



GO! 1

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Dear Teacher,

From all the Richmond team, we sincerely hope that this Teacher's Resource Book helps you and your students make the most of the **GO! 1** project.

You will find the following six areas inside, each containing worksheets, their corresponding answer key and, where appropriate, the audio transcript. These areas are designed to cover all the possible needs, queries or difficulties your students may have.

Language:

The worksheets comprising this section focus on the new vocabulary and structures presented. To help with the mixed ability in your class, we have provided these at three levels: reinforcement, consolidation and extension. Consolidation worksheets reflect the general level of the class, providing students with additional material for extra practice. The extension worksheets are for students who require more challenging material, while the reinforcement sheets will help students who require some extra support.

Skills:

This section is divided into the four main areas of language acquisition: reading, writing, listening and speaking. You will find a variety of exercises that, while focusing on a particular skill, continue to practise the vocabulary and structures covered in each unit. You will find this section particularly useful if you are preparing your students for the Young Learners exams.

Phonics:

These worksheets are designed to provide extra practice for the initial sounds presented in Lesson 7 of the Student's Book.

CLIL:

These worksheets will give the children the opportunity to consolidate the target vocabulary and concepts covered in the corresponding section of the Student's Book. The area is designed to integrate language learning with content from a range of school subjects.

Drama:

The plays we present in this section contain the target vocabulary and structures the children have worked on in the different units. The script is accompanied by tips on how to work with the children and prepare their performance. They are ideal for a Christmas and end of year show respectively.

Tests:

You will find four types of tests: a general diagnostic test, unit, term, and end of year tests. This format allows you to choose the most appropriate time to gauge the level of your students' understanding and assimilation of new language. All the tests are intended to be both fun and thorough. They include work on the four basic skills and include two different versions for the same unit to meet the needs of your students.

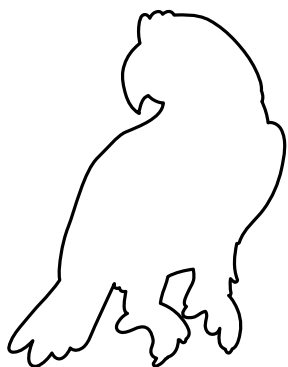
Warm regards,
The Richmond editorial team

LANGUAGE WORKSHEETS

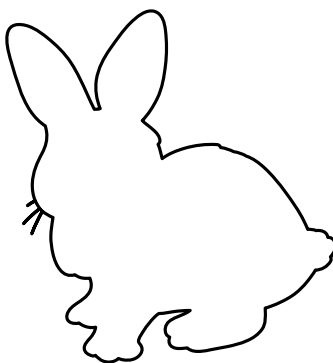
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ANSWER KEY	26

Name: _____

1 Look and circle.



It's a snake /
parrot.

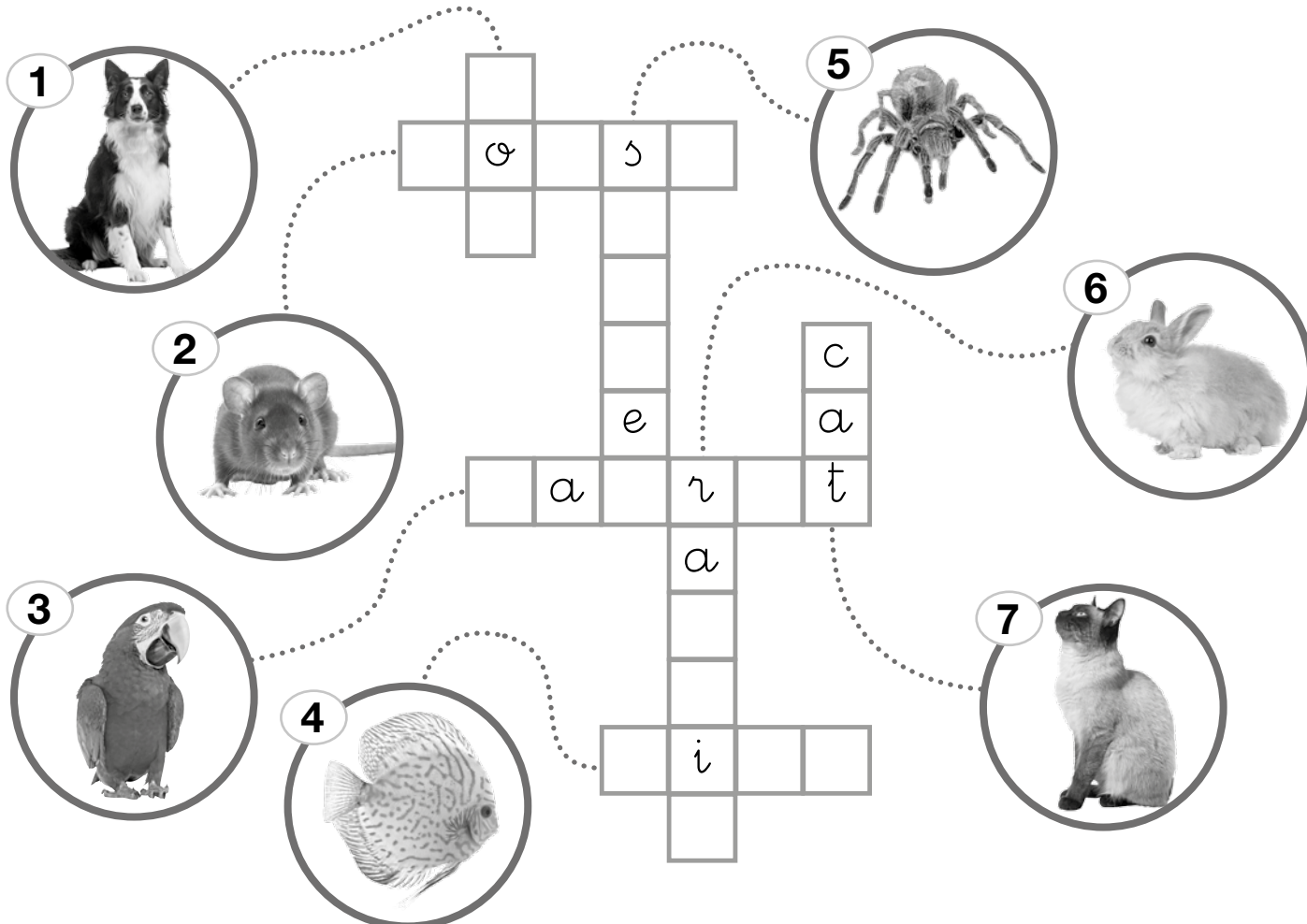


It's a dog /
rabbit.



