

# GO! 2

	page
<b>CONTENTS</b> .....	2
<b>METHODOLOGY</b> .....	4
<b>KNOW YOUR BOOK</b> .....	5
<b>TEACHING AND LEARNING MATERIALS</b> .....	6
<b>A WALK THROUGH THE UNIT</b> .....	10
<b>GO DIGITAL! TEACHER'S i-SOLUTIONS</b> .....	16
<b>KEY COMPETENCES</b> .....	22
<b>ACTIVITY BANK</b> .....	23
 <b>READY, STEADY, GO!</b> .....	32
<b>1</b> <b>OUR HOUSE</b> .....	40
<b>2</b> <b>HOBBIES</b> .....	64
 <b>UNITS 1 AND 2 REVIEW</b> .....	88
<b>3</b> <b>CARNIVAL!</b> .....	92
<b>4</b> <b>ANIMALS EVERYWHERE!</b> .....	116
 <b>UNITS 3 AND 4 REVIEW</b> .....	140
<b>5</b> <b>SUPERHEROES</b> .....	144
<b>6</b> <b>A DAY OUT</b> .....	168
 <b>UNITS 5 AND 6 REVIEW</b> .....	192
<b>FESTIVALS</b> .....	196
<b>TERM REVIEW GAMES</b> .....	206

# CONTENTS

## KEY VOCABULARY

**READY, STEADY, GO!** p. 32

the alphabet

**1 OUR HOUSE** p. 40

*bathroom, bedroom, bookcase, chair, cupboard, door, garden, hall, kitchen, living room, plant, rug, table, window*  
*behind, in, on, under*

**2 HOBBIES** p. 64

*dance, do karate, juggle, make models, paint, play the guitar, ride a bike, sing*

**UNITS 1 AND 2 REVIEW: THE TECHIES** p. 88

**3 CARNIVAL!** p. 92

*coat, dress, hat, jeans, jumper, shirt, shoes, shorts, skirt, T-shirt, trousers*  
*cloudy, cold, hot, raining, snowing, sunny, windy*

**4 ANIMALS EVERYWHERE!** p. 116

*bat, bird, butterfly, duck, frog, hedgehog, lizard, squirrel*  
*climb, fly, jump, run, swim*  
1 – 20

**UNITS 3 AND 4 REVIEW: THE TECHIES** p. 140

**5 SUPERHEROES** p. 144

*clever, fast, invisible, scary, short, strong, tall, thin*

**6 A DAY OUT** p. 168

*drawing, drinking, eating, listening, reading, taking photos, talking, writing*

**UNITS 5 AND 6 REVIEW: THE TECHIES** p. 192

**FESTIVALS** p. 196

Halloween  
*bat, haunted house, mummy, pumpkin, werewolf, witch*  
Christmas  
*bells, decorations, lights, reindeer, sleigh, snowman*  
Carnival  
*alien, dragon, knight, pirate, spy*

**GAMES** p. 206

KEY STRUCTURES	CLIL	PHONICS	GO AROUND THE WORLD
<p><i>Hello, how are you? I'm fine, thanks.</i></p>			
<p><i>Where's my pencil? It's under the chair. Ryan's in the garden.</i></p>	<p><b>Natural Science:</b> materials <i>metal, plastic, wood</i></p>	Initial sound <b>b</b>	Houses in the Netherlands
<p><i>I can juggle. I can't do karate. Can you ride a bike? Yes, I can. / No, I can't.</i></p>	<p><b>Music:</b> happy/sad music <i>drums, flute, guitar, piano, violin</i></p>	Initial sound <b>d</b>	Hobbies in Australia
<p><i>What are you wearing? I'm wearing a purple dress and green shoes. What's the weather like? It's cold. It's sunny.</i></p>	<p><b>Natural Science:</b> fabrics hot/cold weather clothes</p>	Initial sound <b>j</b>	Notting Hill Carnival in the UK
<p><i>Can it run? Yes, it can. / No, it can't. It can swim. It can't fly. How many apples can you see?</i></p>	<p><b>Natural Science:</b> animals that are active at night <i>bat, fox, hedgehog, owl</i></p>	Initial sound <b>f</b>	Animals in New Zealand
<p><i>He's scary. She's clever. Is he strong? Yes, he is. / No, he isn't. She's got yellow boots. He's got green hair.</i></p>	<p><b>Social Science:</b> (real heroes) community helpers <i>doctor, fire fighter, police officer, teacher</i></p>	Initial sound <b>c</b>	Real heroes in Russia
<p><i>What are you doing? I'm reading. There's an old bike.</i></p>	<p><b>Natural Science:</b> dinosaur facts Brachiosaurus, Gallimimus, Triceratops, Tyrannosaurus Rex</p>	Final sound <b>ing</b>	A day out in Paris



