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CONTENTS

KEY VOCABULARY

🕒 **READY, STEADY, GO!**

p. 32

1 – 10

blue, green, orange, pink, purple, red, yellow

1 HAPPY FAMILIES

p. 40

brother, dad, grandad, granny, mum, sister

bored, happy, hungry, sad, scared

2 READY FOR SCHOOL

p. 64

book, crayon, glue, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

UNITS 1 AND 2 REVIEW: THE TECHIES p. 88

3 POPULAR PETS

p. 92

cat, dog, fish, mouse, parrot, rabbit, snake, spider

bin, chair, cupboard, sofa, table

black, brown, grey, white

4 IS IT A PLANE?

p. 116

ball, car, doll, game console, plane, robot, scooter, teddy

big, small

UNITS 3 AND 4 REVIEW: THE TECHIES p. 140

5 LET'S DANCE!

p. 144

arm, ear, eye, feet, hair, hand, head, knee, leg, mouth, nose, toes

6 THAT'S DELICIOUS!

p. 168

apple, banana, cake, cheese, chicken, fish, fruit, mango,

meat, orange, pear, salad, soup, strawberry, yogurt

juice, milk, water

UNITS 5 AND 6 REVIEW: THE TECHIES p. 192

FESTIVALS

p. 196

Halloween

ghost, monster, skeleton, vampire, witch

Christmas

Christmas tree, present, Santa, star, stocking

Easter

basket, chicks, Easter bunny, Easter eggs, flowers

GAMES

p. 206

KEY STRUCTURES	CLIL	PHONICS	GO AROUND THE WORLD
<p>Hello, what's your name? My name's...</p>			
<p>This is my dad. How are you? I'm hungry.</p>	<p>Natural Science: life stages <i>baby, child, teenager, adult</i></p>	Initial sound s	Family and friends in Ireland
<p>I've got a yellow pencil. I've got my school bag. I've got four pens. What's this? It's a sharpener. It's my rubber.</p>	<p>Arts: colour mixing</p>	Initial sound r	Schools in different countries
<p>Have you got a cat? Yes, I have. / No, I haven't. I've got a grey dog. A white mouse. Where's the remote control? It's in the bin. It's on the table.</p>	<p>Natural Science: animal movement <i>climb, fly, run, swim</i></p>	Initial sound p	Pets in the United States
<p>Is it a robot? Yes, it is. / No, it isn't. It's a car. Is it big? Yes, it is. / No, it isn't. It's small and red. How old are you? I'm six.</p>	<p>Maths: shapes <i>circle, rectangle, square, triangle</i></p>	Initial sound h	Toys in Japan
<p>I can run. Look at me! Stamp your feet! <i>clap your hands, hop, jump, nod your head, run, skip, stamp your feet, touch your toes, turn around, walk, wave your arms</i></p>	<p>Maths: non-standard units of measurement</p>	Initial sound t	Face painting in the UK
<p>Do you like apples? Yes, I do. / No, I don't. I like salad. I don't like strawberries.</p>	<p>Natural Science: milk production and use</p>	Initial sound m	Food in Italy

ICONS

-  listening
-  song
-  chant
-  pop-out
-  video





UNIT 3 OVERVIEW



Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Have got: questions and short answers • Present Simple: questions and answers • Present Simple: third person plural • Prepositions: <i>It's (on) (the table)</i> 	<ul style="list-style-type: none"> • Animals: <i>cat, dog, fish, mouse, parrot, rabbit, snake, spider</i> • Furniture: <i>bin, chair, cupboard, sofa, table</i> • Verbs: <i>climb, fly, run, swim</i> • Extra: <i>bad, good, hamster, pony, postwoman, remote control</i> 	<ul style="list-style-type: none"> • Phonics: initial sound p as in <i>parrot</i> 	<ul style="list-style-type: none"> • Have got • Present Simple • Structure: <i>I've got...</i> • Colours

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
<ul style="list-style-type: none"> • To use <i>Have you got</i> to ask about pets. • To practise adjective noun order. • To describe pets by their colour. • To use verbs to describe how animals move. • To ask and answer about where something is. 	<ul style="list-style-type: none"> • To understand and use vocabulary related to animals. • To identify animals by their colour. • To understand and use furniture vocabulary for position. 	<ul style="list-style-type: none"> • To ask and answer about pets they own. • To describe pets by their colour. • To find out about how animals move. • To ask and answer where objects are in a room. 	<ul style="list-style-type: none"> • To produce the initial sound p correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> • To say animal words. • To ask and answer about pets they own. • To say how animals move. • To ask and answer about the position of an object. 	<ul style="list-style-type: none"> • To understand animal words. • To demonstrate understanding by reading and colouring. • To read and follow a song. • To read and understand simple sentences. 	<ul style="list-style-type: none"> • To understand and repeat target vocabulary. • To understand and join in with songs. • To demonstrate understanding by colouring. • To understand a story. • To recognise the initial sound p. 	<ul style="list-style-type: none"> • To trace target language. • To complete sentences with target vocabulary. • To write colour and animal words independently.

Assessment Criteria

- The children can identify, understand, produce and answer the question *Have you got a (parrot)?* while talking about animals.
- The children can use verbs to say how animals move.
- The children can identify, understand and produce the question *Where's the ...?* and answer using the prepositions *on* and *in*.
- The children can identify, understand and produce animal vocabulary.
- The children can use colours to give more specific descriptions of animals.

Materials

- | | |
|--------------------------------|----------------------------------|
| • Teacher's i-solutions | • Teacher's Resource Book |
| • Student's Book CD 1 | Lesson 1: Language, pp 11-13 |
| • Story Cards Unit 3 | Lesson 2: Speaking, p 51 |
| • Flashcards Unit 3 | Lesson 3: Listening, p 33 |
| • Poster Unit 3 | Reading, p 39 |
| • Student's Book Unit 3 | Lesson 4: CLIL, p 75 |
| • Stickers Unit 3 | Lesson 7: Writing, p 45 |
| • Pop-outs Unit 3 | Phonics, p 65 |
| • Activity Book Unit 3 | Unit review: |
| | Unit 3 test, p 101-104 |
- Lively music, coloured classroom objects (two of each), a world map or globe

GO Innovate!



- Lesson 1: Flipped Learning
- Lesson 2: Cooperative Learning
- Lesson 4: Thinking-based 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 songs, stories and culture lessons
- Highlight feature for all phonics rhyme texts
- 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 learn to talk about animals. They also learn to ask and answer about animals and the position of objects.