It's a cat /
fish.

2 Solve the crossword puzzle.



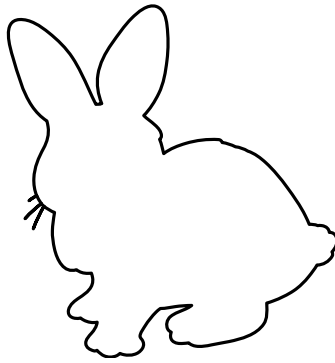
Name: _____

1 Look and write.



It's a

p _____.



It's a

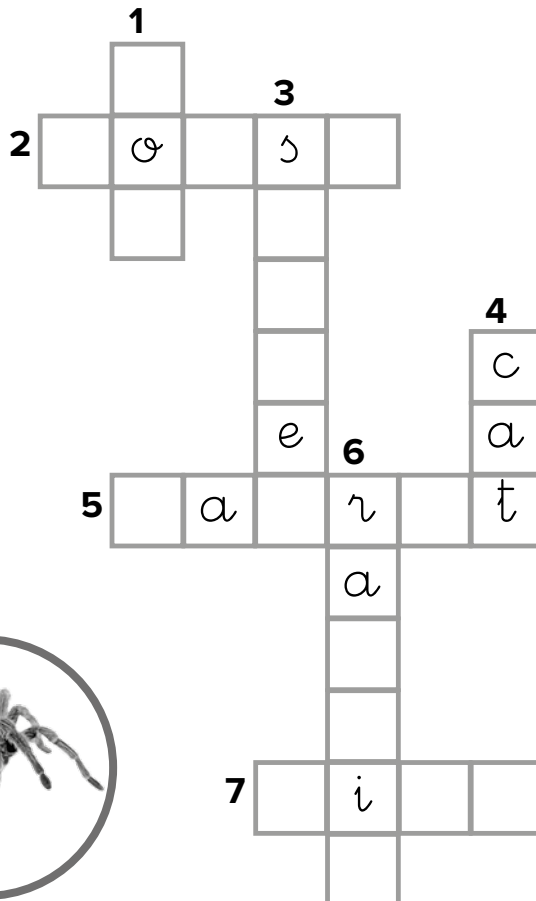
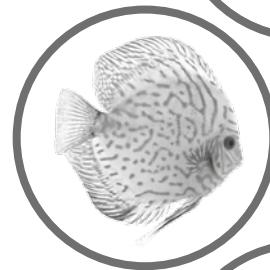
r _____.



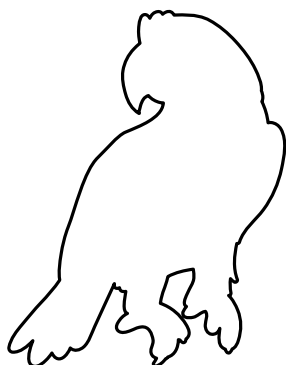
It's a

c _____.

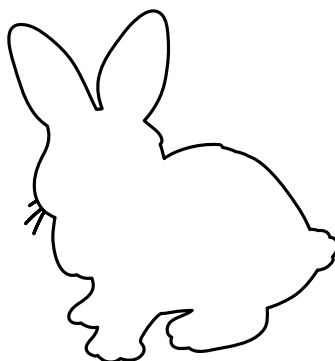
2 Solve the crossword puzzle. Then match.



Name: _____

1 Look and write.

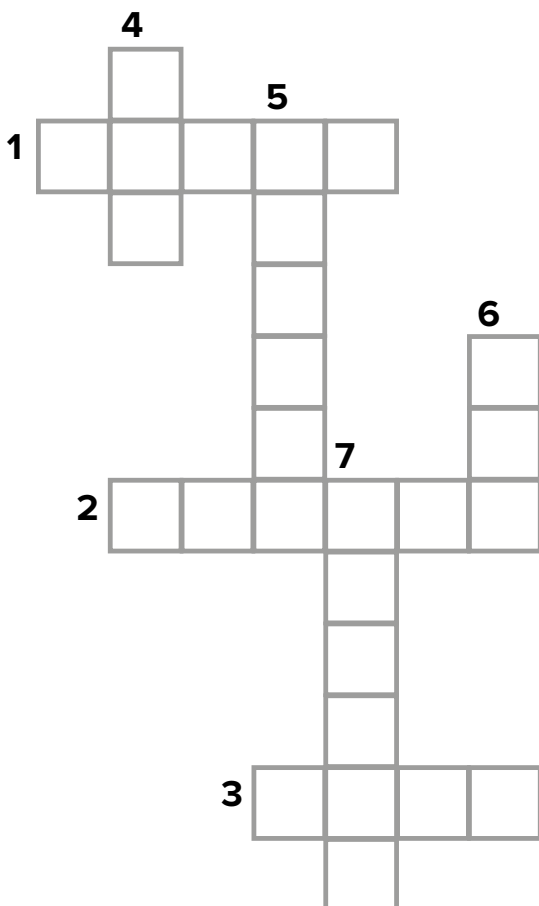
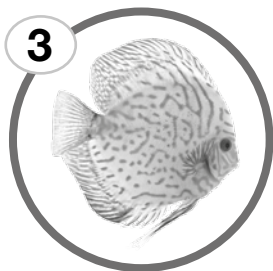
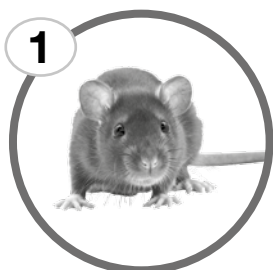
It's a