**ICONS**

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



# UNIT 3 OVERVIEW



Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Present Simple:</b> singular and plural of the verb <i>to be</i></li> <li>• <b>Present Continuous:</b> questions with <i>What</i> and answers</li> <li>• <b>Structure:</b> <i>What's the weather like? It's (sunny).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clothes:</b> <i>coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt</i></li> <li>• <b>Weather:</b> <i>cloudy, raining, snowing, sunny, windy</i></li> <li>• <b>Adjectives:</b> <i>cold, hot,</i></li> <li>• <b>Extra:</b> <i>clown, costume, parade</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> initial sound <i>j</i> as in <i>jacket</i></li> </ul>	<ul style="list-style-type: none"> <li>• Colours</li> <li>• <i>Have got</i></li> </ul>

## Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
<ul style="list-style-type: none"> <li>• To use the Present Continuous with clothes.</li> <li>• To use <i>is</i> or <i>are</i> with clothes.</li> <li>• To describe people by their clothes.</li> <li>• To use <i>hot</i> and <i>cold</i> to describe the weather.</li> <li>• To ask and answer about the weather.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use clothes vocabulary.</li> <li>• To identify clothes by their colour.</li> <li>• To describe the clothes someone is wearing.</li> <li>• To understand and use vocabulary related to weather.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use vocabulary related to clothes and their colours.</li> <li>• To describe the relationship between the clothes one wears and the weather.</li> <li>• To share opinions about the weather.</li> </ul>	<ul style="list-style-type: none"> <li>• To produce the initial sound <i>j</i> correctly.</li> </ul>

## Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> <li>• To say the clothes words.</li> <li>• To ask and answer about clothes.</li> <li>• To describe the clothes people are wearing.</li> <li>• To describe the weather.</li> <li>• To ask and answer about the weather.</li> </ul>	<ul style="list-style-type: none"> <li>• To read and understand clothes vocabulary.</li> <li>• To read and understand weather vocabulary.</li> <li>• To read and follow a song.</li> <li>• To understand simple sentences.</li> <li>• To demonstrate understanding by reading and colouring.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and repeat target vocabulary.</li> <li>• To understand and join in with songs.</li> <li>• To demonstrate understanding by colouring and numbering.</li> <li>• To understand the narrative of a story.</li> <li>• To recognise the initial sound <i>j</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• To write colour words independently.</li> <li>• To complete sentences with target vocabulary.</li> <li>• To complete a description using target vocabulary.</li> </ul>

## Assessment Criteria

- The children can identify, understand, produce and answer the question *What are you wearing?*
- The children can identify, understand, produce and answer the question *What's the weather like?*
- The children can identify, understand and produce clothes and weather vocabulary.
- The children can describe clothes using colours.

## Materials

- **Teacher's i-solutions**
- **Student's Book CD 1**
- **Story Cards Unit 3**
- **Flashcards Unit 3**
- **Poster Unit 3**
- **Student's Book Unit 3**
- **Stickers Unit 3**
- **Pop-outs Unit 3**
- **Activity Book Unit 3**
- **Teacher's Resource Book**
  - Lesson 4: CLIL, p 75
  - Lesson 5: Language, pp 11-13  
Listening, p 33
  - Lesson 6: Reading, p 39  
Writing, p 45
  - Lesson 7: Phonics, p 65
  - Lesson 8: Speaking, p 51
  - Unit review:  
Unit 3 test, pp 101-104

- A selection of (adult-sized) dressing-up clothes: *coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt*; a bag, a ball, a photo, a world map or globe, a beanbag, 5 pieces of white card

## GO Innovate!



- Lesson 1: Flipped Learning
- Lesson 2: Thinking-based Learning
- Unit review: Cooperative Learning  
Drama