Competence in Maths, Science and Technology

The children develop their scientific understanding of the natural world by identifying how different animals move.



Digital competence

The children become familiar with the use of technology working together on the unit using the IWB.



Social and civic competence

The children learn the basic social rules of listening and taking turns when asking questions.



Cultural awareness and expression

The children develop their cultural awareness by identifying the variety of animals that people keep as pets.



Learning to learn

The children develop learning strategies through a variety of activities aimed at multiple intelligences.




Sense of initiative and entrepreneurship





The children develop a sense of personal autonomy by choosing a pet to draw.

3

POPULAR PETS




1 Listen, point and repeat. Then, match and say.  1.36


2 Listen and chant.  1.37   

LC 

CAE 

28 • Lesson 1 • Pets vocabulary

 The children develop their listening skills and learn a set of vocabulary related to animals.

 The children develop confidence in their expression and improve the rhythm of their speech by listening to and repeating a chant.

Key competences continuous assessment

Check if the children can:

- 1 Recognise the vocabulary and match the numbered pictures to the correct animals in the column on the right.
- 2 Keep the rhythm by clapping and participate in saying the chant.

Language Objectives

To practise listening skills.

To introduce animal vocabulary: *cat, dog, fish, mouse, parrot, rabbit, snake, spider.*

To review the structure *I've got (a dog).*

Materials

Teacher's i-solutions

Unit 3 Poster

CD 1

Unit 3 animal Flashcards

WARMER

Display the Unit 3 poster and elicit where the animals are (in a pet hospital). Tell the children to study the poster for one minute and to try and remember the animals. Then, take the poster away and see how many animals the children can remember. Display the poster again and check their answers, reviewing the vocabulary.

1 Listen, point and repeat. Then, match and say.  1.36

Ask the children to look at Activity 1. Set them some simple tasks to encourage them to focus on the picture and talk about what they can see, for example, *Count the boys/girls/animals*. Elicit where the people are and ask the children what is happening. Play the audio, pausing after each word, and ask the children to point to the animals. Encourage them to repeat the words as they hear them. Play the audio again, and then ask the children to match the numbered animals in the picture to the pictures on the right.

A picture dictionary is provided on page 76 of the Student's Book.

2 Listen and chant.  1.37  

Display the animal flashcards and point to each one in turn. Say the words and ask the children to repeat them after you with a clap. Play the audio and hold up the corresponding flashcards as the children listen. Ask eight volunteers to stand up and give each one a flashcard. Play the audio again and ask the volunteers to hold up their flashcards as they hear the names of the animals. The rest of the class point at the flashcards as they hear them. Play the audio again and encourage the children to say the chant. Ask the children if they have any pets at home and encourage them to tell the class about them.

FAST FINISHERS


The children choose which animal they would like as a pet and draw it.

WRAP-UP

Stick six flashcards in a line on the board and drill the words. Take one flashcard away and say the words again, including the missing flashcard. Take another flashcard away and repeat, including the two empty spaces. Keep playing until all the flashcards have been removed and the children are saying the words in order without the flashcards.

TRANSCRIPTS 1.36 Listen, point and repeat. Then, match and say.

1 parrot 2 snake 3 dog 4 rabbit
5 spider 6 fish 7 cat 8 mouse

 1.37 Listen and chant: *Pets in my house!*

Pets! Pets! In my house!
A dog, a rabbit, and a mouse.
I've got a cat and a parrot too,
A snake, a fish, a spider... whooooo!

Pets! Pets! In my house!
A dog, a rabbit, and a mouse.
I've got a cat and a parrot too,
A snake, a fish, a spider... whooooo!

Pets! Pets! In my house!
A dog, a rabbit, and a mouse.
I've got a cat and a parrot too,
A snake, a fish, a spider... whooooo!

Initial Evaluation

See whether the children are able to pronounce the names of the animals correctly.

ACTIVITY BOOK

Unit 3, page 16. See Teacher's Book page 114 for the answer key.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE BOOK

Language Section: depending on the level in your class, choose from pages 11-13. See pages 24-25 for the answer key.

GO Innovate!**Flip this lesson!**

Flipped Learning dynamic available in
GO Innovate! Teacher's Guide 1.



1 Listen and stick.



1.38



2 Listen and sing.



1.39



Sally! Sally!
Have you got a dog?
No, I haven't!

Sally! Sally!
Have you got a fish?
Yes, I have!

Have you got a (snake)? Yes, I have. / No, I haven't. • Lesson 2 • 29



The children improve their comprehension skills by listening for specific information and choosing the correct sticker.



The children develop their confidence in expression by singing a song with actions.

Key competences continuous assessment

Check if the children can:

- 1 Listen to a conversation in order to find the corresponding sticker.
- 2 Listen and follow a song about animals.

Language Objectives

To practise listening skills.

To introduce the structure *Have you got a (dog)?*
Yes, I have. / No, I haven't.

To revise colours.

Materials**Teacher's i-solutions**

Unit 3 animal Flashcards

Unit 3 Stickers

CD 1

WARMER

Display the Unit 3 **flashcards** and name the animals with the children. Describe the animals one by one for the children to guess: *It's (small). It's (white). It says 'squeak'...* Repeat with all the flashcards. If the children are able, the child who guesses the animal you describe can try and describe another animal for their classmates to guess.

1 Listen and stick.  1.38

Ask the children to look at Activity 1. Tell them that they are going to listen to the audio and find the corresponding **sticker** for each character. Play the audio and pause it after Mike and Carla's conversation. Ask the children to hold up the corresponding sticker before they stick it on the page. Encourage them to say *It's an orange cat*. Play the remainder of the audio, pausing after each conversation. Repeat if necessary, and then check answers as a class.

2 Listen and sing.  1.39  

Ask the children to look at Activity 2. Tell the children to look at the flashcards and play the song. The children listen and point to the pets they hear. Play the audio again and ask the boys to sing along to the verse with Ryan and the girls to join in for Sally's verse.

FAST FINISHERS


The children try to remember, or imagine, what pets their classmates have. They prepare their questions *Have you got a ...?* to ask later.

WRAP-UP

Take a flashcard and hold it so the class can't see it. Give them three guesses to find out which pet it is, by asking questions, for example, *Have you got a (rabbit)?* If they guess correctly choose a volunteer to come forward and take your place.