It's a



It's a

2 Solve the crossword puzzle.**Across****Down**

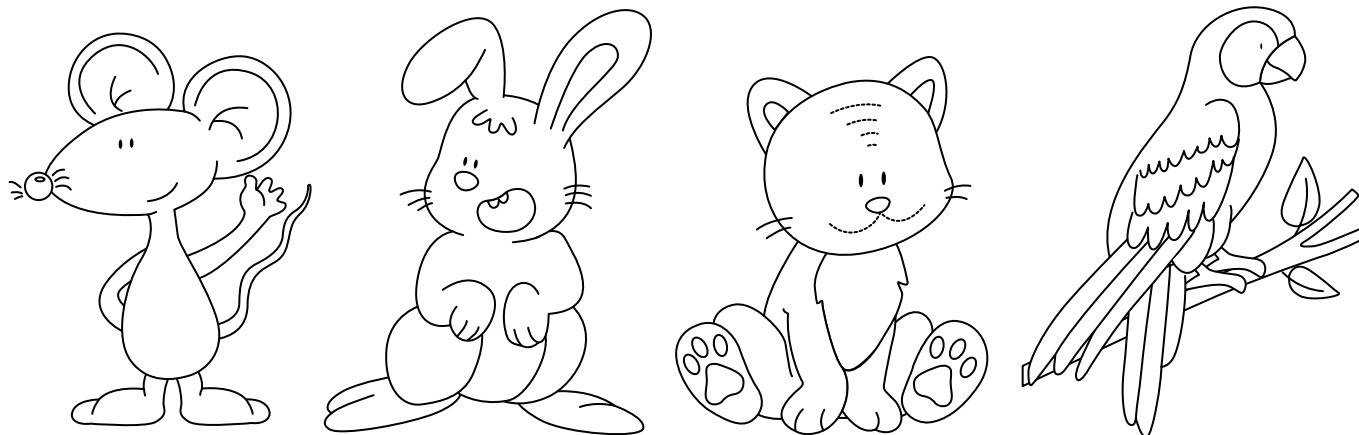
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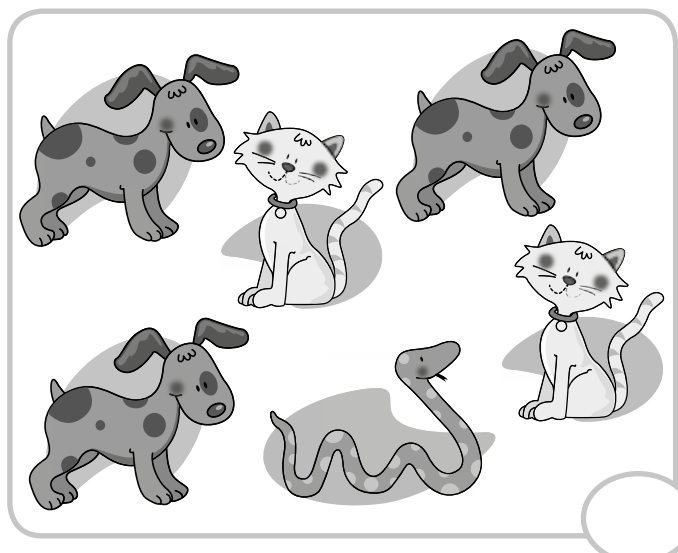
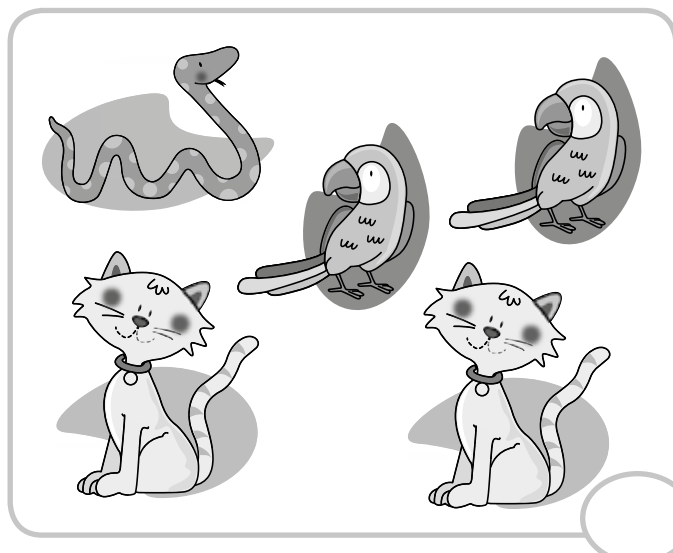
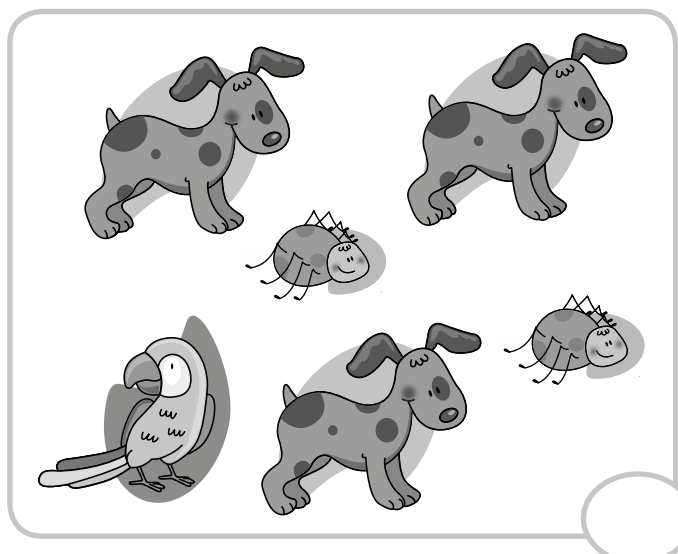
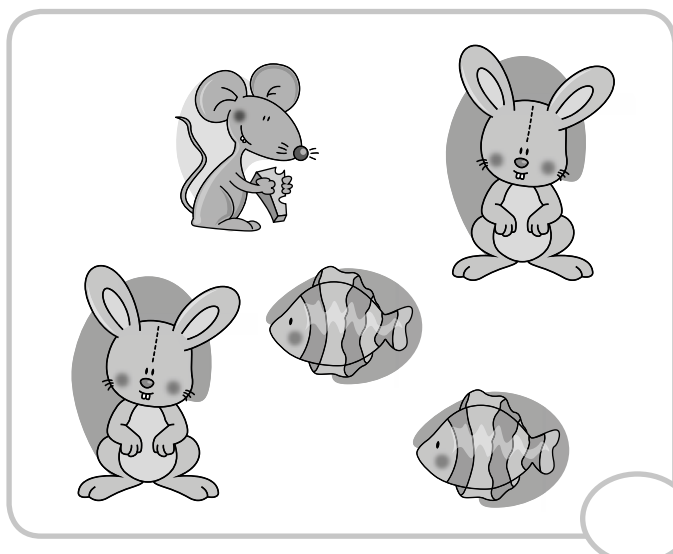


