURE DICTIONARY

A video presentation of the **Picture dictionary** for each unit is available both from the Student's Book pages and also from the main menu of the **Teacher's i-book**, where the complete Picture dictionary for the level **can be printed in a single document**.



GAME GENERATOR

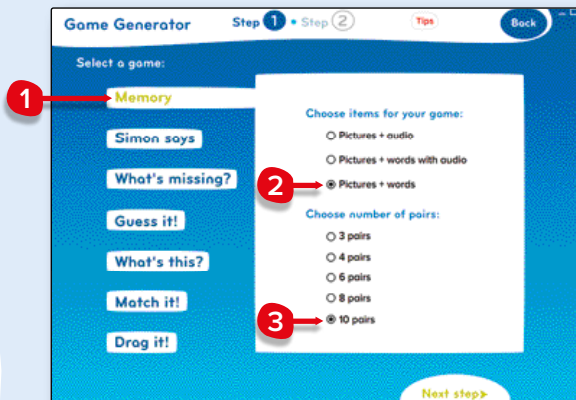
This tool allows you to **create your own IWB games**. Use the **Game Generator** to **review key vocabulary** at any time in the unit, or as a **quick class filler**. The games are also ideal as **wrap-up activities**.

How to create a game

The **Game Generator** includes seven different types of games. **Choose the type of game and difficulty** according to the children's age and skills development.

Follow these simple instructions to create your games:

STEP 1



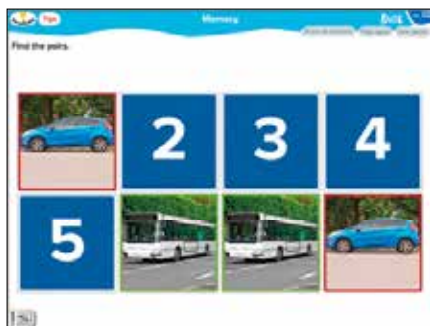
- 1 Select the type of game you want to use
- 2 Choose the type of pictures:
 - a. Pictures + audio
 - b. Pictures + words with audio support
 - c. Pictures + words
- 3 Choose the **number of items** and the **skills difficulty**. Tap **Next step** >

STEP 2



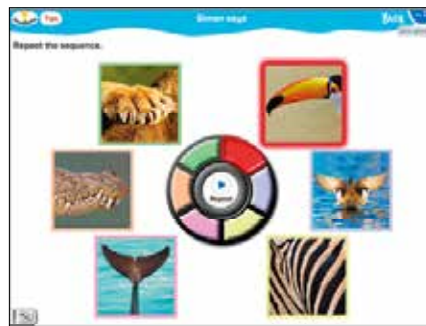
- 1 Select the pictures for your game. You can choose pictures from different units to be included in the same game. This is ideal for **End of term reviews** or an **End of year assessment**.
- 2 Tap the arrow to add the pictures to the game.
- 3 This indicates the minimum number of items needed to create a game. Add more than the minimum to make the game more varied and challenging for the children.
- 4 The pictures for the game appear in this area.
- 5 If you want to delete a picture from your game, select it and tap .
- 6 Tap **Go** to start playing!

Memory



The children take a few seconds to memorise the position of pictures on the screen. Once the interactive cards turn, the children tap the numbers to find the pairs. Choose two children to take turns to find the pairs on the IWB. Alternatively, this can be set as a competition between two teams. Open the **Richmond i-tools** and set the timer. Give each team two or three minutes to do as much as possible when it is their turn at the IWB.

Simon says



Touch to start the game. The children look and memorise the sequence as the pictures are highlighted. They touch the pictures to repeat the sequence. Touch to watch the sequence again. The number of pictures in the sequence increases as they play. Choose a child to play on the IWB. The rest of the class help their classmate by orally repeating the sequence after they have seen it.



What's missing?



The children look at the sequence of pictures and drag the correct picture to complete the sequence. This type of game promotes the development of the children's competence in Maths.


Guess it!



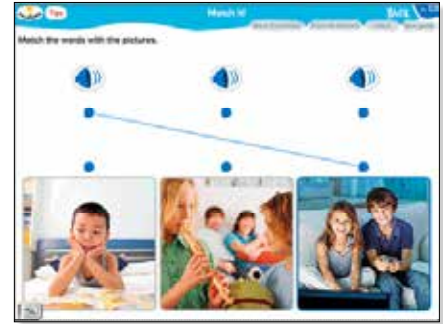
Choose at least four pictures to create the game. Divide the class into four teams. The teams take turns to play. A hidden picture appears on the screen. Touch  to start the game. As the timer runs on, the picture is revealed. The children from Team 1 say *Stop!* when they know the answer. Stop the timer. If the answer is correct, give two points to the team and use the Richmond i-tools to write their score and the time record on the chart provided. If the answer is wrong, Team 2 has a go. Touch  again. Give a point to Team 2 if they answer correctly.

What's this?



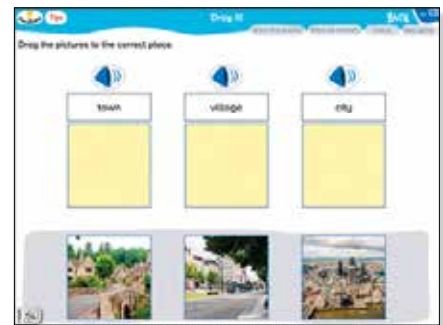
Choose at least four pictures to create the game. A picture appears inside a magnifying glass on the screen. The children see a detail of the picture and have to guess what it is. Allow them to say different possibilities. Tap  to see more of the picture until the children are able to identify what the picture is or to validate the correct answer. This game is good for promoting the children's attention to detail.

Match it!



The children match the words with the pictures. This game includes an interactive answer key. Use the feedback button for manually validating individual answers.

Drag it!



The children drag the pictures to the correct places. This game includes an interactive answer key. Use the feedback button for manually validating individual answers.

FLASHCARD BANK

This tool provides teachers with alternative ways to work with the course content:

Vocabulary presentations and reviews

Present the vocabulary for a unit or revise the key vocabulary from different units together. This is ideal for both **End of term reviews** or an **End of year review**.

Combine flashcards from different units and project them. Use any of the following ideas depending on your specific needs:

- Show a flashcard and ask the children to name it. Play the audio to validate answers.
- Name a flashcard and ask a volunteer to find the picture on the carousel at the bottom of the screen.
- Show a flashcard and play the audio. The children repeat the words to practise correct pronunciation.
- Show a flashcard and the written word to promote reading skills. Play the audio for help.

Phonics practice

Use the alphabetic menu at the top to select some or all the flashcards for an initial sound and project them. Say the sound (b, b, b) and ask the children to repeat after you. Then say the words, or play the audio, and ask the children to repeat.

My vocabulary booklet

Select flashcards unit by unit or combine flashcards from different units. Print out your selection in full colour, make copies for each of the children in your class and staple them together. The children can use this booklet to play on their own in class or they can take it home.

The full size flashcards can be also printed with or without the written words.



RICHMOND i-TOOLS


This feature allows you to take the **Teacher's i-solutions** and **make it yours by inserting notes, hyperlinks and external files**. It is also possible to write or paint on any screen of the **Teacher's i-solutions**.

By using the **Richmond i-tools** you can easily add your own material for the classroom or complete any of the activities provided.

The **Richmond i-tools** allows for two levels of personalisation:

- By adding reminders or materials for the class on the teaching pathways for the lessons.
- By including materials or explanations to enrich a particular activity within the teaching pathway.

Touch  on the bottom left-hand corner to:



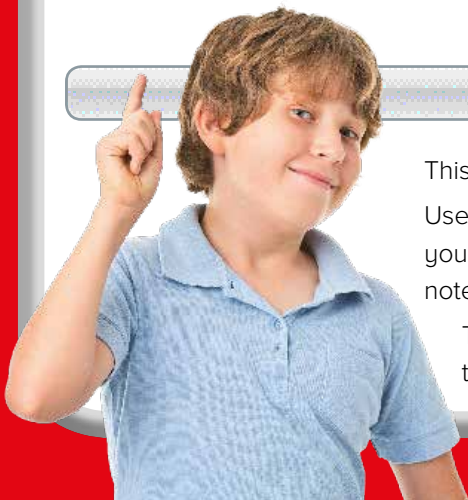
The toolbar contains the following icons and their functions:

- add text** (T icon)
- insert notes** (notepad icon)
- insert hyperlinks** (link icon)
- delete all notes, hyperlinks and files** (trash icon)
- show/hide the Richmond i-tools** (X icon)
- use the spotlight to highlight** (spotlight icon)
- use the spotlight to cover** (black square icon)
- use the screen shade** (screen with plus icon)
- delete all spotlights** (circular arrows icon)
- show/hide your material** (eye icon)
- delete all** (trash icon)
- open the timer** (clock icon)
- use the cursor** (hand icon)
- write and colour** (pencil icon)
- highlight** (highlighter icon)
- delete** (eraser icon)
- delete all handwritten notes** (trash with arrow icon)

MY NOTES

This feature allows you to access blank pages that can be used as digital flipcharts. Use **My notes** and the **Richmond i-tools** to add any content you consider relevant for your classes and keep it for future sessions. This content can be in the form of presentations, notes, expanded explanations, etc. **Everything you add or present in My notes is printable.**

The access to **My notes** is located at the top of every section menu as well as on the teaching pathways.



rice



MAKING THE MOST OF FLASHCARDS AND WORD CARDS

Look and point

Put word cards around the classroom. Hold up a flashcard, ask the children to look for the matching word card and point to it as quickly as they can. Try holding up two cards.