EXTRA ACTIVITY

Go around the class and ask the children the questions from the song, for example, *(Juan), have you got a fish?* Ensure they give you the complete short answer *Yes, I have*, or *No, I haven't*. Repeat the procedure but this time hold up the flashcard of the fish. Ask *(Juan), have you got a fish?* The child responds *(Yes), (I have)*. Repeat with different flashcards to prompt the children's answers.

TRANSCRIPTS 1.38 **Listen and stick.**

Mike: Hello Carla.

Carla: Hi, Mike!

Mike: Carla. Have you got a fish?

Carla: A fish? No, I haven't.

Mike: OK, have you got a cat?

Carla: Yes, I have. It's orange.

Mike: Jasmin, have you got a pet?

Jasmin: Yes, I have.

Mike: Have you got a snake?

Jasmin: A snake? No, I haven't.

Mike: Have you got a rabbit?

Jasmin: No, I haven't.

Mike: Oh! Have you got a parrot?

Jasmin: Yes, I have. It's green and yellow.

Mike: Hello Ryan. Have you got a pet?

Ryan: Yes, I have.

Mike: Have you got a mouse?

Ryan: No, I haven't.

Mike: Have you got a rabbit?

Ryan: Yes, I have. It's beautiful.

Mike: Sally, have you got a pet?


Sally: Yes, I have.

Mike: Have you got a dog?

Sally: No, I haven't.

Mike: Have you got a fish?

Sally: Yes, I have. I've got a fish.

 1.39 **Listen and sing: Have you got a dog?**

Sally! Sally!
Have you got a dog? (x3)
Sally! Sally!
Have you got a dog?
No, I haven't!

Sally! Sally!
Have you got a fish? (x3)
Sally! Sally!
Have you got a fish?
Yes, I have!

Ryan! Ryan!
Have you got a mouse? (x3)
Ryan! Ryan!
Have you got a mouse?
No, I haven't!

Ryan! Ryan!
Have you got a rabbit? (x3)
Ryan! Ryan!
Have you got a rabbit?
Yes, I have!

Continuous Assessment

The children should be able to recognise the affirmative and negative of the structure *Have got* to complete the activity.

ACTIVITY BOOK

Unit 3, page 17. See Teacher's Book page 114 for the answer key and transcript.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE BOOK
Speaking Section: page 51.

GO Innovate!**Cooperative Learning**

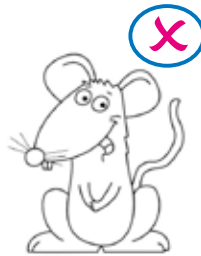
Cooperative structure available for vocabulary review. See **GO Innovate! Teacher's Guide 1**.



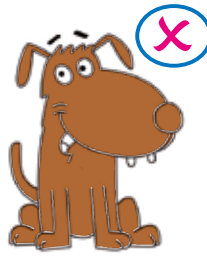
1 Trace and colour. Then, listen and tick ✓ or cross ✗.  1.40



Alex



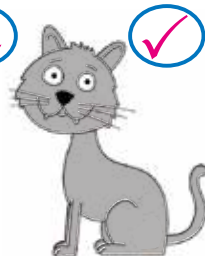
white



brown



black



grey



2 Look and ask.



Emma



Ben



Kim

Have you got a white dog?

Yes, I have.

You're Ben.

30 • Lesson 3 • Have you got a (black) (rabbit)? Yes, I have. / No, I haven't.



The children improve their comprehension skills by listening for specific information.



The children practise a basic social rule by taking turns to ask and answer questions in pairs.

Key competences continuous assessment

Check if the children can:

- 1 Put a tick or a cross next to the animals and identify the correct pet.
- 2 Listen to their partner and take turns to ask questions to identify the characters and their pets.

Language Objectives

To practise listening skills.

To practise the structure *Have you got a (dog)?*

Yes, I have. / No, I haven't.

To revise colours.

Materials

Teacher's i-solutions

CD 1

Unit 3 animal Flashcards

Lively music

WARMER

Ask the children to stand up and walk around the classroom. Say *Touch something (grey)*. The children get up and touch a grey object. Repeat with other colours. Alternatively, the children can stay in their seats and point to different coloured objects.

1 Trace and colour.

Then, listen and tick ✓ or cross X.  1.40

Tell the children to look at Activity 1 and ask them to name the animals. Then, ask them to trace the words, say them aloud and colour in the animals. Tell the children that they are going to listen to a conversation about Alex's pets. Play the audio and pause after the first part. Ask *Is Alex's pet a white mouse?* Draw a cross on the board to indicate that he hasn't got a white mouse. Play the remainder of the audio for the children to complete the activity. Check answers.

2 Look and ask.

Model the question in Activity 2 *Have you got a white dog?* Drill chorally and then call on volunteers to repeat it. Practise the short answers in the same way. Demonstrate the activity with a volunteer. The children look at the pictures and in pairs take turns to ask and answer questions using the structure to guess the person.

FAST FINISHERS

The children count and say all the animals on the page and what colour they are.


WRAP-UP

Ask the children to stand in a circle and play some music. Pass a **flashcard** around in a clockwise direction and stop the music. Ask (*Luis*), *have you got a (cat)?* Encourage the child holding the flashcard to answer *Yes, I have*, or *No, I haven't*. Add another flashcard and continue the game, allowing the two children holding the flashcards to ask each other the questions. Continue until all the flashcards are being passed around and all the children have had a turn.

EXTRA ACTIVITY

Ask the children to sit in a circle and give eight volunteers a flashcard. Play some music and tell the children to pass the flashcards around the circle in a clockwise direction. Stop the music and have the children left holding flashcards mime the animal for the rest of the class to guess.

TRANSCRIPT

 1.40 **Trace and colour.**
Then, listen and tick ✓ or cross X.

Narrator: Hi, Alex.

Alex: Hello.

Narrator: Alex, have you got a pet?

Alex: Yes, I have.

Narrator: Hmm! Have you got a white mouse?

Alex: A white mouse? No, I haven't.

Narrator: Ok. Have you got a brown dog?

Alex: No, I haven't. I haven't got a brown dog.

Narrator: What about a rabbit? Have you got a black rabbit?

Alex: No, I haven't.

Narrator: Ah! I know! Have you got a grey cat?

Alex: Yes, I have. I've got a cat.

Continuous Assessment

The children should have a good understanding of the structure and vocabulary if they respond correctly to the questions and elimination activities.