Name: _____

1 Listen and colour.



2 Listen and number.



Name: _____

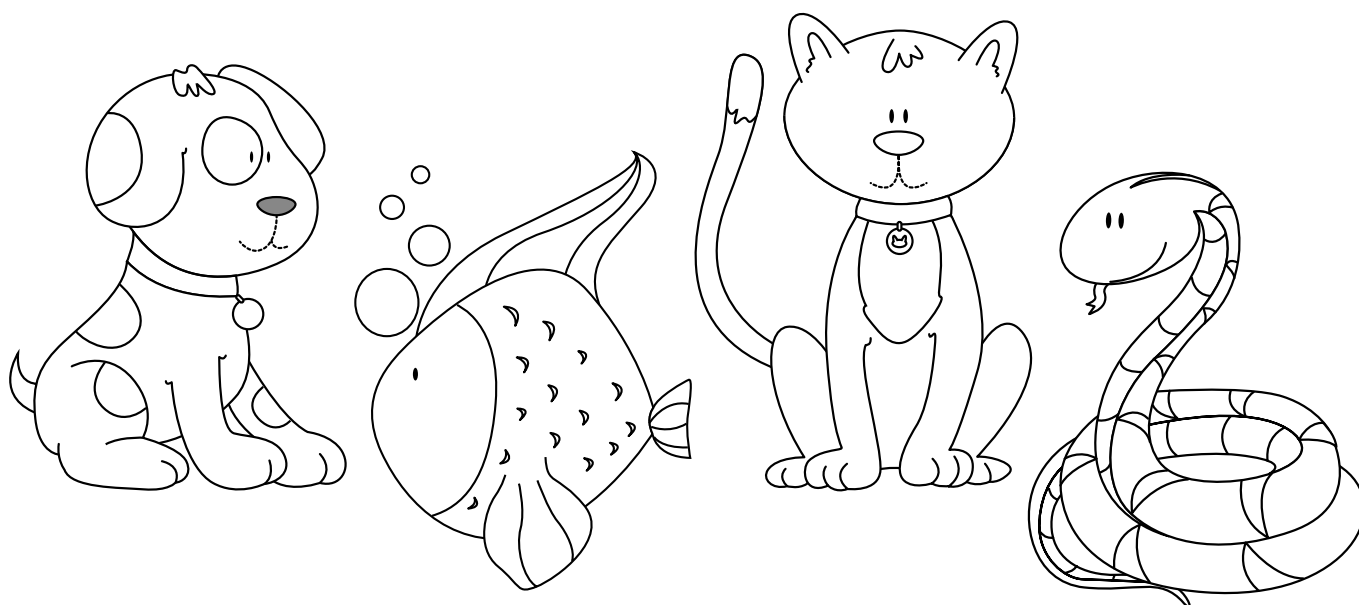
1 Read and circle. Then trace.

It's a mouse / rabbit. It's white / brown.

It's a cat / dog. It's black / grey.

**2** Read and colour.

Look! I've got a yellow fish,
a brown cat, a grey and
green snake, and a black
and white dog.



Name: _____

1 Match and write.



- 1 I've got a . 2 I've got .
 3 I've . 4 .

2 Look and write.



Have you got a parrot?

Have you got a rabbit?

Have you got a cat?

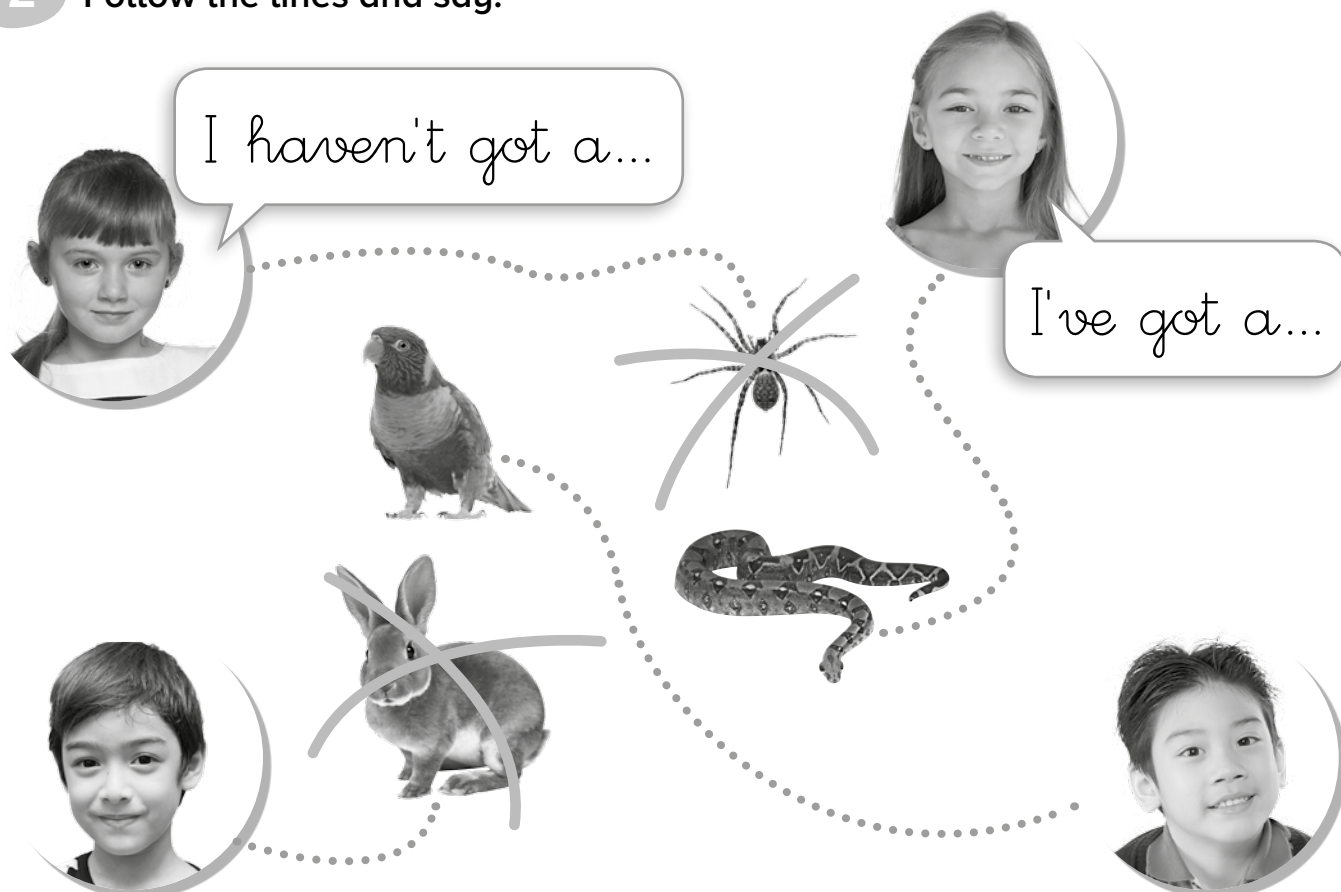
Have you got a dog?