Mime games

Hold a flashcard over a volunteer's head so that the class can see it, but the child cannot. The children mime the word for the volunteer to guess. Alternatively, show the card just to the volunteer, who then mimes it for the rest of the class.

Pelmanism on the board

Put flashcards 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 flashcard 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.

Read my lips!

Put the flashcards on the board and silently mouth a word. The children try to read your lips. The first child to guess the word mouths the next one.

Repeating game

Put flashcards 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. *Greg has ten eggs for breakfast. Flamingos can't fly.*

What's missing?

Hold up word cards one by one, say each word for the children to repeat. Remove a card, then stick the remaining ones on the board. Ask *What's missing?*

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's got the lizard?* or more complex, *Who's got the green animal with a long tail?* The child with that flashcard holds it up and says *I've got the lizard!*

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.

Group memory!

Divide the class into groups of about five. Display flashcards or word cards for one minute and tell the children to try and remember them. Remove the cards and the teams work to try to remember and list as many of the words as they can. Remind them to whisper so other teams cannot copy them.

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.



PLAYGROUND GAMES

Getting the children out of the more formal classroom environment can really help with learning. Giving the children freedom to move when playing games and making the learning more physical helps all children. It also promotes well-being, it helps with motivation and most importantly, it's a lot of fun! Children learn best when they are having fun!

Skittles

Make skittles from empty plastic bottles and stick a flashcard on each. Put the children into groups and give a set of skittles and a ball to each group. Place the skittles in a triangle on the ground. The children take turns to roll the ball to try and knock over as many skittles as possible. When they succeed, they say the words corresponding to the skittles they knocked over.

Yes or no

Draw a line down the middle of the playground. Explain to the children that one side is *yes* and the other is *no*. Ask a question or make a statement and tell the children to jump to the correct side to show the answer.

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, animals. The child who has the ball says an animal and then throws the ball to another child. The next child has only three seconds to say an animal word and throw the ball on. If they repeat a word or fail to think of a word they sit out until the next category.

Four corners

Take four cards and write *like*, *love*, *don't like*, *hate*. Stick each card in a corner. Ask *Do you like (spiders)?* The children go to the corresponding corner. Each corner then chants:

*We (hate) spiders
Yes we do!
We (hate) spiders
How about you?*

HANDS-ON IDEAS

Cook up a class

At the beginning of the term ask the children to have a think about what atmosphere they would like to have in class and what they would need to do to achieve this. Ask them to consider what ingredients are needed for a pleasant class atmosphere. Give them some ideas: *We listen when a classmate is talking. We don't talk negatively about our classmates.* Then give the children some time to come up with more ideas. They write these on strips of paper. As these are not all easy to express, it's OK if they are not written in English (the English class will still benefit!). Then have a cooking pot and a wooden spoon on hand. Ask the children to drop their strip of paper into the pot and allow them to give the contents a stir. Dramatise the cooking aspect, pretending to smell the dish and stirring up a great atmosphere. Finally, sit down with the children and together read out the ingredients in the pot. The class could then make a poster with the full recipe to decorate the class.

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 draw a picture or spell out the word on their partner's back. The partner tries to guess what it is.

Show and tell

When learning any topic, it is always a good idea to let the children feel personally involved. Ask them to say their favourite clothes or the food they don't like. Whenever possible, if they have done a drawing or brought in example items, put them into groups to do a show-and-tell.

Plasticine spelling and shaping

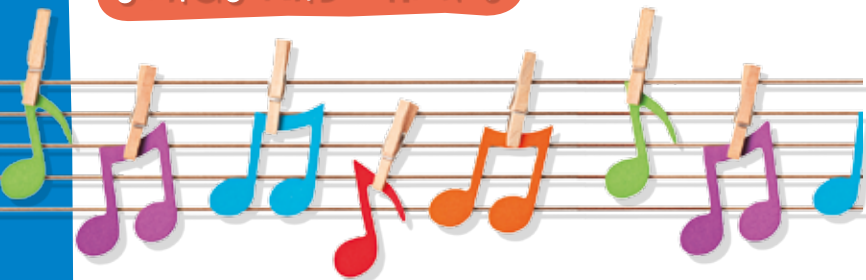
Put the children into small groups and give them all some plasticine. Call out a word and the team then works together to either write the word out with Plasticine letters or make the object. The first team to finish puts up their hand. If the word is spelled correctly or the form is recognisable, they win a point.

Picture dictation

Give each child a piece of paper and make sure they have 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, *There is a girl. She is wearing a blue T-shirt and a red skirt. She is listening to music. She has got a big dog.* Alternatively put the children into pairs. One secretly draws a picture and then dictates to their partner.



SONGS AND CHANTS



Actions

Combining language production with movement is a powerful way to fix the language. It also makes the experience more enjoyable and gives children who are not confident with singing a chance to join in the activity. For songs that don't have obvious accompanying actions, ask the children to invent them.

Answer back

Divide the class in half. Have each half of the class sing alternate lines. This can also work with more than two groups, if your children are confident singers.

Clap the rhythm

Read out a line from the song. Then read it again but this time clap with each syllable. Encourage the children to join in. Then clap the rhythm without saying the words. Children can clap lines without singing and have others guess the line. Alternatively, divide the class into two groups where one group sings as the others clap the rhythm.

Correct the mistakes

Write the song words on the board but include some mistakes, substituting, adding or removing certain words. Play the audio, the children call out *Stop!* if they see a mistake and say what the correct word is.

Dance routines

Songs that don't immediately lend themselves to actions may still be good to dance to. Divide the class into groups and tell them to invent a dance routine to accompany a song.

Draw the song

Once the children have been through the song, have them draw it.

Echoes

Read out or sing lines of the song and ask the children to repeat them back to you. This activity can be made quite sophisticated by insisting that they mimic accent and intonation.

Extra verses

A great number of songs can be extended by adding new verses. This can be done in many cases by substituting key vocabulary items in the song.

Humbug

Once the children are familiar with a song, try humming lines from the song to the class and choose volunteers to say or sing the words that go with that line. This activity could still work with chants as even spoken words have melodic intonation; you just have to exaggerate it!

Make a recording

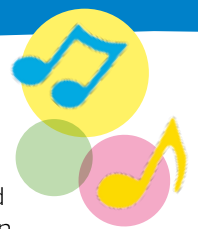
This gives singing a clear purpose and encourages children to make a real effort. Comparing recordings made at different times will also give them the chance to hear directly how they can improve with practice. Ask the school and parents for permission to film the children singing the unit songs and post it to the school website.

Transitions

Use song tracks to time events in the class, for example, when the children are tidying up at the end of class. They should have finished the activity or be in place by the time the audio ends.

What comes next?

Once children are familiar with a song, play the audio, stop at key points and ask them to tell you the word or line that comes next.



VOCABULARY GAMES

Can you remember?

Say *There's a cinema* and ask a child to repeat the sentence and add another word, *There's a cinema and a hospital*. Then, the next child repeats the sentence and adds another word and so on.

Noughts and crosses

Draw a three by three grid on the board. Divide the class into two teams and assign noughts to Team A and crosses to Team B. Ask Team A a question, if they answer correctly they draw a nought in a square. Then Team B has a turn. The winner is the first team to draw three noughts or crosses in a row.

Word tennis

Divide the class into two teams. Choose a category (transport) and ask Team A to say a transport 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.

Listen and do

Agree certain actions for word categories with the children, for example, for an animal they wave their hands, for a clothes word they put their hands on their head. Practise the actions with the children. Then say words in random order and the children do the action associated with the category.

Bingo

Write words from a 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. The first one to cross them all out shouts *Bingo!*

Find your group!

The teacher whispers a word to every child. The words can be from three or four different categories. The children then stand up and say their words out loud, trying to find other children from the same category to form groups.

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.

Run and Touch

Divide the class into two teams. Then, divide the whiteboard into two halves (Team A and Team B). On one half place word flashcards, on the other place the corresponding picture cards. The children in the teams take turns. Say one of the words and they have to race to touch the card on their half of the board. The first to do this wins the point for their team. When all cards have been named. Switch the teams so that the 'words' team are now the 'pictures' team.

Stop the Bus!