ACTIVITY BOOK

Unit 3, page 18. See Teacher's Book page 114 for the answer key.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE BOOK

Listening Section: page 33. See page 55 for the answer key and page 139 for the transcripts.

Reading Section: page 39. See page 57 for the answer key.



1 Stick and trace. Then, listen and chant.



Cats climb.



Fish swim.



Dogs run.



Parrots fly.



2 Look and say.



Rabbits run.



Natural Science: animal movement • Lesson 4 • 31



The children develop their confidence in expression by taking part in a chant.



The children increase their awareness of the natural world by talking about animals.

Key competences continuous assessment

Check if the children can:

- 1 Trace over the sentences and sing along with the chant.
- 2 Make sentences using action verbs relating to the animals.

Language Objectives

To practise tracing.

To practise action verbs for animals: *rabbits run, fish swim, cats climb, parrots fly.*

Materials

Teacher's i-solutions

Unit 3 animal Flashcards

Unit 3 Stickers

CD 1

WARMER

Take the Unit 3 animal **flashcards** and **word cards** and lay them face down on the floor. Put the children into teams and play a memory game: each team takes a turn to turn over two cards and say the name of the words or pictures. If they find a matching word and picture, they get to keep the cards. If the cards don't match, they turn them over again. At the end of the game, count the cards. The team with the most cards is the winner.

1 Stick and trace. Then, listen and chant.  1.41  

Tell the children to look at Activity 1. Ask them to read and trace the words, then tell them to find the corresponding **sticker** for the first phrase. Demonstrate how to put the sticker in the corresponding space, then allow the children to stick on the other stickers. When they are ready, play the audio and ask them to point to the stickers as they listen. Play the audio again and pause after each line. Encourage the children to repeat the phrases and to invent an action for each one. Play the audio one last time and have the children say the chant and do the actions.

2 Look and say.

Tell the children to look at Activity 2 and elicit the names of the animals. Read out the sentence and elicit the picture. The photo choice is designed to engage the children's imagination. Point out to them that fish swim and some fish 'fly'! In pairs, look at the pictures. Give them time to practise the answers together, then check as a class.

FAST FINISHERS

The children write out the answers for Activity 2.

WRAP-UP

Divide the children into four groups named after the animals from the song: *fish, cats, dogs, and parrots*. Play the chant again and tell the children stand up and do an action when they hear their animal. For example, when the children hear *fish*, the children in this group stand up and mime splashing in the water.

EXTRA ACTIVITY

Make statements about different animals and ask the children to say *yes* or *no*. For example, *Snakes run (no); Cats run (yes)*. Exaggerate the intonation for *yes* and *no* for the children to model.

TRANSCRIPT**1.41 Stick and trace.**
Then, listen and chant: *Cats climb*

Fish swim, fish swim,
Splish! Splash! See them swim.
Cats climb, cats climb,
High! High! High!

Dogs run, dogs run,
Woof! Woof! See them run.
Parrots fly, parrots fly,
In the sky!

Continuous Assessment

The children should be able to follow the chant and talk about the pictures using the key vocabulary.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE BOOK

CLIL Section: page 75. See page 79 for the answer key.

GO Innovate!**Thinking-based Learning**

Thinking routine available for extension.
See **GO Innovate! Teacher's Guide 1**.

A NEW PET



1 Look and write the scene numbers.



6



4



5 6



6



3



2 Listen to the story.



32 • Lesson 5 • Key vocabulary and grammar in context



The children consolidate their vocabulary by identifying the items in the story.



The children develop their awareness of the responsibility that comes with having a pet.



The children develop their reading skills by following the story.



 **Value:** Your pet is special.

33



Key competences continuous assessment

Check if the children can:

- 1 Find and name the items in the story.
- 2 Follow and understand the story by answering the literacy help questions.
- 3 Understand the importance of appreciating pets and looking after them.

Language Objectives

To listen to and understand a story.

To recognise key vocabulary in context: *bad, cupboard, good, sofa.*

To introduce prepositions: *It's in the cupboard. It isn't on the table.*

Materials

Teacher's i-solutions

Unit 3 Story Cards

CD 1

EXTRA ACTIVITY

Call eight volunteers to the front and ask them to line up. Give them each a story card, but in the wrong order. The rest of the class give them instructions to put the story in order: *(Juan), number one. (Lucía), number two...*

Continuous Assessment


Make sure the children can follow the story and infer its basic message.

WARMER

Show the first **story card** and elicit from the children where they think the characters are, what they are doing and how they are feeling. Ask the children if there are any dog homes in their area. Accept L1 if necessary if the children volunteer any stories. Ask them to look at the page again and ask what they think will happen in the story.

1 Look and write the scene numbers.

Tell the children to look at Activity 1. Elicit the names of the five objects (*pencil case, ball, fish, pencil, number seven*), then ask the children to look at the pictures and find the pencil case. Give them a time limit of one minute and tell them to raise their hands once they have located the pencil case. Write the number 6 on the board (for scene 6) and tell children to copy the number into their books. Allow the children to complete the activity in pairs, then check answers with the class.

2 Listen to the story.  1.42 

Tell the children that they are going to listen to a story. Display the first story card and point to Mike and the dog. Tell the children that the story is about them. Play the audio and display the corresponding story cards. Pause the audio after each story card and ask the literacy help questions on the back. Model and drill *What a bad dog!*

FAST FINISHERS

The children think what other animals they have learnt about can do the same things as Jack the dog.

WRAP-UP

Invite any children who have dogs to talk about them. Ask questions to prompt them *Are they good dogs? Are they ever 'bad'? Are they good at finding things?* Ask the other children if they have any pets and encourage them to talk about them. Elicit examples of good and bad behaviour from their pets.

V

VALUE

Your pet is special.



Take the opportunity to talk about pets with the children. Find out how many of the children have pets, and what they are. Ask them for details: *How do they feel about their pet? What is their pet called?* For the children who don't have pets, ask them which pet they would like to have.

Elicit how we can look after animals at home. Brainstorm some ideas:

taking your dog for walks (stress the importance of giving animals daily exercise), feeding them well, training them, playing with them, making sure they are comfortable and warm, taking them to the vet if they are sick, etc. Conclude by saying that animals are very important and that if we have pets, it's our responsibility to ensure they are well looked after.