Name: _____

1 Take turns to point and name the animals.



2 Follow the lines and say.



PHONICS WORKSHEETS

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ANSWER KEY	69



Name: _____

1 Listen and complete.



___urple

___arrot

___et

___ink

2 Listen, colour and complete the sequence.



3 Help Peter Panda find his baby. Listen and circle.





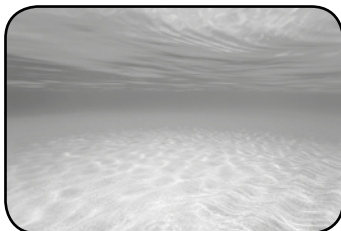
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ANSWER KEY	79



1 Match and write.

1



Fish swim.

2



3

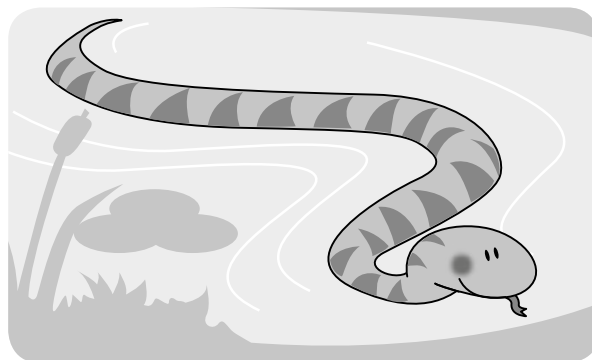


4



2

Read and tick ✓ or cross ✗.

Rabbits fly. ☐Snakes swim. ☐



DRAMA

page

CHRISTMAS PLAY:

A CHRISTMAS VISITOR 83

END OF YEAR PLAY:

A SCHOOL TRIP TO LONDON 86



Richmond

TEACHER'S NOTES

Objectives: Children work together to rehearse and perform a play. At the same time they use their imagination and practise and extend their English.

Characters

- **Children:** Jess, Tom, Sarah
- **Family:** Mum, Dad, Granny, Grandad, Auntie Rachel, Uncle Simon, cousins
- **Friends:** Friend 1, Friend 2
- **Santa**

While more confident children can take on the roles of the three children or their parents, less confident children can play the roles of friends or cousins.

Instructions

1 Tell the story.

Explain to the children that they are going to prepare a play about Christmas in Britain. Then tell the story: Three children go to sleep on Christmas Eve and wake up on Christmas Day to find presents from Santa. All their family come and they eat Christmas dinner. In the evening some friends come to visit, including Santa! Then they all sing a Christmas carol.

2 Assign roles.

Give all the children in class a role. The children can also provide sound effects and perform non-verbal roles such as doors, window and the Christmas tree.

3 Pre-teach vocabulary, concepts and key phrases and prepare the scenes.

- Explain that Santa brings presents on Christmas Eve when children are asleep. Play a game: The children say the chant and then fall asleep on the floor. The teacher plays Santa and pretends to hand out presents to the children. If Santa sees anyone moving, they are out. After several rounds, the sleepest child wins.

Teach the children the chant *It's Christmas Eve. (It's Christmas Eve, It's Christmas Eve. Santa's got presents for me.)*

Rehearse Scene 1.

- Children pass around a stocking or bag with different items in, they take one out and say: *I've got a ____!*

Rehearse Scene 2.

- Get the children to say *Hello, happy Christmas* to each other. Teach the *Happy Christmas* chant. (*Happy Christmas, Granny and Grandad, Happy Christmas, Rachel and Simon. Happy Christmas, cousins! Happy Christmas, everyone!*)

Rehearse Scene 3.

- Explain the tradition of Christmas dinner and teach the new vocabulary. Children mime eating and passing food around. Practise the *Yum, yum, yum* chant. (*Yum, yum, yum! Christmas dinner in my tum!*)

Rehearse Scene 4.

- Play a game: *Knock, knock*. Children stand in groups. They take it in turns to stand behind the group and knock. The group says: *Who's that?* They then look and say: *It's ...!*

Rehearse Scene 5.

- Practise the traditional Christmas song *Jingle Bells*, or an alternative.

Rehearse Scene 6.

A CHRISTMAS VISITOR

4 Rehearse the whole play.

Start with the script but see if children can gradually memorise the lines. Rehearse with any costumes and props.

5 Perform the play.

They could perform for another class.

SCRIPT

Scene 1

(Jess, Tom and Sarah are in bed.)

Mum and Dad: Night night! Sleep well!

(Mum and Dad leave the room.)

Jess, Tom and Sarah: (chanting) *It's Christmas Eve, it's Christmas Eve. Santa's got presents for me!*

(Children all yawn and fall asleep.)

Scene 2

(Jess, Tom and Sarah are snoring. Santa sneaks into the room and leaves a stocking full of presents near the children's beds. He winks at the audience.)

Jess: (waking up and looking around) *It's Christmas Day!*

Tom: Look! Presents!

Sarah: Thank you, Santa!

(They pass the stocking round and take out a present each. They unwrap the presents and show the toys to the audience.)

Jess: I've got crayons! (Pulls one out and pretends to scribble in the air.)

Tom: I've got a school bag! (Holds up the bag.)

Sarah: I've got a pencil case! (Opens and closes the zip.)

Scene 3

(The children go downstairs.)

Mum: (waving to Granny and Grandad as they walk in the door) *Granny and Grandad are here!*

Granny and Grandad: Happy Christmas everyone!

Jess, Tom and Sarah: Hello Granny, hello Grandad. Happy Christmas!

Dad: (waving to Auntie Rachel and Uncle Simon as they walk in the door) *Auntie Rachel and Uncle Simon are here!*

Auntie Rachel and Uncle Simon: Happy Christmas everyone!

Jess, Tom and Sarah: Hello, Auntie Rachel, hello, Uncle Simon! Happy Christmas!

Mum: (waving to cousins as they walk in the door) *Your cousins are here!*

Cousins: Happy Christmas everyone!

Jess, Tom and Sarah: Hello! Happy Christmas!