Divide the children into teams of four or five. Give each team a sheet of paper and ask them to draw a table with four or five columns and category titles for these. The category titles can be things like Food, Animal, Transport etc. Call out a letter. Teams have to write the letter and a word beginning with that letter for each category. The first team to complete the line calls out, *Stop the bus!* That team gets a point for each correct answer. Points for words that they misspell can be offered to the other team.

Catch and Say

This works for any vocabulary set. Have the children stand in a circle. Say a word, e.g. *zebra*. Throw a ball to one of the children. They have three seconds to say another animal word and throw the ball to another child. They can't repeat words. If they can't say a word they are out.

Odd Word Out

Divide the children into two teams. Children from each team take turns to be scribe. Say four words, one of which is an odd one out, e.g. **cat, dog, rabbit, carrot**. The first child to write the odd word and hold it up wins the point for their team. Change scribes and repeat.

Roll the Dice!

Divide the class into pairs. Each pair makes a pack of picture cards for a given vocabulary set. They place the pack face down and take turns to turn one over. They either say or spell the word, depending on level. If they're correct they can roll the dice to find out how many points they get. The player with the highest number of points wins.

Three Things

Divide the class into two teams. Players from each team take turns to come up to the board. Ask them to say three things that can fly. The player writes down three things that can fly e.g. **bird, butterfly, helicopter**. Give a point for each answer. Each time say a different category, e.g. *Three things... that are green, that you eat*, etc. Team members may shout out answers to help, but make note and if there's a tie break take this into account when deciding the winners.



GRAMMAR GAMES

Have you got it?

Put some flashcards on the board and ask the class to remember the words. Then ask a volunteer to stand outside the classroom while a second volunteer takes a card and puts it in their bag. The child comes back in and says which picture is missing. They then have three chances to guess who has the object, by asking *Have you got the (rollerblading) flashcard?*

Throw the ball

The class stands in a circle. Throw a ball to a child and ask *Can you ride a bike?* The child answers *Yes, I can / No, I can't* and then takes a turn to throw the ball and ask another question. This game can also be played with *Do you like ... ?* or *Have you got ... ?* questions.

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 there aren't any then draw part of the man. The child who says the sentence correctly wins.

Repeat the truth

Say a sentence related to the unit topic, for example, *Apples are red or green.* If the children think it is true they repeat the sentence. If not, they remain quiet.

Banana

Dictate five sentences to the class, but in each one substitute one or two words for the word *banana*, for example, *I banana learning new things. What do you banana for banana?* The children work in pairs to identify the missing words. Alternatively, you can substitute one specific word, *likes* for example, with the word *banana*. After giving the children some example sentences, the children work together to identify its meaning. Award points for correct sentences.

Pass it on

The children sit in groups. The first child asks a question, for example, *Do you like reading comics?* The next child answers the question and then asks the next child along. They continue until they have all asked and answered the questions.

Make a sentence

Put the children into groups of about four. Take two flashcards from the topic and display them. The team thinks of a sentence containing both words. They rehearse their sentence. 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?

Photocopy the word cards or write the words on cards so each group has 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 they are. This can be played with professions, animals, family members or it could be with famous people.

Form the sentence

Before class, prepare various sentences, either positive, negative or questions. Each word of the sentence is on a different note card, the last word has the final punctuation. It's a good idea to use a different coloured set of cards for each sentence. Put the children into groups and give them a set of cards which form a sentence. The groups then race to make the sentence.



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: *The cat is on the table.*
Children: *The cat is on the table.*

To make this more fun, play around with different voices, for example, whisper or shout the sentence. Emphasise different words to project different meaning:
The cat is ON the table. The cat is on the TABLE.
The CAT is on the table.

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

Teacher: *The.*
Children: *The.*
Teacher: *The tiger.*
Children: *The tiger.*
Teacher: *The tiger is.*
Children: *The tiger is.*
Teacher: *The tiger is running.*
Children: *The tiger is running.*

Or make the children memorise the sentence:

Teacher: *The.*
Children: *The.*
Teacher: *Tiger.*
Children: *The tiger.*
Teacher: *Is.*
Children: *The tiger is.*
Teacher: *Running.*
Children: *The tiger is running.*

Substitution drills

Give a sentence and then the substitution word:

Teacher: *I like spaghetti. He.*
Children: *He likes spaghetti.*
Teacher: *She likes apples. I.*
Children: *I like apples.*

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

Teacher: *I'm wearing trousers.*
Children: *I'm wearing trousers.*
Teacher: *Socks.*
Children: *I'm wearing socks.*
Teacher: *A T-shirt.*
Children: *I'm wearing a T-shirt.*

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

Explain the substitution required beforehand so the children know what to say. For example:

Teacher: *Maria can swim.*
She can swim.
Teacher: *Pablo has got a dog.*
He has got a dog.

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 before and keep to the same structure throughout the drill.

Teacher: *She's tall.*
Children: *She's short.*
Teacher: *I've got glasses.*
Children: *I haven't got glasses.*
Teacher: *He can dance.*
Children: *Can he dance?*

Q & A drills

- To practise specific questions. Put the flashcards on the board which will serve as the answer. Drill the questions and answers, which you point to so the children know what to say. For example:

Q: *Is there a cinema?*
A: *Yes, there is.* (Point to the cinema)

- 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!* The 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: *Do you like chicken?*
Children: *Yes, I do. / No, I don't.*

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

Child 1: *I like reading. What about you?*
Child 2: *I like watching TV. What about you?*
Child 3: *I like listening to music. What about you?*



UNIT 4 OVERVIEW



Grammar

- **Present Continuous:** third person singular, affirmative, negative, questions and short answers
- **Has got:** affirmative and negative
- **Spelling:** doubling consonants with *-ing*

Vocabulary

- **Wild animals:** *crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger*
- **Verbs:** *climb, drink, eat, fly, jump, run, swim*
- **Animal body parts and groups:** *beak, claws, fur, tail, teeth, wings*
- **Extra:** *hide, hop, hunt; grass, jungle, leaves, plants, river; chimpanzee, dingo, gorilla, insect, kangaroo, koala, platypus, zebra; kilo, litre; beautiful, sharp*

Pronunciation

- **Phonics:** the sounds **v** as in *violin* and **b** as in *bear*

Recycled language

- Present Continuous
- *Have got*
- Modal: *can*
- Animals

Language Objectives

Grammar

- To use the Present Continuous to refer to actions taking place in the present.
- To practise the Present Continuous in the affirmative, negative and in question and short answer form.
- To revise the *have got* structure and practise it in the 3rd person singular.

Vocabulary

- To understand and use vocabulary related to wild animals.
- To understand and use verbs typically associated with animals.
- To become familiar with and understand language related to animals in general.

Functions

- To explain the actions of an animal.
- To acquire information about what an animal is doing.
- To describe an animal by its personal attributes.
- To refer to one animal among others.

Pronunciation

- To highlight and differentiate between the consonant sounds **v** and **b**.

Skills Objectives

Speaking

- To identify and say the animals.
- To ask and answer questions using the Present Continuous.
- To use *have got* in a song.
- To pronounce the sounds **v** and **b** correctly.

Reading

- To understand a narrative of a story.
- To understand a model dialogue with the target language.
- To follow a short dialogue with the target language.
- To follow a description and check against a text.

Listening

- To repeat the words in an audio.
- To identify the target language within a contextualised dialogue.
- To follow a text aurally while reading.
- To identify and differentiate similar sounding consonants.

Writing

- To focus on and correct mistakes in a text.
- To write out a text introducing the target language.
- To use the *have got* structure to describe animals.
- To practise spelling.

Assessment Criteria

- The children can identify, understand and produce Present Continuous in affirmative, negative and question form.
- The children can identify, understand and produce *has got* in the affirmative and negative.
- The children can identify, understand and produce vocabulary related to animals and their body parts.
- The children can differentiate and produce the **b** and **v** sounds.

Materials

- **Teacher's i-solutions**
 - **Flashcards** Unit 4
 - **Poster** Unit 4
 - **Teacher's Resource Book**
Lesson 7: Phonics, p. 28
Lesson 8: Language, pp. 14-16
Unit review:
Unit 4 test, pp. 63-66
End of term 2 test, pp. 77-78
 - **Student's Book** Unit 4
 - **Activity Book** Unit 4
- A map of the world, pieces of card



GO Innovate!



- Lesson 3: Flipped Learning
- Lesson 4: Thinking-based Learning
- Lesson 5: Cooperative Learning
- Unit review: Drama

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, life skills, stories and culture lessons
- Ready to go lessons for **teaching innovation**
 - ▶ Flipped Learning
 - ▶ Cooperative Learning
 - ▶ Thinking routines
 - ▶ Drama
- Extra CLIL content
 - ▶ Videos
 - ▶ Worksheets
- Extra Skills content
- Teacher's Resource Book
- Highlight feature for all texts and songs in the Student's Book
- Phonics animations
- Audio material and transcripts
- i-posters, i-flashcards and i-stories
- **Flashcard Bank**
- **Additional interactive games** for whole-class content reinforcement
- **Interactive Routine poster**
- **Game Generator** to create your own IWB games to play with the children



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

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

Key competences



Linguistic competence The children consolidate their previous knowledge of a selection of wild animals; what they look like, sound like etc. and connect this with the vocabulary used to express the concepts in English.