TRANSCRIPT

1.42 Listen to the story. **A NEW PET**

Story Card 1

Narrator: Mike wants a dog. Mum, Dad and Mike go to the dog's home. They look at a puppy. Mike wants this dog!

Mike: Ooooh! Your name's Jack. Hello, Jack!!

Story Card 2

Narrator: Later, at home...

Mike's dad: Oh, no! What a bad dog!

Narrator: Now, Dad isn't happy.

Mike: Oh, Jack!

Story Card 3

Narrator: The next day...

Narrator: Look! Here's the postwoman! Uh-oooh...

Mike: No, Jack! Stop that!

Mike's dad: Oh, what a bad dog!

Narrator: Now, Mike isn't happy with Jack.

Story Card 4

Narrator: Mike and Jack are playing.

Mike's dad: Where's the remote control?

Mike's mum: It's on the table.

Story Card 5

Narrator: But the remote control isn't on the table.

Mike's dad: Hmm! Sue! Where's the remote control?

Sue: Erm... it's in the cupboard.

Story Card 6

Narrator: But the remote control isn't in the cupboard.

Mike: Shhh! Quiet, Jack!

Mike's dad: Oh, no! Where's the remote control?

Story Card 7

Mike's mum: No, Jack! Oh, what a bad dog!

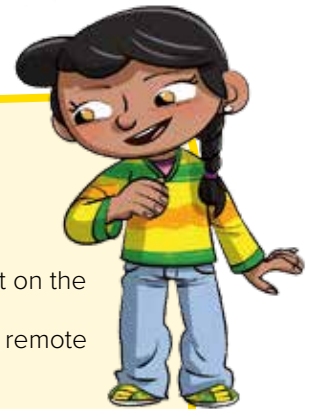
Mike: Eh? Look, Dad! It's on the sofa!

Story Card 8

Narrator: Now, Dad is happy!


Mike's dad: Oh, what a good dog!

Mike: Good boy!






3



1 Look and trace. Then, listen and colour.  1.43




2 Listen and sing.    1.44

Where's the red ball?
Do you know?
It's on the table!
No, no, no!



Where's the red ball?
Can you guess?
It's on the sofa!
Yes, yes, yes!



3 Make a living room scene.  **TIME TO TALK**

34 • Lesson 6 • Where's the (green) (ball)? It's (on) the (sofa).



The children develop their listening skills by colouring in the balls in the living room scene.



The children increase their confidence in expression by singing a song.



Children use their creativity to make a living room scene.

Key competences continuous assessment

Check if the children can:

- 1 Listen and identify the colours of the balls.
- 2 Listen and join in with the song.
- 3 Make their own living room scene and describe where their animals are positioned.

Language Objectives


To introduce furniture vocabulary.
 To introduce prepositions of place to describe where the furniture is in a living room.
 To sing a song.

Materials

Teacher's i-solutions
 Unit 3 furniture Flashcards
 CD 1
 Unit 3 Pop-outs

WARMER


Hold up a **flashcard** with the picture facing towards you so the children cannot see it. Quickly turn it around to show the children the picture and then turn it back again straight away. Ask the class to say what they think it is. If nobody can guess, show the picture again for a longer time. Then point to the same items of furniture in the classroom and ask the children to name them.

1 Look and trace. Then, listen and colour.  1.43

Ask the children to look at Activity 1 and point to the items of furniture in the living room: *Point to the (sofa)*. As they find the items, ask them to trace the words in the picture. Ask the children what else they can see in the picture and elicit the word *ball*. Tell the children to find and point to the balls. Play the audio and pause after the first description. Ask the children where and what colour the ball is: *Where's the red ball? (It's on the sofa)*. Give the children time to colour in the ball, then play the remainder of the audio pausing after each description to give the children time to colour in the rest of the balls.

2 Listen and sing.  1.44  

Tell the children to look at Activity 2. Write the words *table*, *sofa*, *school bag* and *cupboard* on the board and tell them that they are going to listen to a song. Play the audio and ask *Where's the red ball?* Elicit the answer and put a tick next to the word *sofa*. Repeat with the grey ball. Play the audio again and encourage the children to sing along.

3 Make a living room scene.  **TIME TO TALK**


Distribute the Unit 3 **pop-outs**. The children colour in the four pets and pop them out. Tell them that they are going to work in pairs and explain the activity. Child A places the four animals in the scene. Child B (not looking at Child A's picture) asks Child A where each animal is and then places them in the same positions.
 Child B: *Where's the snake?*
 Child A: *It's on the table.*
 Repeat the game with Child A asking the questions.

FAST FINISHERS

The children try to copy the words from Activity 1 and draw an example of each.

WRAP-UP

Play a guessing game. Take three classroom objects and show them to the children. Choose three volunteers to stand with their back to the class or leave the room. Hide the objects 'in' or 'on' the furniture, bags, etc. Then, ask the volunteers to come back and tell them that they have to find the objects. Ask *Where's the (rubber)?* The volunteers guess, for example, *It's in the (bin)*. If they're wrong, the class calls out *No! No! No!* If they're right, they say *Yes! Yes! Yes!*

TRANSCRIPTS 1.43 **Look and trace. Then, listen and colour.**

Narrator: Hello, Mike!

Mike: Hello!

Narrator: Where's the red ball?

Mike: It's on the sofa.

Narrator: And where's the grey ball?

Mike: It's in the cupboard.

Narrator: OK. Where's the green ball?

Mike: The green ball?

Narrator: Yes.

Mike: Erm... it's on the table.

Narrator: Very good! And where's the black ball?

Mike: Oh, it's in the school bag.


Narrator: Thank you! Now, where's the pink ball?

Mike: The pink ball... Oh, yes, it's in the bin.

Narrator: OK, and where's the brown ball?

Mike: It's on the chair.

Narrator: Thank you Mike!

 1.44 **Listen and sing: Where's the red ball?**

Where's the red ball?
 Do you know?
 It's on the table!
 No, no, no!

Where's the red ball?
 Can you guess?
 It's on the sofa!
 Yes, yes, yes!

Where's the grey ball?
 Do you know?
 It's in the school bag!
 No, no, no!

Where's the grey ball?
 Can you guess?
 It's in the cupboard!
 Yes, yes, yes!

Continuous Assessment

Make sure the children are able to do the first listening activity individually and that they can follow along with the song. Check the children are familiar with the furniture vocabulary and are becoming familiar with the prepositions of place.