## GO Digital! Teacher's i-solutions

IWB

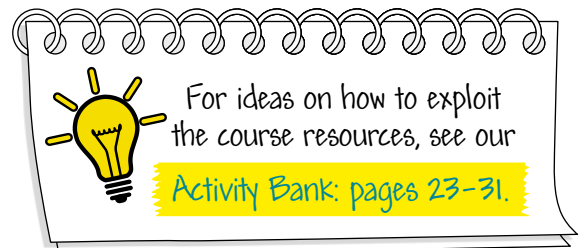
Fully interactive teaching and learning materials organised into **step-by-step lesson plans** in the form of **learning paths** including:

- 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 develop listening, speaking, reading and writing skills, as well as grammar rules, vocabulary and phonics for pronunciation. The children learn to talk about clothes and the weather.



### Competence in Maths, Science and Technology

The children develop their scientific understanding of the natural world by identifying how we use different clothes and do different activities depending on the weather.



### 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 learning about Carnival and fancy dress costumes.



### Learning to learn

The children develop strategies to improve the learning process 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 carnival costume to draw and describe.

# 3

# CARNIVAL!



1 Listen, point and repeat. Then, match and say.  1.35



2 Listen and chant.    1.36



trousers 4



dress 3



coat 2



jeans 6



T-shirt 5



shorts 7



hat 1



shoes 8



3 Look and complete with colours.

① The dress is .

② The trousers are .



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



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



The children improve their spelling by writing the names of the colours.

### Key competences continuous assessment

Check if the children can:

- 1 Recognise the vocabulary and match the numbered pictures to the correct clothes in the column on the right.
- 2 Keep the rhythm and remember the chant.
- 3 Spell and write the colours correctly.

**Language Objectives**

To practise listening skills.

To introduce clothes vocabulary: *coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt.*

To revise colours: *black, blue, green, orange, pink, purple, red, yellow.*


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

Unit 3 clothes Flashcards  
CD 1

A selection of (adult-sized) dressing-up clothes: coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt; a bag

**WARMER**

Show the children the dressing-up clothes and invite four volunteers to come to the front of the class. Invite each child to choose two items of clothing and put them on. Describe what the children are wearing for the rest of the class and invite them to model the clothes: (*Rodrigo's*) wearing a (blue) (coat) and a (red) (hat). Continue, changing volunteers to model the clothes, and elicit the names of the clothes from the class. Then name and display the **flashcards**, asking the children to repeat the words with you.

**1 Listen, point and repeat. Then, match and say.**  1.35

Explain that Ryan and Jasmin are looking at costumes for Carnival. Play the audio and ask the children to point to the items of clothing. Then, play the audio again and tell the children to repeat the words. Look at the pictures on the right and name them together, then ask the children to match the numbered items of clothing with the pictures. Check answers as a class, asking *What's number (one)?*

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

**2 Listen and chant.**  1.36  

Play the audio a few times and encourage the children to join in. Once they are familiar with it, write the lyrics on the board. Rub out a clothes word and a colour word and encourage the children to remember the missing words. Continue, rubbing out two more words and say the chant again. Continue until all the clothes and colour words are rubbed out and see if the class can still say the chant.

**3 Look and complete with colours.**

Write the colours *black, blue, green, orange, pink, purple, red* and *yellow* on the board. Ask the children to point to things in the classroom: *Point to something (red).* If they are able, you can ask individuals to spell the names of the colours. Point to the clothes on the right and ask the children what colours they are. Finally, tell them to look at Activity 3. Read the sentences together and tell the children to write the colours in the spaces.

**FAST FINISHERS**


The children draw themselves with the items of clothing they are wearing today, labelling them with the vocabulary they know.

**WRAP-UP**


Mime putting on an item of clothing and ask the children to guess what it is. Then ask a volunteer to come and mime for the class to guess. Once the children are familiar with the game, they can play in pairs or small groups.

**EXTRA ACTIVITY**

Show the children the flashcards and review the clothes vocabulary. Then put the flashcards one by one into the bag. Take out seven of the flashcards and ask the children to identify which one is missing. When the children can easily identify a single missing flashcard, play again, leaving two or more flashcards in the bag.