Plurilingual competence The children become familiar with the Present Continuous form to ask questions and respond to them, regarding animals they have learnt about.



Mathematical competence and competence in science, technology and engineering The children develop a greater understanding of the natural world and the characteristics of wild animals.



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



Civic competence The children learn basic social interaction working in pairs.



Cultural awareness and expression competence The children learn about indigenous animals. They develop their artistic expression singing a song.





Personal, social and learning to learn competence The children develop strategies to improve their memory skills by doing rebus exercises.



Entrepreneurship competence The children develop a sense of personal autonomy talking about animals from their own region and choosing their favourite Australian animal.

4

ANIMAL MAGIC

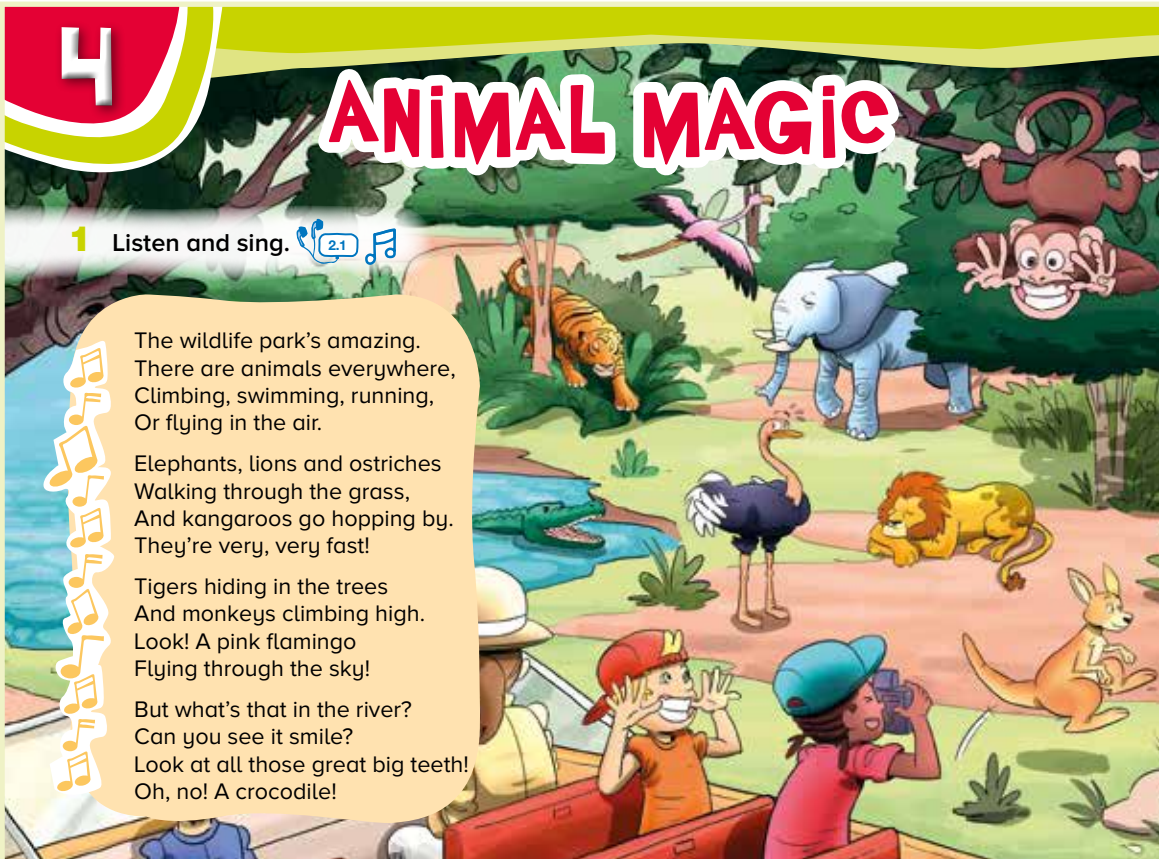
1 Listen and sing.  

The wildlife park's amazing.
There are animals everywhere,
Climbing, swimming, running,
Or flying in the air.

Elephants, lions and ostriches
Walking through the grass,
And kangaroos go hopping by.
They're very, very fast!

Tigers hiding in the trees
And monkeys climbing high.
Look! A pink flamingo
Flying through the sky!

But what's that in the river?
Can you see it smile?
Look at all those great big teeth!
Oh, no! A crocodile!



2 Listen and repeat.   Then, listen and say.  



crocodile



elephant



flamingo



kangaroo



lion




monkey



ostrich



tiger

3 Play a memory game. 

I can see a lion and a kangaroo.

I can see a lion, a kangaroo and an ostrich.

I can see a lion,
a kangaroo,
an ostrich
and a monkey.



40 • Lesson 1 • Wild animals vocabulary



The children improve their listening, reading and speaking skills whilst broadening their vocabulary base.



The children develop their learning strategies by giving descriptions.



The children use a game as a memorising strategy.

Key competences continuous assessment

Check if the children can:

- 1 Follow the lyrics and join in with the song.
- 2 Give an appropriate description.
- 3 Memorise a list of animal words.

Language Objectives



To introduce wild animal vocabulary.
To improve listening skills.
To practise the expression *I can see a (tiger)*.

Materials**Teacher's i-solutions**


Unit 4 Poster
Unit 4 wild animals Flashcards

WARMER

Have the children brainstorm all the animal words they know in English. Display the **poster**. Point to the animals and ask the children to read the words. Then describe an animal for the children to name: *It's a big cat and it's black and orange*.

1 Listen and sing.  

Play the audio and let the children listen to the song as they follow it in their books. Play it again and have the children join in. Ask the class to think of an action for each animal, then play the song again and do the actions as they sing.

2 Listen and repeat. 

Then, listen and say.  

Play the audio and ask the children to repeat. Then give the children a minute to read the words and practise saying them before playing the audio again. Play the second audio and after each dialogue the children identify which animal is being described.

► Answers

1 tiger, 2 crocodile, 3 flamingo, 4 elephant

3 Play a memory game. 

Read through the example dialogue with the children. Point out that each time a new animal is added to the list. Put the children into small groups to practise playing the game.

FAST FINISHERS

The children make a list of all the animals they know.

WRAP-UP

Display the **word cards** for the animals and ask the children to say the words. Then, remove three word cards and display the rest. Ask the children to say which animals are missing.

TRANSCRIPTS**2.1 Listen and sing:** *The wildlife park's amazing!*

The wildlife park's amazing.
There are animals everywhere,
Climbing, swimming, running,
Or flying in the air.

Elephants, lions and ostriches
Walking through the grass,
And kangaroos go hopping by.
They're very, very fast!

Tigers hiding in the trees
And monkeys climbing high.
Look! A pink flamingo
Flying through the sky!

But what's that in the river?
Can you see it smile?
Look at all those great big teeth!
Oh, no! A crocodile!

2.2 Listen and repeat.

crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger

2.3 Listen and say.

1

Can you guess this animal? It's a big cat.
It's orange and black and it can climb.

2

This animal has got a very big mouth
and it can swim. It's very scary!

3

I really like this animal. It's a bird.
It's pink and it can fly.

4

This animal is grey. It's got very big ears
and a long nose.



Initial Evaluation

Use the **flashcards** to make sure the children can identify the eight animals and can match the words to the pictures. Ensure they can pronounce the words properly too.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Page 36	Page 189



1 Listen and read. Then say in pairs.  



What can you see, Rosie?

Wow, I like tigers. **Is it climbing** a tree?

That's a flamingo. Is it flying?

An elephant! Is it eating?

Swimming! Rosie, let me see! Can I have the binoculars now, please?



Amazing! I can see a tiger.

No, it isn't. It's running. And there's a pink bird!

Yes, it is. It's beautiful! Look! There's an elephant.

No, it isn't. It's swimming.



2 Listen and say the animal. Then ask in pairs.  



Is it running?

No, it isn't.

Is it drinking?

Yes, it is.

Is it ... ?

Is it (flying)? Yes, it is. / No, it isn't. • Lesson 2 • 41



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



The children practise their social skills by taking turns with a partner.

Key competences continuous assessment

Check if the children can:

- 1 Read and repeat a conversational dialogue.
- 2 Work collaboratively with a partner to practise the new language.

Language Objectives

To practise animal vocabulary.
To introduce the question *Is it (eating)?*
To develop speaking skills by asking questions.

Materials

Teacher's i-solutions
Unit 4 Poster

WARMER

Display the poster and review the animals. Divide the class into three teams. Write some model questions on the board: *Can it swim/fly/climb? Is it green/grey/brown?* Tell the teams you are thinking of an animal. Team A asks you a question about the animal and then have a guess. If they are right, they win a point. If they are wrong, then Team B asks a question and so on.