Mum, Dad, Jess, Tom and Sarah: (chanting) *Happy Christmas, Granny and Grandad, Happy Christmas, Rachel and Simon. Happy Christmas, cousins! Happy Christmas, everyone!*

Scene 4

Mum: Sit at the table please. It's time to eat Christmas Dinner.

All children: Mmmm, I'm HUNGRY!

(The children and grandparents sit at the table. Mum, Dad, Uncle Simon and Auntie Rachel are serving the food.)

Cousin 1: Can I have some turkey please?

Dad: Here's the turkey! (Carves the turkey and serves it.)

Cousin 2: Can I have some sprouts please?

Granny: Here are the sprouts! (Serves sprouts.)

Cousin 3: Can I have some potatoes please?

Grandad: Here are the potatoes! (Serves potatoes.)

(All start eating)

All children, Granny and Grandad: Mmmm! Thank you everyone!

Everyone: (chanting and rubbing bellies) *Yum, yum, yum! Christmas dinner in my tum!*

Scene 5

(The family are all sitting together. The children are playing with their presents. Suddenly there's a knock at the door.)

Sarah: Who's that?

(All the children go to the door and try to see who's there.)

Tom: (opening the door) It's my friend(s)!

Friend(s) 1: Hello! Happy Christmas!

(The children sit back down and continue playing with their toys. Suddenly there's another knock at the door.)

Uncle Simon: Who's that?

(All the children go to the door and try to see who's there.)

Jess: (opening the door) It's my friend(s)!

Friend(s) 2: Hello! Happy Christmas!

(The children sit back down and continue playing with their toys. Suddenly there's another knock at the door.)

Everyone: Who's that?

(All the children go to the door and try to see who's there.)

Everyone: (opening the door, excited) It's SANTA!

Santa: Ho! Ho! Ho! Happy Christmas everyone!

Scene 6

(Santa is surrounded by the children.)

Auntie Rachel: It's time to sing a Christmas carol!

Granny: Let's sing *Silent Night*.

All children and friends: Hmm, no!

Grandad: Let's sing *Little Donkey*.

All children and friends: Hmm, no!

Santa: Let's sing *Jingle Bells*!

All children and friends: YES!

(They all sing *Jingle Bells: Jingle bells, jingle bells, jingle all the way!
Oh, what fun it is to ride on a one-horse open sleigh!*)

Everyone: Happy Christmas everyone!

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ANSWER KEY	135

DIAGNOSTIC TEST

Name: _____

1 Listen and number.



Leo



Maya



Eve



Caleb

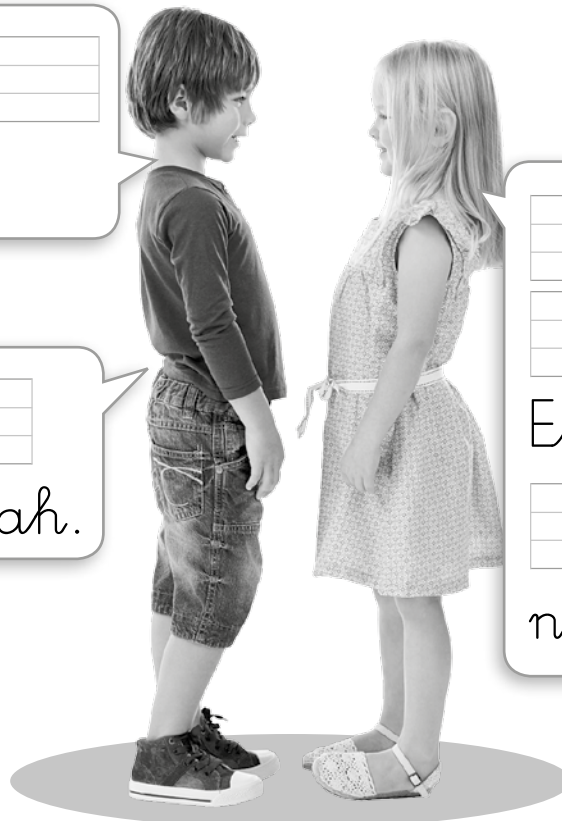
2 Complete the sentences.

Hi what's My your name

Hello,

your name?

name's Noah.



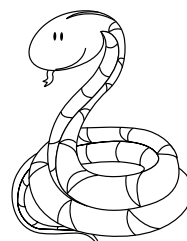
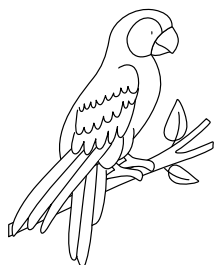
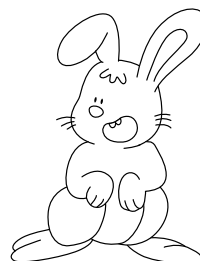
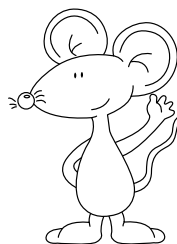
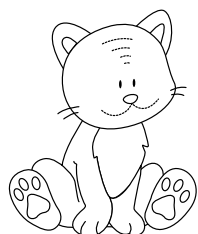
! My
's
Emma. What's
name?

Name: _____

1 Listen and match.



Matthew



Tom

2 Read and circle *T* (true) or *F* (false).



It's a white cat. T F

It's a grey snake. T F



It's a white rabbit. T F

It's a black and white cat. T F

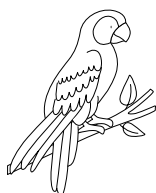


Name: _____

3 Read, write and colour.

dogs rabbit parrot cats

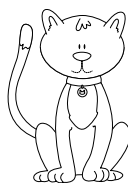
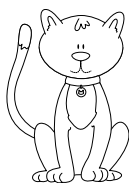
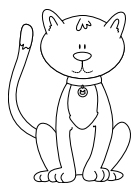
a green



a brown



three black



two grey



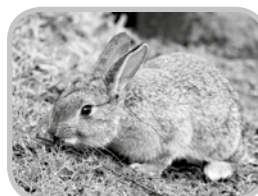
4 Look and write the answers.



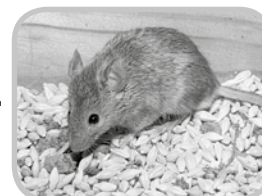
I've got...



+



+



Have you got a fish?

Have you got a spider?

Have you got a mouse?

Have you got a snake?

5 Circle and complete for you.

I've got a / I haven't got a

Name: _____

1 Listen and match.  Then, complete the sentences.

18

Matthew



Tom



Matthew has got a d , a p
and a r .