ACTIVITY BOOK


Unit 3, page 19. See Teacher's Book page 115 for the answer key.

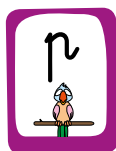


1 Look and write. Then match. **TIME TO WRITE**

I've got a  white  mouse

I've got a  yellow  fish

I've got a  grey  cat




PHONICS



2 Listen and repeat.  1.45



3 Listen and say.  1.46

This is Peter's pet. It's a pink and purple parrot!



Writing: colour + noun word order • **Phonics:** initial sound *p* as in *pink* • **Lesson 7** • 35



The children practise their writing skills by completing sentences using the prompts provided.



The children develop their knowledge of pronunciation by practising the initial sound *p*.



The children apply their knowledge to a chant.

Key competences continuous assessment

Check if the children can:

- 1 Complete a sentence with *I've got a ...* and write the missing words.
- 2 Listen and repeat the initial sound *p* correctly.
- 3 Listen and reproduce the *p* sound in a tongue twister.

Language Objective

Phonics: to practise the initial sound **p** as in *parrot*.

Materials**Teacher's i-solutions**

Unit 3 Poster
CD 1

Coloured classroom objects (two of each)

WARMER

Display the Unit 3 **poster** and ask the children to study it and remember the colours of the animals. Tell the children to close their eyes, and say an incorrect sentence about the poster: *The (parrot) is (red)*. The children respond *No, it's (blue and yellow)*! Allow them to open their eyes to check, then continue the game. If the children are able, they can continue in pairs, taking turns to say an incorrect sentence for their partner to correct.

TIME TO WRITE!**1 Look and write. Then match.**

Tell the children to look at Activity 1. Demonstrate how to complete the first sentence using the rebus clues, by eliciting the words from the class. Give the children time to write the words and complete the remaining sentences, then tell them to match the sentences to the illustrations. Call on volunteers to read their sentences aloud and point to the pictures to check answers.

PHONICS**2 Listen and repeat.**  1.45

Tell the children to look at Activity 2. Ask them to listen and point to each word as they hear it on the audio. Play the audio again and this time tell the children to also repeat the words. Ensure that they are pronouncing the initial sound **p** correctly. Repeat the audio if necessary, then ask the class if they can think of any more words beginning with the **p** sound. If they are able, allow the children to come to the board and write their words.

3 Listen and say.  1.46

Tell the children to look at Activity 3. Play the audio and ask them to listen and say the sentences. Pause the audio to allow time to repeat and ensure that the children are emphasising the initial sound **p** correctly. Then drill/repeat the tongue twister in different ways, e.g. *quietly, loudly, slowly, quickly, happily, sadly*, etc.

FAST FINISHERS


The children think of all the colours a parrot can be. Repeat for the other animals.

WRAP-UP

Call out a list of words the children know. When you say a word beginning with the initial sound **p**, the children stand up; if the next word doesn't begin with the **p** sound, they sit down. Use words from the current and previous units to revise vocabulary, for example, *blue, book, crayon, dog, parrot, pencil, pen, purple, rabbit, rubber, sharpener*, etc.

EXTRA ACTIVITY

Show the children the classroom objects and elicit the names of the objects and the colours: *A (blue) (pencil)*. There should be at least two of each item in different colours. Place them on the floor slightly spread out, and put the children into two teams. Ask the teams to line up either side of the objects and call out an object, for example, *A red crayon!* The first player to touch the red crayon wins the point for their team. Continue until all the members of each team have had a turn.

TRANSCRIPTS 1.45 **Listen and repeat.**

pink, parrot, purple

 1.46 **Listen and say.**

This is Peter's pet. It's a pink and purple parrot!

Continuous Assessment

Evaluate the children's knowledge of key vocabulary in the rebus.

Make sure they pronounce the **p** sound correctly. It should not be confused with the **b** sound.

Activity Book

Unit 3, page 20. See Teacher's Book page 115 for the answer key.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE BOOK

Writing Section: page 45. See page 58 for the answer key.

Phonics Section: page 65. See page 69 for the answer key and page 140 for the transcripts.


3

GO AROUND THE WORLD



Hi! I'm John from the United States.



1 Listen and number.  1.47



2 Write. Then draw a pet.

I've got a _____

_____ Child's own answer



36 • Lesson 8 • Learn about pets in the United States



The children develop their cultural awareness as they learn about pets in the USA.



The children use their imagination and creativity by drawing their pet.

Key competences continuous assessment

Check if the children can:

- 1 Listen and number the pictures.
- 2 Choose and draw their pet.

Language Objectives

To review the structure *I've got a (fish). Have you got a (rabbit)?*

To introduce new vocabulary: *hamster, pony.*

To learn about pets in the USA.

Materials

Teacher's i-solutions

Unit 3 animal Flashcards

CD 1

A world map or globe

WARMER

Stick the Unit 3 animal **flashcards** onto the board. Elicit the names, then turn them round so they're facing the wall. Divide the class into three teams. Show an animal **word card** and ask the first team to say the word. If they say the word correctly, give them a point. Then give them a second point if they can remember where the flashcard which shows the picture of the corresponding animal is. Show the children a world map or globe. Read the text in the speech bubble and elicit what the children know about the USA. Invite a volunteer to come forward and find the USA on the map or globe. Ask if anyone has ever been there and encourage the children to tell you anything they know about the USA.



Watch the video **Pets** to introduce the lesson theme.

1 Listen and number. 1.47

Ask the children to name the pets they can see in the photos. Elicit the words for *hamster* and *pony*. Then describe one of the pets for them to guess. *It's big. It's brown. (Pony)* Repeat with the other pets. Tell the children that they will hear four more children from the USA describing their pets. Play the first part of the audio and pause it. Ask the children which picture it corresponds to and tell them to number it. Continue for the rest of the audio.

2 Write. Then draw a pet.

Tell the children to look at Activity 2. Tell them that they are going to draw a picture of a pet. If they haven't got a pet, tell them that they can draw a pet they would like to have or the pet of a friend or relative. Before they start drawing, tell them to trace and complete the sentence. As a follow-on, display the flashcards again. Point to the cat and ask *Who's got a cat?* The children who've drawn a cat put their hands up. Count the cat owners and write the number next to the cat flashcard. Repeat with the other pets to find the most popular pet.

FAST FINISHERS

The children point at the animal from Activity 1 that doesn't appear in Lesson 1 (horse/pony). They try to remember its name in English and draw one.