1 Listen and read. Then say in pairs. 

Write the following verbs on the board: *flying, running, jumping, eating, drinking, swimming, climbing a tree*. Point to each verb in turn, ask the class to say and mime it with you.

Ask the children to look at the picture and explain that Rosie and Fred are at the wildlife park. Play the audio and make true or false statements to check comprehension: *Rosie can see a lion (False), The flamingo is flying (True)*. Ask the children to work in pairs and read out the dialogue together.

2 Listen and say the animal.

Then ask in pairs. 

Ask the class to name the animals in pairs. Then make a statement and ask the children to say the animal: *It's flying (the parrot, the flamingo). It's swimming (the crocodile)*.

Explain to the children that they will hear children playing a guessing game about the animals in the picture. Play the audio and pause after the first dialogue so the children can name the animal. Write the question and answers on the board: *Is it (flying)? Yes, it is. / No, it isn't*. Tell the children to play the guessing game in pairs.

Answers

1 lion, 2 ostrich, 3 flamingo

FAST FINISHERS

The children write sentences to describe what each animal is doing in the picture. For example, *The lion is climbing a tree*.

WRAP-UP

Get the children to close their books. Then quiz them about the animals in the picture. Ask, for example, *Is the lion running? What colour is the parrot? It's swimming, what is it?*

TRANSCRIPTS**2.4 Listen and read. Then say in pairs.**

Fred: What can you see, Rosie?
Rosie: Amazing! I can see a tiger.
Fred: Wow, I like tigers. Is it climbing a tree?
Rosie: No, it isn't. It's running. And there's a pink bird!
Fred: That's a flamingo. Is it flying?
Rosie: Yes, it is. It's beautiful! Look! There's an elephant.
Fred: An elephant! Is it eating?
Rosie: No, it isn't. It's swimming.
Fred: Swimming! Rosie, let me see! Can I have the binoculars now, please?

2.5 Listen and say the animal. Then ask in pairs.

1
Boy: Let's play a game. I'm thinking of an animal.
Girl: OK, is it swimming?
Boy: No, it isn't.
Girl: Is it climbing a tree?
Boy: Yes, it is.
Girl: Is it a snake?
Boy: No, it isn't. What animal is it?
2
Girl: It's my turn. I'm thinking of an animal.
Boy: Is it running?
Girl: No, it isn't.
Boy: Is it jumping?
Girl: No, it isn't.
Boy: Is it drinking?
Girl: Yes, it is.
3
Boy: It's my turn. What animal is this?
Girl: Um... is it jumping?
Boy: No, it isn't.
Girl: Is it flying?
Boy: Yes, it is.
Girl: Is it a parrot?
Boy: No, it isn't.

Continuous Assessment

The children should be able to identify the eight animals. They should also be able to ask and answer questions about the animals' activities using the Present Continuous. They should be able to use common action verbs.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Page 37	Page 190

1 Listen and read.   

Present Continuous questions




Is it	jumping? swimming?
-------	-----------------------

Short answers

Yes, it is. No, it isn't.

Present Continuous answers

It's It isn't	running. climbing. flying.
------------------	----------------------------------


2 Listen and say.  

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



The children strengthen their listening skills by identifying an animal from clues they hear.

Key competences continuous assessment

Check if the children can:

- 1 Use the Present Continuous to ask and answer questions about the animals.
- 2 Understand the audio in order to identify the animal being described.

Language Objectives



To practise the Present Continuous.
To practise action verbs.
To develop listening skills.

Materials


Teacher's i-solutions
Unit 4 wild animal Flashcards


WARMER

Display the **flashcards** in a row. Point to each one and say the words together as a class. Then remove two flashcards. Point to the flashcards again including the two spaces and say the animals as if they were still there. Then remove two more flashcards, point and say again. Repeat until there are no flashcards left on the board.

1 Listen and read.   

Explain that Greg is at the wildlife park. He is taking photos of a monkey. Play the audio and have the children read as they listen. Ask the children about the story: *In picture 1, is the monkey dancing?* Ask the children to work in pairs and read the comic, taking turns to read.

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

2 Listen and say.  

Look at the animals. Point to the flamingo and say *It isn't swimming. It's flying.* Ask volunteers to say something about each of the other animals. Explain that they are going to hear animals being described. Remind them to listen out for the difference between *It's* and *It isn't*. Play the first description, pause and elicit the answer. Then play the rest.

► Answers

1 monkey, 2 flamingo, 3 kangaroo, 4 ostrich, 5 lion, 6 crocodile

FAST FINISHERS

The children choose an animal and write a description: *It isn't (climbing). It's (running). It isn't a (tiger).* When everyone has finished, they read out their description for the class to guess.

WRAP-UP

Tell the children you are thinking of an animal from Activity 2. Let them ask two questions: *Is it swimming? is it running?* They can then make a guess. If they guess correctly, the class wins a point; if not, then the teacher does.

TRANSCRIPTS

2.6 Listen and read.

Greg: Look! There's a monkey. It's jumping.

It isn't jumping now. It's dancing.
What an amazing monkey!

Oh, no! There's a monkey behind me.
It's eating my apple! Stop! That's my lunch.

2.7 Listen and say.

1
What animal is this? It isn't running. It's climbing a tree.
It isn't a lion.

2
What animal is this? It isn't swimming. It's flying.

3
This animal isn't swimming. It isn't climbing. It isn't running.
It isn't flying.

4
What animal is this? It's running. It isn't a tiger.

5
This animal isn't swimming. It isn't jumping. It's climbing.
It isn't a monkey.

6
What animal is this? It's swimming. It isn't an elephant.

Continuous Assessment

Make sure the children can use the Present Continuous, 3rd person singular, to describe an action and ask a question.

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Page 38	Page 190 Page 195
	Grammar Reference page 75	

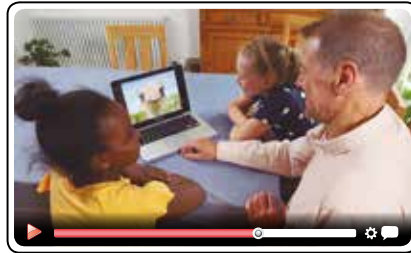
GO Innovate!



Flip this lesson!

Flipped Learning dynamic available in **GO Innovate! Teacher's Guide 3.**

FIND OUT!



BEFORE you WATCH

- Where can we learn about animals?
- Do you use the internet for homework?

ESSENTIAL VOCABULARY

chick



1 Watch and answer.

- 1 Who's doing a project?
- 2 Can ostriches run fast?
- 3 What do ostriches eat?
- 4 Can ostriches swim?

2 Watch and repeat.

Let's find out about ostriches.

Do you know that ostriches are 2 metres tall?

That's interesting!

AFTER you WATCH

3 Read and act out.



You're a wild animal!

- A:** Let's find out about humans!
Where do they live?
- B:** They don't live in trees or caves.
They live in houses.
- A:** That's interesting! What do they eat?
- B:** They eat meat, fish and plants.
- A:** Can they fly?
- B:** No, they can't.
Do you know that they've got special machines called planes?
They fly in planes.
- A:** Oh, yes? They can't run fast.
They've only got two legs!
- B:** Two legs... ha! Four legs is better!



The children develop their viewing skills and learn a set of language structures related to research skills.



The children improve their artistic expression by following a dialogue and acting a role.

Key competences continuous assessment

Check if the children can:

- 1 Follow the content of the video and answer the comprehension questions.
- 2 Communicate the meaning of the dialogue correctly and confidently.

Language Objectives

To improve viewing skills.

To introduce the structures *Let's find out about (ostriches). Do you know that... ? That's interesting!*

To practise using the new **Language for Life** structures.

Materials

Teacher's i-solutions

WARMER

Draw a simple outline of a dolphin on the board and elicit or introduce the word *dolphin*. Explain that you like dolphins and have three questions about them. Write these questions on the board and elicit or explain their meaning: *Why do dolphins have a hole in their heads? Do dolphins sleep at night? Do they have a language?* Ask the children to speculate on the answers. Then discuss how you can find the answers and elicit possibilities such as read a book about dolphins, use the internet or talk to an expert. If time allows, try to find the answers on the internet.

BEFORE YOU WATCH

Ask the children to describe their personal experience when they need to find information for homework. Encourage them to always ask for adult supervision when using the internet.

ESSENTIAL VOCABULARY

Ask the children to look at the picture and to repeat the word. Explain that they will hear it when they watch the video.

1 Watch and answer.

Ask the children to look at Activity 1. Encourage them to guess and suggest answers to the questions before watching the video. Play the video and tell the children to raise their hand as they identify answers to the questions. Play the video again, pausing after each question is answered, and encourage the children to now share the answers to the questions with the class.

Answers

1 Cora, 2 Yes, 3 Plants and insects, 4 Yes

2 Watch and repeat.

Ask the children to look at Activity 2. Encourage them to read the sentences silently before watching the video. Play the video and ask the children to listen carefully to how the characters pronounce the sentences. Tell them to repeat each sentence as the character finishes.