Tom has got a c a m and
a s .

2 Read and correct the sentences.



It's a black cat.

It's a grey snake.



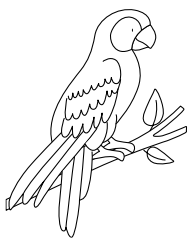
It's a white rabbit.

It's a black and white cat.



Name: _____

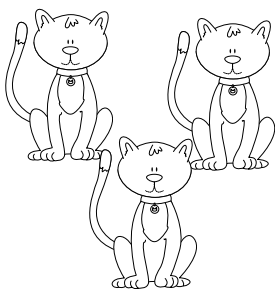
3 Look, write and colour.



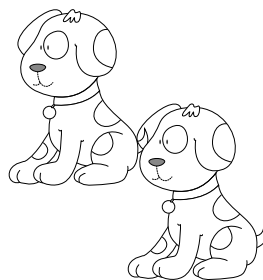
a green



a brown



three black



two grey

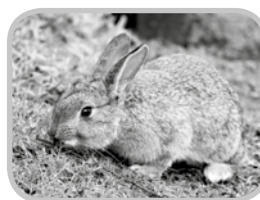
4 Look, trace and write the answers.



I've got...



+



+



Have you got a fish?

Have you got a spider?

Have you got a mouse?

Have you got a snake?

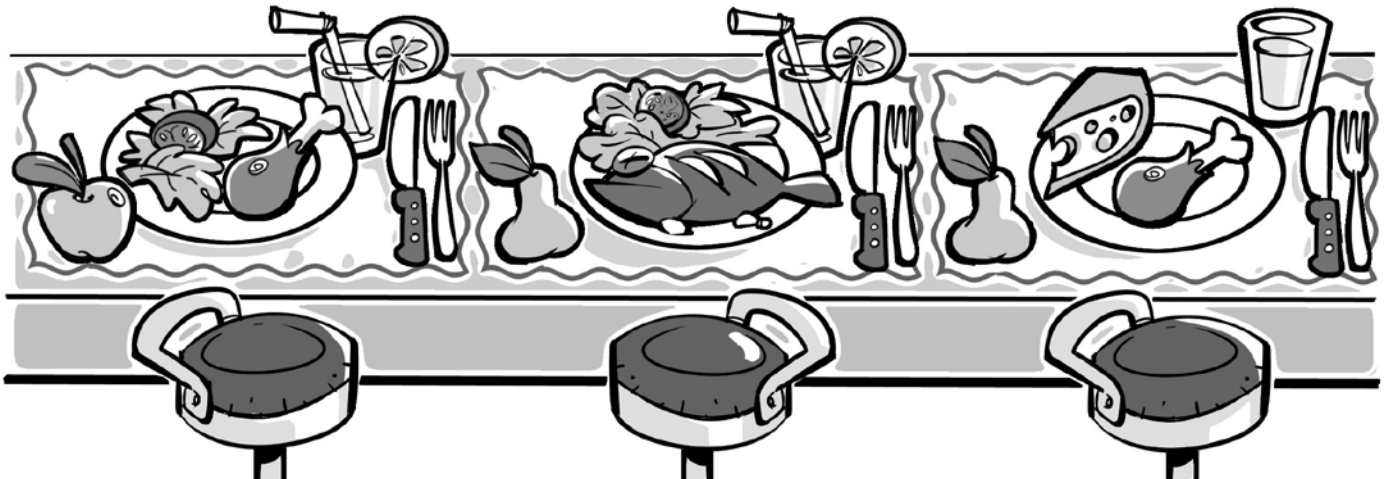
5 Write one or two true sentences about you.