WRAP-UP

Drill the questions from the audio: *Have you got a pet? What colour is it?* Encourage the children to copy your rhythm and intonation as you model the questions. Ask the children to stand in a circle and in a clockwise direction, ask the questions to the child on their left, who then answers before posing the same questions to the child on their left.

EXTRA ACTIVITY

Ask the children to stand up and mingle, asking each other *Have you got a (dog)?* When they find another child with the same pet as them, they give each other a high-five.

TRANSCRIPT

1.47 Listen and number.

John: Hi! I'm John from the United States. These are my friends.

1

John: Hello, Tyler. Have you got a pet?

Tyler: Yes, I've got a fish.

John: A fish?

Tyler: Yes, it's orange.

2

John: Hi, Amy. Have you got a pet?

Amy: Hi, John. Yes, I've got a pony.

John: A pony! What colour is it?

Amy: It's brown.

3

John: Hello, Megan. Have you got a rabbit?

Megan: No, I haven't. I've got a parrot.

John: A parrot?

Megan: Yes, it's blue and yellow.

4

John: Hi, Matt. Have you got a pet?

Matt: Yes, I have. I've got a hamster.

John: Oh! What colour is it?

Matt: It's white.


Continuous Assessment

Assess whether the children associate key vocabulary heard in an audio with their visual representations on the page.

GO AGAIN!

3



1 Read and colour. Then, listen and tick ✓ or cross X.  1.48

parrot mouse cat snake rabbit fish



2 Listen and say the picture.  1.49



LEARNING TO LEARN
3

Choose your favourite activity in the unit and stick. 

Unit review • 37



The children reinforce their knowledge of the unit vocabulary by identifying which animals in the picture the children have.



The children practise their listening skills by choosing the correct picture according to the description.



The children learn to learn by reflecting on the unit activities and selecting their favourite one.

Key competences continuous assessment

Check if the children can:

- 1 Understand the listening activity and indicate if the children have the pets in the picture.
- 2 Listen and identify the correct picture.
- 3 Choose their favourite activity in the unit by putting the sticker on it.

Language Objective

To review vocabulary and structures from Unit 3.

Materials

Teacher's i-solutions

Unit 3 furniture Flashcards
CD 1
Trophy Stickers
Unit 3 Poster

WARMER

Play a memory game. Take the Unit 3 furniture **flashcards** and **word cards** and lay them face down on the floor. Put the children into two teams, each team takes a turn to turn over two cards and say the name of the words or pictures. If they find a matching word and picture, they keep the cards. If the cards don't match, they turn them over again.

1 Read and colour.

Then, listen and tick ✓ or cross X.  1.48

Ask the children to point to the parrot and ask *What colour is it?* Explain that the word is purple and so is the parrot. Do the same with the rest of the animals. Then ask them to colour the pictures. Play the audio and pause after the first description. Ask the children if Tony has a parrot and tell them to put a cross in the box.

2 Listen and say the picture. 1.49

Explain to the children that they will listen to the description and decide if the statement is true for picture A or B. Play the audio and elicit the correct answers as a class.



3 Choose your favourite activity in the unit and stick.

Allow the children time to look back over the unit and decide which activity they liked the most and why. Tell them to put the trophy **sticker** on that activity.

FAST FINISHERS

The children talk quietly to themselves about the pictures in Activity 2 using the structures they remember.

WRAP-UP

Display the Unit 3 **poster**. Choose an animal, write it on a piece of paper and keep it hidden from the class. Tell them you are thinking of a word from the poster and give them four chances to guess. The children say, for example, *Is it yellow? Is it the (cat)?* If the class guess in four guesses, give them a point. If they don't, show them the paper with your word and award yourself a point.

Final Assessment

Check that the children know the names of the animals and that they understand and use the *have got* structure and the key action verbs as well as the furniture vocabulary and the prepositions of place.

TRANSCRIPTS

1.48 Read and colour. Then, listen and tick ✓ or cross X.

Tina: Hi, Tony!

Tony: Hello, Tina! Hello, Tim!

Tina: Tony, can I ask you about your pets? Have you got a parrot?

Tony: A parrot? No, I haven't.

Tim: OK. Have you got a mouse?

Tony: Yes, I have. I've got a grey mouse.

Tina: Oh! And, what about a cat? Have you got a cat?

Tony: No, I haven't.

Tim: Have you got a rabbit?

Tony: Yes, I have. I've got a brown rabbit.

Tina: Ahh! I like rabbits. What about snakes? Have you got a snake?

Tony: No, I haven't. No, no, no! No, thank you!

Tim: OK, and how about a fish? Have you got a fish?

Tony: Yes, I have. I've got a red fish.

Tina: A red fish, really? OK, thanks Tony. Bye!

Tony: Goodbye!

1.49 Listen and say the picture.

1 Girl: Look at the pictures. Where's the dog?

Boy: The dog is on the sofa.

Girl: On the sofa? Oh yes, I see it!

Narrator: It's in picture...!

2 Boy: And now, the fish. Where's the fish?

Girl: It's on the table.

Boy: The fish is on the table. Oh yes, there it is!

Narrator: It's in picture...!

3 Girl: Hey, where's the rabbit?

Boy: The rabbit? It's in the bin.

Girl: Ah, poor rabbit!

Narrator: It's in picture...!

4 Boy: Can you see the cat? Where's the cat?

Girl: It's in the cupboard.

Boy: In the cupboard? Oh yes! There it is. Hello cat!

Narrator: It's in picture...!

5 Boy: What about the snake? Where's the snake?

Girl: The snake's on the table.

Boy: Oh yes!

Narrator: It's in picture...!

6 Girl: And now the parrot. Where's the parrot?

Boy: It's on the cupboard.

Girl: On the cupboard? Oh yes, I can see it.

Narrator: It's in picture...!

ACTIVITY BOOK

Unit 3, page 21. See Teacher's Book page 115 for the answer key and transcript.
My new words, page 42. See Teacher's Book page 204 for the answer key and transcript.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE BOOK

Unit test: depending on the level of your class, choose from pages 101-104. See pages 129-130 for the answer key and page 140 for the transcript.

GO Innovate!