AFTER YOU WATCH**3 Read and act out.**

Choose volunteers to read out the sentences in the dialogue. Make sure the dialogue is clear for everyone. Divide the class in pairs and explain that they will pretend to be the animal pair in the picture. To help them to enter into their roles, as an all-class activity, ask the children to imitate a lion and a crocodile, roaring and pawing. Encourage them to do this circulating the room. Then, allow the pairs some time to practise the dialogue together. Choose volunteers to act out the scene in class.

FAST FINISHERS

Ask the children to choose an animal and write three things they would like to learn about it.

WRAP-UP

Write these eight words on the board and ask the children to remember which ones are in the video: *ruler, scissors, notebook, apple, computer, banana, hat, glasses*. Ask them to copy the words in their notebooks. Then watch the video again and ask the children to tick the words that appear.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Page 39	Page 190

GO Innovate!**Thinking-based Learning**

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

THE PAINTING

PRE-READING
Do you like
wildlife parks?

1 Listen and read.   

1 Fred's mum is an artist. She's painting a picture at the wildlife park. Fred and Rosie are helping her.



What colour are flamingoes' wings?

They're black and pink!

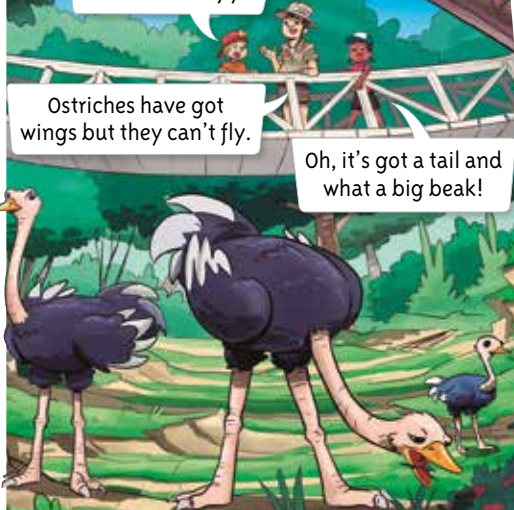
2 Doctor Darwin works at the wildlife park.



Would you like to see the park?

That's a good idea! Have fun!

3 Can ostriches fly?



Ostriches have got wings but they can't fly.

Oh, it's got a tail and what a big beak!

4 The tiger is sleepy.



Is it dangerous?

Yes, it's got sharp teeth and claws.

Oh, its fur is beautiful!

44 • Lesson 5 • Key vocabulary and grammar in context



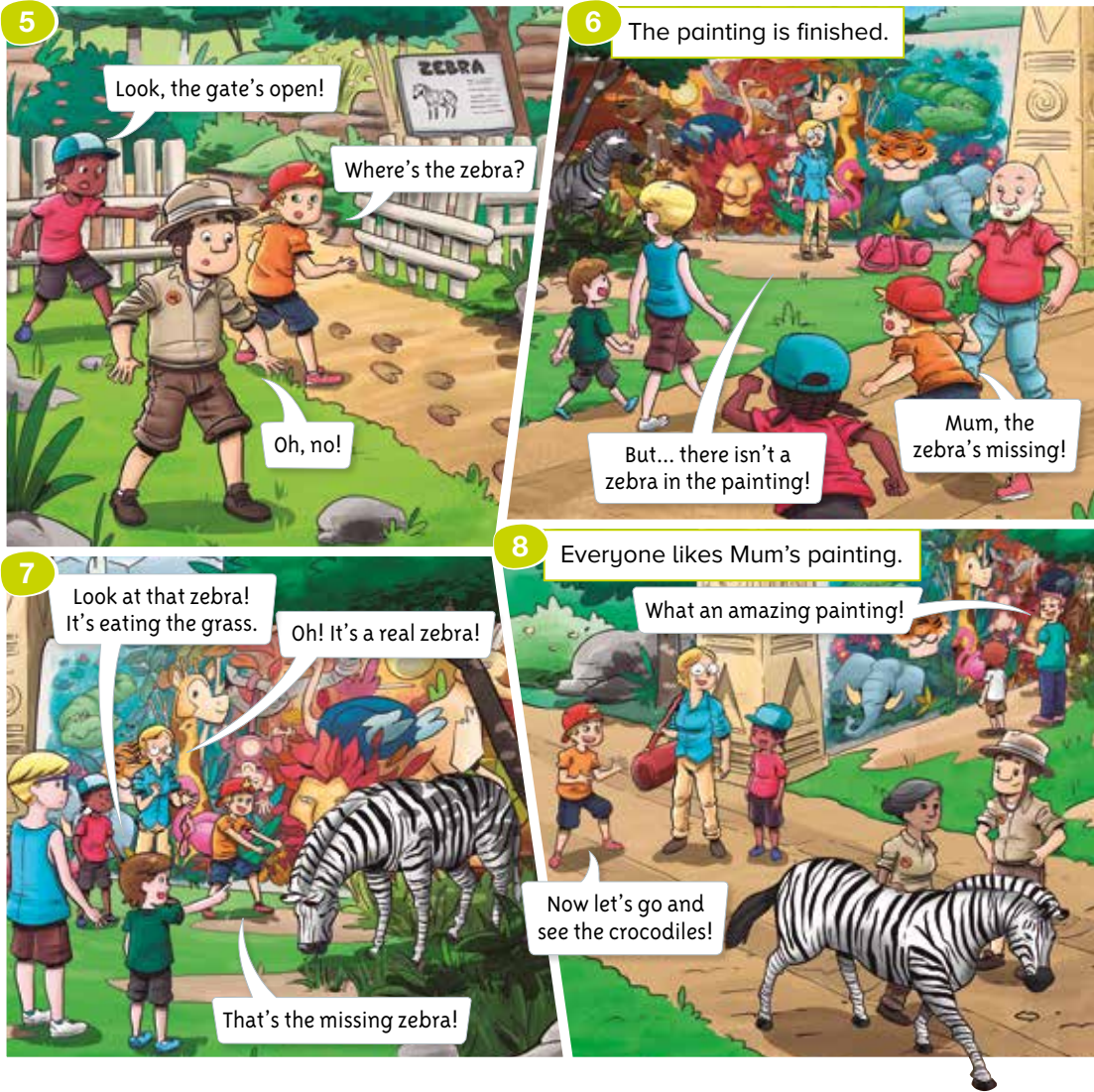
The children learn some animal facts from the story.



The children use their initiative to match the footprints to the photos and to identify the animals.



The children become aware that respect goes beyond people.



2 Look, match and say the animal.



Key competences continuous assessment

Check if the children can:

- 1 Understand the new information related to animals.
- 2 Identify the animals from their footprints.
- 3 Have concern for animal welfare.

Language Objectives

- To follow a story.
- To introduce animal body parts vocabulary.
- To use visual clues to help with understanding.

Materials


Teacher's i-solutions

WARMER

Write the word *questions* on the board. Ask the children to think about what questions they can ask to find out information about animals. Write their suggestions on the board, for example, *What colour is it? How many legs has it got? How tall/big/fast is it? What does it eat? When does it sleep? Is it a cat? Can it swim/fly/run? Has it got ...?*

1 Listen and read.   

Give the children a minute to look through the story. Ask them who they can see in it. Play the audio twice and the children follow in their books. Ask some questions to check comprehension, for example, *Where are Fred and Rosie? What is Fred's mum painting? What animals do they see first? What question does Rosie ask about the tiger? Which animals' gate is open? Is there a zebra in the painting? What is the zebra eating?*

2 Look, match and say the animal. 

Have the children look at the footprints and think what animal they belong to. Then in pairs tell them to match the footprints with the photos of feet. Check the answers as a class. Finally, ask the whole class to suggest what animal each footprint belongs to.

Answers

1 e (ostrich), 2 d (zebra), 3 a (elephant),
4 b (lion), 5 c (crocodile)

FAST FINISHERS

The children write two questions about the story. For example, *How many ostriches are there? Is there a lion in the painting?* When everyone has finished, they close their books and ask their questions.

WRAP-UP

Write the name of an animal on the board, for example, *lion*. Tell the children to suggest questions they could ask about it. For example, *What colour is it? What does it eat? Can it swim? Is it dangerous?* Write the questions on the board and ask the children to try and answer the questions. Then, leave the questions on the board and repeat with a different animal.

EXTRA ACTIVITY

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

Continuous Assessment

Make sure the children are able to follow and understand the story by responding to comprehension questions. Make sure they attempt to identify the animals from their footprints.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Story page 40	Page 190

GO Innovate! **Cooperative Learning**

Cooperative structure available for language consolidation. See **GO Innovate! Teacher's Guide 3**.

VALUE


Respect animals.