I've got a

I haven't got a

Name: _____

1 Listen and match.



2 Write sentences.

Leo likes salad

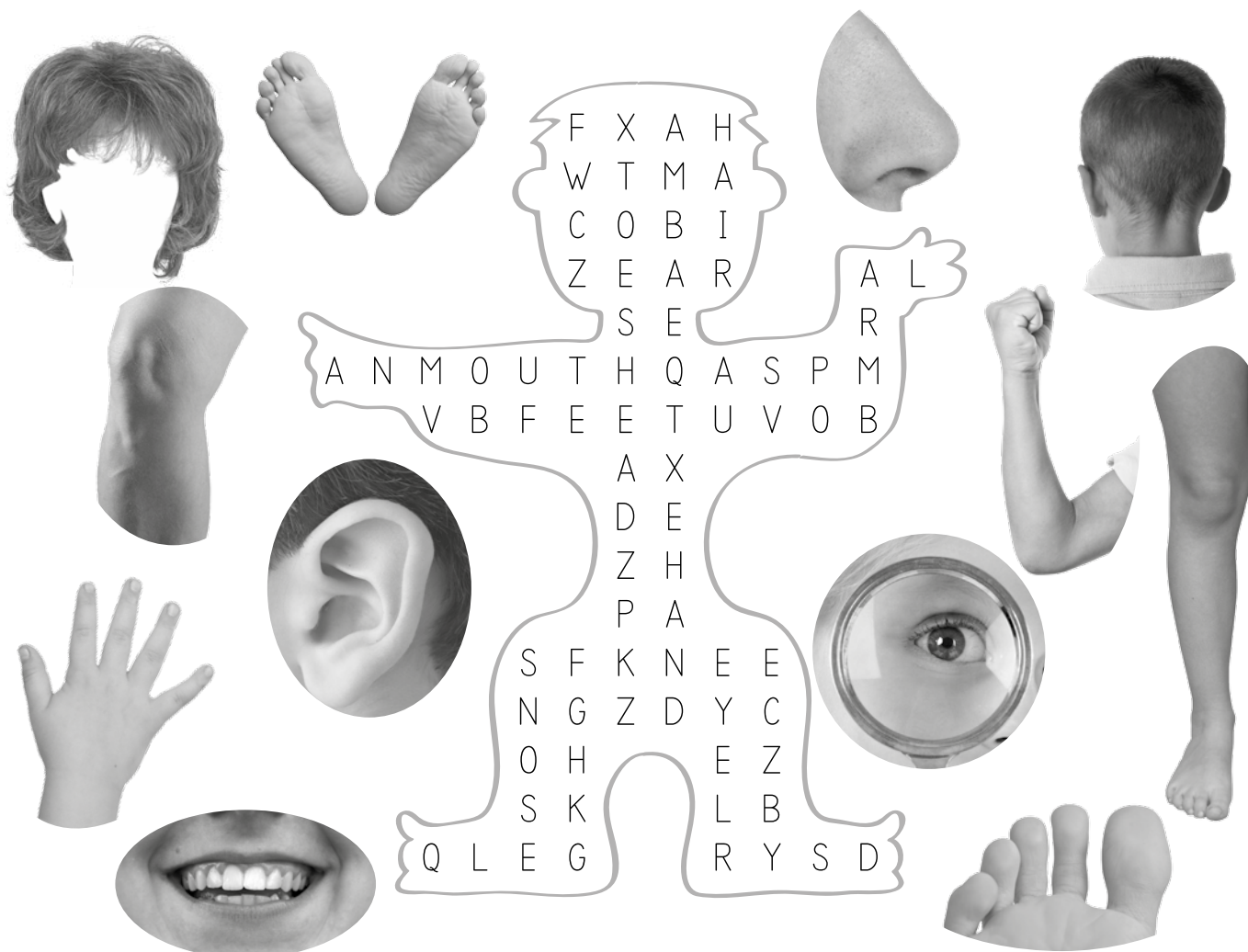
Isabella likes

Thomas

END OF TERM 3 TEST

Name: _____

3 Look and find the words.



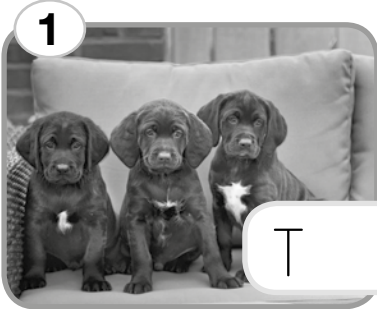
4 Look and complete.

don't dance feet hands Turn Cheese

- 1 I've got two .
- 2 I can .
- 3 I like
mangoes.
- 4 around!
- 5 Clap your .
- 6 is yummy.

Name: _____

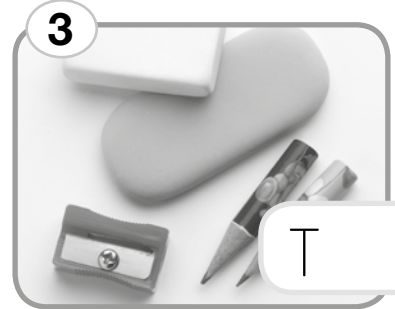
1 Listen and circle *T* (true) or *F* (false).



T F



T F



T F



T F



T F



T F

2 Write the words in order.

my / This / sister. / is

got / crayon. / blue / a / She's

strawberries. / like / I / don't

I / please? / chicken / Can / some / have



TRANSCRIPTS



Richmond

Unit 2 Phonics

Listen and tick the pictures with the *r* sound.



Narrator: Ruler, happy, rubber, pencil, rocket.

Circle the words and match. Then, listen and check.



Narrator: One: rubber, two: rainbow, three: rocket, four: ruler.

Unit 2 Test

Listen and number.



Narrator: One

Girl: Hi, Danny! Do you have a ruler?

Danny: Yes, I do!

Narrator: Two

Boy: Hey, Natalie! What's that?

Natalie: It's my new pencil case!

Narrator: Three

Boy: Oh, no! Where is my pen? Oh, here it is!

Narrator: Four

Boy: Is this your school bag, Rebecca?

Rebecca: Yes, that's my school bag!

Narrator: Five

Girl: Chris, do you have my glue?

Chris: Yes, it's here. Here's your glue!

Narrator: Six

Boy: Is this your rubber, Kate?

Kate: Yes, it is my rubber. We can share it.

End of Term 1 Test

Listen and number.



Narrator: One

Mum: What's the matter?

Boy: I'm bored.

Mum: Go and play with your friends then!

Narrator: Two

Girl: I'm hungry!

Dad: Here's your soup.

Girl: Mmm... It's delicious!

Narrator: Three

Girl: What is that?

Boy: I don't know, but I'm scared.

Narrator: Four

Girl: I've got my book, I've got my pencil case, I've got my school bag. I'm ready for school, I'm happy!

Unit 3 Listening

Listen and colour.



Narrator:

A brown mouse.

A grey rabbit.

A black cat.

A red parrot.

Listen and number.



Narrator: One

Lucy: Hi, Rob! What animals are in this box?

Rob: I can see two cats, one snake and two parrots.

Narrator: Two

Rob: Lucy, what animals can you see in this box?

Lucy: Hmm... I can see three dogs, two spiders and one parrot.

Narrator: Three

Lucy: Are there any animals in this box, Rob?

Rob: Yes! Now I can see two rabbits, two fish and one mouse.

Narrator: Four

Rob: What about you, Lucy? Can you see any animals in this box?

Lucy: Yes! I can see one snake, three dogs and two cats.

Unit 3 Phonics

Listen and complete.



Narrator: Purple, parrot, pet, pink.

Listen, colour and complete the sequence.



Narrator:

A pink panda.

A purple panda.

A pink panda.

A purple panda.

Help Peter Panda find his baby.

Listen and circle.



Narrator: Pink, pencil, Peter, parrot, purple, pen.

Unit 3 Test

Listen and match.



Narrator: Hello, Matthew. Have you got a dog?

Matthew: Yes, I have. And I've got a parrot and a rabbit.

Narrator: What about you, Tom? Have you got a dog?

Tom: No, I haven't. But I've got a cat, a mouse and a snake.

Narrator: A snake!

Unit 4 Listening

Listen and point. Then find the words.



Narrator: Robot, teddy, ball, car, plane, scooter, game console, doll.

Listen and colour.



Narrator: One

Colour four balls red.

Narrator: Two

Colour seven scooters blue.

Narrator: Three

Colour five cars yellow.

Narrator: Four

Colour nine planes green.

Unit 4 Phonics

Listen and tick the words you hear.



Narrator: Harry, happy, hungry, hello!

Unit 4 Test

Listen, number and colour the pictures.



Narrator: One

Boy: A yellow ball.

Narrator: Two

Girl: A red teddy.

Narrator: Three

Boy: A blue plane.

Narrator: Four

Girl: An orange doll.

Narrator: Five

Boy: A purple game console.

End of Term 2 Test

Listen and number.



Narrator: One

Girl: It's a doll.

Narrator: Two

Boy: It's a teddy.

Narrator: Three

Girl: It's a game console.

Narrator: Four

Boy: It's a ball.

Narrator: Five

Girl: It's a car.

Narrator: Six

Boy: It's a scooter.

Narrator: Seven

Girl: It's a robot.

Narrator: Eight

Boy: It's a plane.