**TRANSCRIPTS** 1.35 **Listen, point and repeat. Then, match and say.**

1 hat 2 coat 3 dress 4 trousers  
5 T-shirt 6 jeans 7 shorts 8 shoes

 1.36 **Listen and chant: Clothes**

Trousers and dress,  
Coat and jeans.  
Yellow and red,  
Orange and green.

T-shirt and shorts,  
Hat and shoes.  
Pink and black,  
Purple and blue.

**Initial Evaluation**

Check if the children can name the different clothes and describe their colour.


**ACTIVITY BOOK**

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

**GO Innovate!****Flip this lesson!**

Flipped Learning dynamic available in  
**GO Innovate! Teacher's Guide 2.**



1 Listen and stick.  1.37



2 Listen and sing.    1.38

What are you wearing?  
 What are you wearing?  
 What are you wearing today?  
 A beautiful dress and shiny shoes.  
 It's Carnival! Hurray!



What are you wearing? I'm wearing a (black hat). • Lesson 2 • 29



The children develop their cultural awareness and improve their comprehension skills by listening to a conversation about Carnival clothes.



The children reinforce the target vocabulary set by singing a song.

Key competences continuous assessment

Check if the children can:

- 1 Understand the dialogue and stick the correct clothes on the corresponding character.
- 2 Identify the missing words in the song.



**Language Objectives**

To practise listening skills.

To introduce the structures *What are you wearing?*  
*I'm wearing (a hat).*

To revise clothes vocabulary.

**Materials**

Teacher's i-solutions


Unit 3 Stickers

CD 1

A ball

**WARMER**

Ask the children to sit in a circle. Hold the ball and say *I'm wearing a (dress)*. Pass the ball to one of the children and have them repeat your phrase and add to it, for example, *I'm wearing a (dress) and a (hat)*. The children continue to pass the ball along, repeating the previous phrase and adding to it. Play until all the children have had a turn and the list gets too long to remember.

**1 Listen and stick.**  1.37

Tell the children to look at the **stickers**. Ask and answer questions about the different clothes in the illustrations: *What colour is the (dress)?* Tell the children to look at Activity 1 and elicit the characters' names. Play the audio, stopping after each dialogue. Elicit the clothes that each character is wearing, and tell the children to stick the clothes on.

**2 Listen and sing.**  1.38  

Revise the question *What are you wearing?* Ask a volunteer to come to the front and describe their clothes. Repeat with more volunteers. Tell the children to look at Activity 2. Read the lyrics and play the song. Once the children are familiar with it, write the lyrics to the first verse on the board minus the clothes words. Then play the first verse again and invite volunteers to come to the board and fill in the gaps. Repeat with the remaining verses of the song.

**FAST FINISHERS**


A child chooses someone in the room and writes about their outfit: *I'm wearing a (yellow) (T-shirt), (blue) (jeans) and (white) (shoes)*. If there are other fast finishers, they take turns to guess which person in the class they have written about.

**WRAP-UP**

Ask the children to look at Activity 1 again and to study and remember the children's Carnival costumes. Then tell them to close their books and say *I'm (Ryan). I'm wearing a green shirt*. Invite the class to say if the statement is true or false.

**EXTRA ACTIVITY**

The children draw pictures of themselves in their favourite outfits and add a description: *I am wearing a (pink) T-shirt and (blue) jeans*. Make a classroom display.

**TRANSCRIPTS** 1.37 **Listen and stick.**

**1 Jasmin:** Hello? This is Jasmin.

**Mike:** Hi, Jasmin. It's Mike. What are you wearing to Carnival?

**Jasmin:** I'm wearing a dress. It's pink. And I'm wearing purple shoes.

**2 Mike:** Hi, Carla!

**Carla:** Hello, Mike!

**Mike:** Carla, what are you wearing to Carnival?

**Carla:** I'm wearing a T-shirt. It's green and white.

**Mike:** A green and white T-shirt?

**Carla:** Yes. And I'm wearing black shorts. Oh! And I'm wearing a black hat.

**3 Mike:** Hello, Ryan! What are you wearing to Carnival?


**Ryan:** I'm wearing a shirt. It's yellow.

**Mike:** A yellow shirt?

**Ryan:** Yes. I'm wearing a white hat and I'm wearing jeans. They're blue.

**Mike:** Fantastic! Bye, Ryan!

**Ryan:** Bye, Mike! See you at Carnival!

 1.38 **Listen and sing: What are you wearing?**

*What are you wearing?*

A shirt and jeans and a

*What are you wearing?*

cowboy hat.