Re-read vignettes 1, 3 and 4 with the children. Ask them to identify the questions that Fred and Rosie ask Fred's mum and Doctor Darwin. (*What colour are flamingoes' wings? Can ostriches fly? Is it dangerous?*) Explain that the children are asking the

questions so that they can learn and know more about the animals. Explain that knowing more about animals is the first step in knowing how to respect them. Elicit from the children all the ways they can show their respect for pets and other animals.



TRANSCRIPT

 2.8 Listen and read. **THE PAINTING**

Vignette 1

Narrator: Fred's mum is an artist. She's painting a picture at the wildlife park. Fred and Rosie are helping her.
Fred: What colour are flamingoes' wings?
Mum: They're black and pink!

Vignette 2

Narrator: Doctor Darwin works at the wildlife park.
Dr Darwin: Would you like to see the park?
Mum: That's a good idea! Have fun!

Vignette 3

Fred: Can ostriches fly?
Dr Darwin: Ostriches have got wings but they can't fly.
Rosie: Oh, it's got a tail and what a big beak!

Vignette 4

Narrator: The tiger is sleepy.
Rosie: Is it dangerous?
Dr Darwin: Yes, it's got sharp teeth and claws.
Fred: Oh, its fur is beautiful!

Vignette 5

Rosie: Look, the gate's open!
Fred: Where's the zebra?
Dr Darwin: Oh, no!

Vignette 6

Narrator: The painting is finished.
Fred: Mum, the zebra's missing!
Mum: But... there isn't a zebra in the painting!

Vignette 7

Girl: Look at that zebra! It's eating the grass.
Mum: Oh! It's a real zebra!
Fred: That's the missing zebra!

Vignette 8

Narrator: Everyone likes Mum's painting.
Visitor: What an amazing painting!
Fred: Now let's go and see the crocodiles!




1 Listen and repeat.


fur



beak



claws



wings



tail



teeth


2 Listen and sing.


It's got small arms and strong legs too,
And a long, long tail. It's a kangaroo.

A lion's scary! Hear it roar!
It's got lots of teeth. It's a carnivore.

An ostrich is an amazing thing,
It can't fly, but it's got wings.

A parrot's got a very sharp beak,
It's very noisy. Hear it SHRIEK!

It's got fur and claws and big teeth too.
It's a tiger and it's chasing YOU!


**Has/Hasn't got
with personal attributes**

It's got	a tail. claws.
It hasn't got	fur.


3 Read and say the animal.


It's got claws and a tail. It hasn't got fur. It's got wings and a beak.



It hasn't got a beak. It's got a big mouth and a long tail. It's green.



It's got claws and teeth. It hasn't got wings. It's got orange fur and a tail.



The children expand their vocabulary base.



The children gain more knowledge of animals through a song.



The children use their previous knowledge to identify the animals from the descriptions.

Key competences continuous assessment

Check if the children can:

- 1 Understand and use the words correctly.
- 2 Identify specific facts about certain animals.
- 3 Identify the animals correctly.

Language Objectives

To practise animal body part vocabulary.
To introduce *has* and *hasn't got* with body parts.
To reinforce reading comprehension skills.

Materials**Teacher's i-solutions**



Unit 4 animal body parts Flashcards
Unit 4 Poster
CD 2

WARMER


Display the **flashcards** and the **poster**. Point to one of the flashcards, for example, *beak*; then point to an animal on the poster and ask *Has a (kangaroo) got a beak?* Repeat with the other body parts, making sure the children understand what each one is.



1 Listen and repeat.  

Let the children look at the body part words on the page and read them. Play the audio and ask them to repeat the words, copying the pronunciation as carefully as possible. Play it through again. The children then read the words again and focus on saying them correctly.

2 Listen and sing.  

Play the audio and tell the children to just listen to the song. Play it again and ask them to follow it in their books. The song suggests strong visual images so have the children draw a picture to illustrate it. Let them share and compare their pictures with the people sitting near them.

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

3 Read and say the animal.  

Ask the children to identify the three animals. Then give the children some minutes to read the three descriptions and try to identify each animal. Ask a volunteer to read aloud the first description. The class call out the name of the animal they think is being described. If they disagree, then read it again and help them to come to the correct answer. Continue with the other two descriptions.

Answers

parrot, crocodile, tiger

FAST FINISHERS

The children draw some animals and label the body parts.

WRAP-UP

Play a game with the new body parts vocabulary. Use your finger to spell one of the words in the air. As a class, they call out each letter until the whole word is finished and they say the word. Then ask them to continue with the other words with the person sitting next to them.

EXTRA ACTIVITY

The children choose an animal, either one from the unit or another they know in English, and write a description similar to those in Activity 3. Invite volunteers to read out their description for the rest of the class to guess.

TRANSCRIPTS**2.9 Listen and repeat.**

fur, beak, claws, wings, tail, teeth

2.10 Listen and sing: Amazing animals

It's got small arms and strong legs too,
And a long, long tail. It's a kangaroo.

A lion's scary! Hear it roar!
It's got lots of teeth. It's a carnivore.

An ostrich is an amazing thing,
It can't fly, but it's got wings.

A parrot's got a very sharp beak,
It's very noisy. Hear it SHRIEK!

It's got fur and claws and big teeth too.
It's a tiger and it's chasing YOU!

Continuous Assessment

Make sure the children understand the new vocabulary and structure and can use them to describe and identify animals.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	New language page 41	Page 190
	Grammar Reference page 76	

TIME TO WRITE

4



1 Look. Then, copy and complete.



This is a picture of a nature park.

There's a lion under a . It's got big . There's a . It's eating a .

It's got fur. There's an ostrich. It's . It's got a big . There's a . It's flying.

It's got and wings. There's a . It's climbing a tree. It's got strong .



2 Listen and say.

PHONICS



A vampire, a bear, a vulture and a baboon,
With violins and banjos playing a tune.

Writing: describing a picture • Phonics: the sounds **v** as in *violin* and **b** as in *bear* • Lesson 7 • 47



The children learn to read visual icons which replace words.



The children develop their understanding of sounds and spellings.

Key competences continuous assessment

Check if the children can:

- 1 Identify the words from the pictures.
- 2 Pronounce and differentiate between the sounds **b** and **v**.

Language Objectives

To practise animal and body parts vocabulary.
 To practise different structures.
Phonics: to differentiate between the sounds **b** and **v**.

Materials

Teacher's i-solutions

Pieces of card

WARMER

Before class, prepare some sentences about animals on cards, for example, *A lion is running. A monkey is climbing a tree. An elephant is eating.* Divide the class into teams, take a sentence and start to draw it on the board. Invite the teams to guess what the sentence is. Give a point to the first team to guess, then invite a volunteer from that team to come and draw the next sentence to guess.

TIME TO WRITE

1 Look. Then, copy and complete.

Ask the class to say what the animals are doing: *The ostrich is running, The monkey is eating a banana* and so on. Then ask the children to look at the description. Write the first sentence on the board with the picture and elicit the word the children need to write: *tree*. The children then copy the text into their notebooks and write the words to replace the pictures. Tell the children to check their work in pairs, then correct as a class.

Answers

tree, teeth, monkey, banana, orange, running, beak, flamingo, pink, black, tiger, claws

PHONICS

2 Listen and say.

Write the word *vampire* on the board. Explain that we say the **v** sound by gently biting our lower lip and using our voice to make the sound. Practise the sound together. Then write the word *bear* on the board. Explain that we say the **b** sound by putting up lips together, then opening them and using our voice to make the sound. Practise as a class.

Next, ask the children to look at the picture and elicit or explain the words: *vulture, baboon, violin, banjo, tune*. Play the audio as the children read and pause after the first reading. Ask volunteers to read it out. Continue the audio with the faster versions. Divide the class into groups so the children can practise saying the sentences as fast as they can.

FAST FINISHERS

The children write a sentence about the picture in Activity 1 using a picture to replace a word.

WRAP-UP

Divide the board into two columns and write the letter *b* at the top of one and *v* at the top of the other. Have the children suggest words for each column, for example, *bed, bike, bus, book, beak, big, boy, ball; van, very, vet, vegetable, village, valentine*. Then read the word lists together as a class, first the *b* words then the *v* words and finally alternating one letter then the other. Make sure the children feel the difference in their lips as they pronounce the sounds **v** and **b**.

EXTRA ACTIVITY

Play *Mime dictation*. The children get their notebooks ready to take down a sentence dictation. Say a sentence slowly and clearly but replace some words with mime. For example, *The (mime being a monkey) hasn't got a (mime a tail). The (mime being a flamingo) is (mime flying). The (mime being a crocodile) has got big (point to teeth)*. Then ask the children to read back the sentences with words instead of mimes.

TRANSCRIPT

2.11 Listen and say.

A vampire, a bear, a vulture and a baboon,
 With violins and banjos playing a tune.

Continuous Assessment

Ensure the children are able to identify the correct words to add into the text. Make sure they can hear and pronounce the difference between the sounds **b** and **v**.