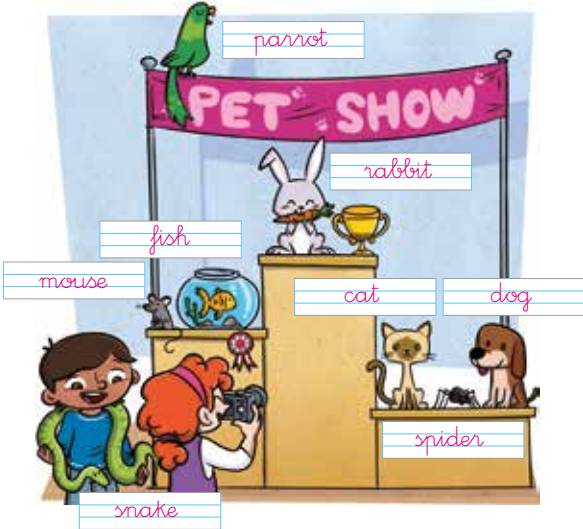
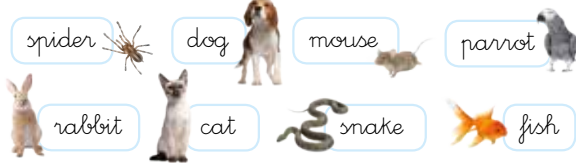


Drama

Drama games available for language consolidation. See **GO Innovate! Teacher's Guide 1**.

POPULAR PETS

1 Look and write.



2 Listen and tick ✓ or cross X.



3 Trace and circle. Then colour. Child applies colours

Have you got a cat? Have you got a fish?



Yes, I have.

No, I haven't.



Yes, I have.

No, I haven't.

4 Read and colour. Then, look and answer.

- 1 = black
- 2 = grey
- 3 = white
- 4 = brown
- 5 = red
- 6 = green



Yes, I have.

No, I haven't.

Have you got a black dog?
Have you got a white mouse?
Have you got a grey spider?
Have you got a brown cat?

No, I haven't.
Yes, I have.
Yes, I have.
No, I haven't.



TRANSCRIPT

6 Listen and tick ✓ or cross X.

Narrator: Hello, Frank.

Frank: Hi!

Narrator: Frank, have you got any pets?

Frank: Yes, I have. I've got three pets.

Narrator: Ah! Have you got a parrot?

Frank: A parrot? No, no, I haven't got a parrot.

Narrator: OK, have you got a cat?

Frank: Yes, I have. Her name's Kitty.

Narrator: What about a mouse? Have you got a mouse?

Frank: Yes, I have.

Narrator: And have you got a dog?

Frank: A dog? No, I haven't.

Narrator: Alright, what about a rabbit? Have you got a rabbit?

Frank: No, I haven't.

Narrator: OK. Have you got a snake?

Frank: Yes, I have. I've got a snake. His name's Snooty.

Narrator: Alright, Frank.

5 Trace and number.

sofa (3) table (4) chair (1)
bin (5) cupboard (2)

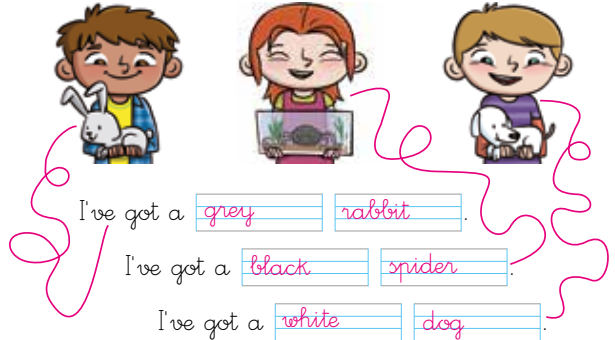


6 Read, look and match.

Where's the fish? — It's on the sofa.
Where's the snake? — It's on the table.
Where's the spider? — It's in the bin.
Where's the dog? — It's on the chair.
Where's the mouse? — It's in the cupboard.

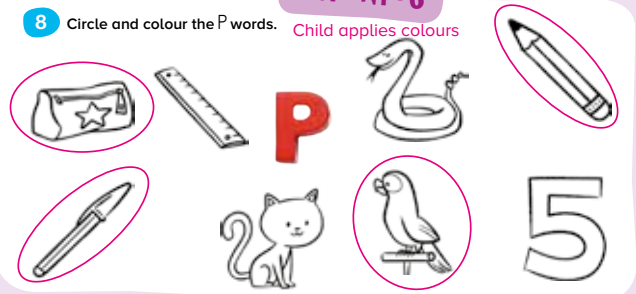
7 Look, choose two words and write. **TIME TO WRITE**

black grey white + dog rabbit spider



PHONICS

8 Circle and colour the P words. **Child applies colours**

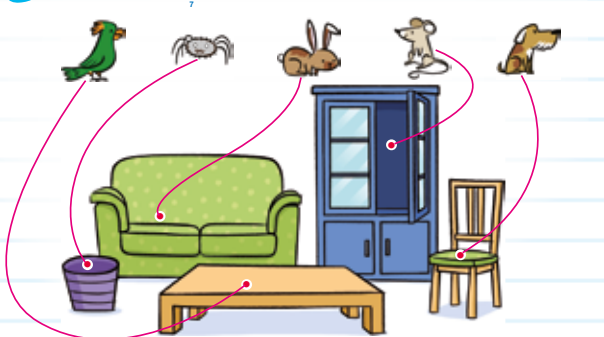


GO AGAIN!

1 Find and write.

	w	o	s	d	o	g	a	m	
<u>dog</u>	s	o	f	a	e	t	i	v	<u>bin</u>
	c	r	w	m	o	u	s	e	
<u>sofa</u>	a	c	h	a	i	r	r	g	<u>rabbit</u>
	z	u	k	a	b	i	n	h	
<u>mouse</u>	r	a	b	b	i	t	x	o	<u>chair</u>

2 Listen and match.



TRANSCRIPT

7 Listen and match.

Max: Hello, Cindy.
Girl: Hi, Max.
Max: Cindy, where's the parrot?
Cindy: The parrot? It's on the table.
Max: The parrot's on the table, OK.
Cindy: Max, where's the mouse?
Max: It's in the cupboard!
Cindy: In the cupboard, good.
Cindy: Max, where's the dog?
Max: It's on the chair. The dog's on the chair.
Cindy: OK, thanks!
Max: What about the spider? Where's the spider, Cindy?
Cindy: It's in the bin.
Max: The spider's in the bin. Yes.
Cindy: And the rabbit? Where's the rabbit?
Max: It's on the sofa.
Cindy: It's on the sofa. Great! Thanks, Max!