*What are you wearing today?*

It's Carnival! Hurray!

A beautiful dress and shiny shoes.

*Chorus*

It's Carnival! Hurray!

A T-shirt and shorts and a pirate hat.

It's Carnival! Hurray!

*Chorus*

**Continuous Assessment**

Assess whether the children understand the question *What are you wearing?* They should be able to follow short dialogues identifying different clothes and colours.

**ACTIVITY BOOK**

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

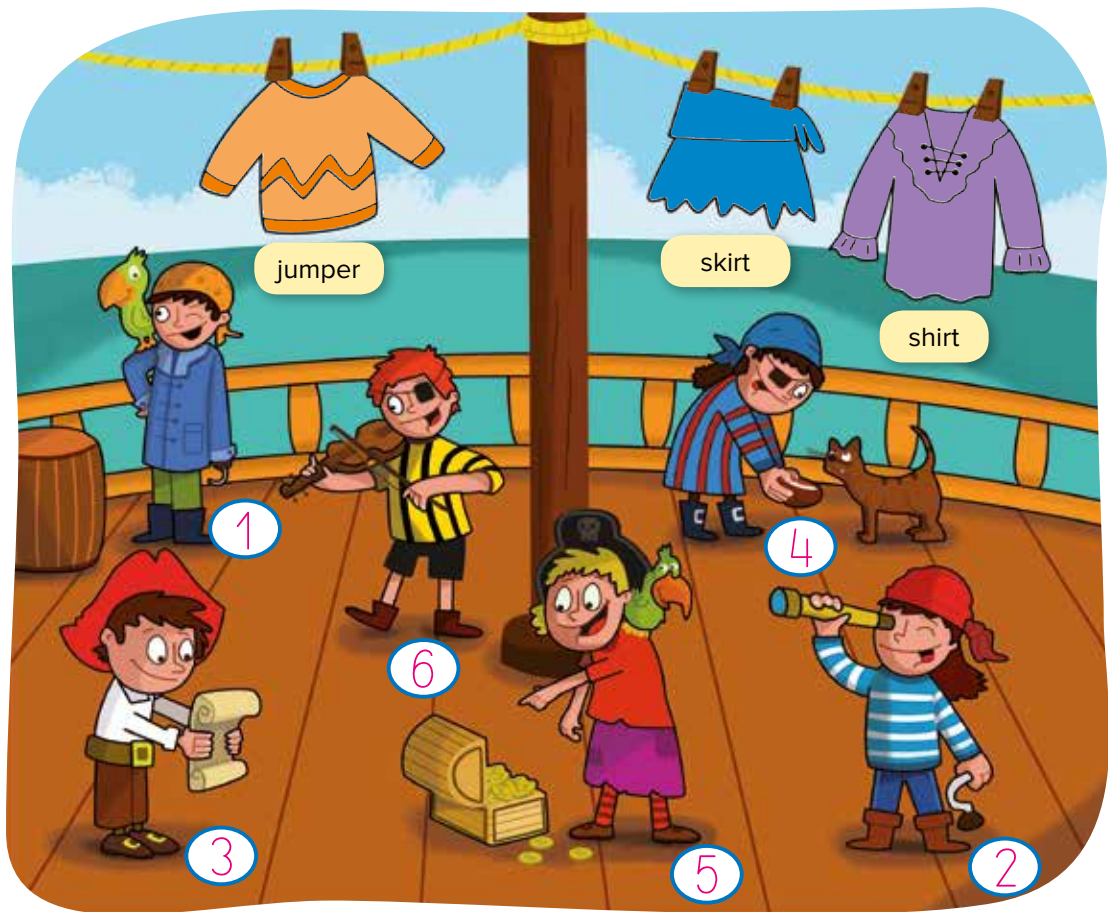
**GO Innovate!****Thinking-based Learning**

Thinking routine available for extension.

See **GO Innovate! Teacher's Guide 2**.