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Time to write + Phonics page 42	Page 190
TEACHER'S RESOURCE BOOK	Phonics page 28	Page 87 TRB Page 93 TRB

AUSTRALIAN ANIMALS

1 Listen and read.  

koala

Hi! I'm Ben from Australia. Here are some amazing Australian animals.

A koala has got brown or grey fur. It's a herbivore and it eats leaves. It sleeps for 16 to 18 hours a day. Look at this koala. It's eating eucalyptus leaves.

A kangaroo has got strong legs and a big tail. It can jump two metres high! The mother kangaroo carries her baby in a pouch. Look! Here's a mother kangaroo with her baby.




platypus

A platypus has got a beak, brown fur and a tail. It's a carnivore and it eats insects and fish. A platypus can swim and it hunts animals in the water. Look at this platypus, it's swimming in a river.



dingo

A dingo has got brown fur and a big tail. It's an omnivore. It eats rabbits, birds, lizards and plants. Look! This dingo is running on the beach.

2 Copy and complete. 

- 1 A platypus has got a beak, ... and a tail.
- 2 A ... sleeps 16 to 18 hours a day.
- 3 A ... is an omnivore.
- 4 A mother ... carries her ... in a pouch.
- 5 A ... is a carnivore.
- 6 A ... has got strong legs and ... tail.

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YOUR GO!

What's your favourite Australian animal?

What animals live in your country?



Activity Book
Video lesson page 43



The children learn some interesting information about Australian animals.



The children develop their reading skills by finding the missing words.



The children gain more autonomy discussing animals from their own country.

Key competences continuous assessment

Check if the children can:

- 1 Understand the information given about Australian animals.
- 2 Find the missing words from the text.
- 2 Give their own opinions and participate in the discussion.

Language Objectives

To practise vocabulary related to animals.
To develop reading skills.

Materials



Teacher's i-solutions

A map of the world

WARMER


Show the children where Australia is on a map. Explain that it is a very big country and the capital city is Canberra. English is the main language but lots of people speak Chinese, Italian, Arabic and other languages too. Then find some images of Australia on the internet and introduce the country to the children. Interesting images include: the Great Barrier Reef, Uluru, boomerangs, didgeridoos and ocean activities like surfing and sailing. Popular sports include football, cricket, rugby and swimming.

 Watch the video **Australian animals** to introduce the lesson theme.

1 Listen and read.  

Ask the children to name any animal they know from Australia. Then tell them to look at the photos. Play the audio and ask the children to listen and read. Then, play each part of the audio again, pause it and allow questions about vocabulary. Have various children each read a sentence out loud.

Check comprehension by asking questions: *Which animal is a carnivore?* (the platypus), *Which animal has got a big tail?* (the kangaroo), *How many hours does a koala sleep?* (16 to 18 hours a day).

2 Copy and complete. 

Write the first sentence on the board: *A platypus has got a beak, ... and a tail.* Ask the children what information they think goes in the gap. Then tell them to look at the text and find the answer: *brown fur*. Tell the children to copy the sentences in their notebooks and complete them by looking at the text. Check the answers as a class.

Answers

1 brown fur, 2 koala, 3 dingo, 4 kangaroo, baby, 5 platypus, 6 kangaroo, a big

YOUR GO!

Read the questions and invite the class to answer and discuss. Invite them to say their favourite animal and why they like it. Then ask them to name and describe some wild animals in their country.


FAST FINISHERS

The children write two sentences with a word or two missing like in Activity 2. When everyone has finished, they can read them out for the class to complete.

WRAP-UP

Have an Australian animal quiz. Put the children into small teams and appoint one person who will write the answers for their team. Quiz questions could be: *Which Australian animal is an omnivore? What colour is a koala's fur? How high can a kangaroo jump? Can a platypus swim? What does a platypus eat? Name three things a dingo eats. Which animal has got a beak?*

TRANSCRIPT

 **2.12 Listen and read.**

Australian animals

Hi! I'm Ben from Australia. Here are some amazing Australian animals.

A koala has got brown or grey fur. It's a herbivore and it eats leaves. It sleeps for 16 to 18 hours a day. Look at this koala. It's eating eucalyptus leaves.

A kangaroo has got strong legs and a big tail. It can jump two metres high! The mother kangaroo carries her baby in a pouch. Look! Here's a mother kangaroo with her baby.

A platypus has got a beak, brown fur and a tail. It's a carnivore and it eats insects and fish. A platypus can swim and it hunts animals in the water. Look at this platypus, it's swimming in a river.

A dingo has got brown fur and a big tail. It's an omnivore. It eats rabbits, birds, lizards and plants. Look! This dingo is running on the beach.

Continuous Assessment

Make sure the children can find the missing information in the text and also locate Australia on a map.

ADDITIONAL RESOURCES

Book	Section	Answer Key
ACTIVITY BOOK	Video lesson page 43	Page 190
TEACHER'S RESOURCE BOOK	Language pages 14-16	Page 86 TRB

GO AGAIN!

4



1 Play a spelling game.



What's this word?
It's got a T, a C, an O...

Ostrich!



2 Listen and say the animal.



3 Look at Activity 2. Then, copy and complete.

TAKE A LOOK

- ✓ swim → swimming
- ✓ run → running
- ✓ hop → hopping

- 1 ... teeth and claws. ... swimming. It's ...
It's got teeth and claws. It's swimming. It's a tiger.
- 2 ... a beak and small wings. It's running. It's ...
- 3 ... a long nose and big It's It's ...
- 4 It's got It's It's ...

ACTIVITY BOOK
Learning to Learn 45

Consolidation
through
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GO INNOVATE!
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Unit review • 49



The children practise their spelling skills.



The children develop their listening skills to identify which animal is being described.



The children develop their writing skills to spell words correctly and use notes to expand into sentences.

Key competences continuous assessment

Check if the children can:

- 1 Spell animal words out loud.
- 2 Identify which animal is being described.
- 3 Use the notes to write sentences and spell double consonant words correctly.

Language Objective

To review vocabulary and structures from Unit 4.

Materials

Teacher's i-solutions
Unit 4 Flashcards

WARMER

Hand out the **flashcards** and **word cards**. The children walk around saying their word until they find their partner. They hold up their cards and spell out their word to the class.

1 Play a spelling game.

Tell the children to name all the animals. Divide the class into small groups to play the spelling game.

2 Listen and say the animal.

Play each description on the audio and pause it so the children can say the answer. Tell the children to describe one of the animals for the rest of the class to guess, for example, *It's got pink wings*.

► Answers

1 ostrich, 2 kangaroo, 3 elephant, 4 flamingo, 5 crocodile, 6 tiger

3 Look at Activity 2. Then, copy and complete.

Write the completed first sentence on the board. Then give the children some time to copy and complete the rest of the sentences in their notebooks.

► Answers

2 It's got, an ostrich; 3 It's got, ears, drinking water, an elephant; *Model answer*: claws, swimming, a tiger

TAKE A LOOK

Write the word *run* on the board. Point out that the letters are consonant, vowel, consonant. Explain that with most short words like this, when we add *ing*, we also double the last consonant: *running*. Let the children read the box. Write some words on the board and ask the children to decide whether we double the final consonant or not: *jump* (no), *eat* (no), *dig* (yes).

FAST FINISHERS

The children write a description of one of the animals.

WRAP-UP

Divide the class into teams and ask the children to have their books open. Ask different questions about the unit and give points for correct answers: *Say three animals that have got fur. What's the elephant doing on page 39? What is the monkey eating on page 40? Rabbits are omnivores. True or false? Can tigers swim?*

TRANSCRIPT

2.13 Listen and say the animal.

- 1 This animal's got long legs. It's got a beak and small wings. It's running.
- 2 This animal's got two legs and a long tail. It's from Australia. It's jumping.
- 3 This animal has got a long nose and big ears. It's very big and it's grey. It's drinking water.
- 4 This animal has got long legs. It's pink and it's got a beak and wings. It's drinking.
- 5 This animal has got lots of teeth and it's scary. It's got a long tail and four legs. It's sleeping. Shhh!
- 6 This animal has got lots of teeth and it's got claws too. It's got orange and black fur and it's swimming!

Final Assessment

The children should be able to describe an animal using *it's got* or *it hasn't got*. Check they can use the Present Continuous to ask and answer questions and describe what animals are doing: *Is it flying? It isn't climbing.*

EXTENDED READING

This is a good time to do the Extended Reading for Units 3 and 4 on page 66 of the **Student's Book**.

INTEGRATED SKILLS

For balanced practice of the four skills, turn to page 76 of the **Student's Book**.

ADDITIONAL RESOURCES

Book	Section	Answer Key Transcript
ACTIVITY BOOK	Go again! page 44	Page 190 Page 196
	Learning to learn page 45	-----
	Learning strategies pages 87-88	-----
	My new words page 84	Page 193 Page 197
TEACHER'S RESOURCE BOOK	Unit 4 test pages 63-66	Page 89 TRB Page 94 TRB
	End of term 2 test pages 77-78	Page 90 TRB Page 94 TRB

GO Innovate!



Drama

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