1 Listen and repeat. Then, listen and colour.



2 Listen and number. Then say in pairs.

What are you wearing?  
 You're number 5.  
 I'm wearing a red T-shirt and a purple skirt.



3 Dress a pirate. Then, ask and say. **TIME TO TALK**

30 • Lesson 3 • What are you wearing? I'm wearing a red (T-shirt).

- The children improve their vocabulary and build on their listening skills by following the instructions.
- The children develop their listening skills by identifying clothing according to colour.
- The children improve their social skills by working in pairs to practise the target vocabulary and language.

Key competences continuous assessment

- Check if the children can:
- 1 Colour the items of clothing correctly by following the instructions.
  - 2 Identify the drawings and number them correctly.
  - 3 Ask and answer questions about how their pirate is dressed.

**Language Objectives**

To revise clothes and colour vocabulary.

To introduce new vocabulary: *jumper, shirt, skirt*.

To introduce the structures *What are you wearing? I'm wearing a (yellow) (T-shirt)*.

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

Unit 3 clothes Flashcards

CD 1


Unit 3 Pop-outs

**WARMER**

Pre-teach the new words: *jumper, shirt* and *skirt* by showing the **flashcards**. Lay the clothes flashcards and **word cards** face down on the floor. Put the children into teams and play a memory game. Each team takes a turn to take 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 Listen and repeat.**  1.39 **Then, listen and colour.**  1.40

Ask the children to look at the pirates. Play the audio and tell them to listen and repeat the new words as they point to the pictures. Play the next audio and tell the children to colour the clothes. Pause the audio after each instruction and elicit the correct colour: *What colour is the (jumper)?*

**2 Listen and number. Then say in pairs.**  1.41

Play the audio and tell the children to number the pirates 1-6. Tell them to look at the picture and say *I'm wearing a (blue) and (white) jumper*. Ask the children to point to the pirate and elicit the number. Tell the children to look at Activity 2 and ask two volunteers to read the text in the speech bubbles. Then ask the children to work in pairs and play the game.

**3 Dress a pirate. Then, ask and say.**  **TIME TO TALK**

Hand out the **pop-outs**. Let the children colour the clothes, then tell them to pop out the pieces of the template. Let them dress their pirate, then tell them to work in pairs and ask and answer questions about their pirates following the model in Activity 2.

**FAST FINISHERS**


Children redress their pirates; however, other fast finishers are to tell them what their pirate should wear: *I'm wearing a (hat) and a (skirt)*.

**WRAP-UP**

Tell the children to study the picture for thirty seconds, then to put their books on their heads. Say *I'm wearing a (red) (T-shirt)*. *Go!* The children take their books off their heads and find the pirate with the *(red) (T-shirt)*. When they find him or her, they put their hands up. Ask the first child to raise their hand to say the number of the pirate.

**EXTRA ACTIVITY**


Put the children into small groups and get them to do a show and tell with their pirates. They describe their clothes to the group.

**TRANSCRIPTS** 1.39 **Listen and repeat.**

jumper, skirt, shirt

 1.40 **Listen and colour.**

Look at the jumper. Colour it orange. It's an orange jumper. Look at the skirt. Colour it blue. It's a blue skirt. Can you see the shirt? Colour it purple. It's a purple shirt.

 1.41 **Listen and number. Then say in pairs.**

1

**Interviewer:** Hello! What are you wearing?

**Boy 1:** I'm wearing green trousers and a blue coat.

**Interviewer:** Green trousers and a blue coat? Oh yes, you've got a parrot!

2

**Interviewer:** What are you wearing?

**Girl 1:** I'm wearing a jumper. It's blue and white. And I'm wearing blue jeans.

**Interviewer:** Blue jeans? Oh yes! I can see you.

3

**Interviewer:** What are you wearing?

**Boy 2:** I'm wearing a white shirt and I'm wearing a red hat.

**Interviewer:** Oh yes, and you've got brown trousers.

4

**Interviewer:** What are you wearing?

**Girl 2:** I'm wearing a dress. A red and blue dress.

**Interviewer:** I can see you. I like your dress.

5

**Interviewer:** What are you wearing?

**Girl 3:** I'm wearing a purple skirt and brown shoes.

**Interviewer:** Brown shoes? Oh yes, and you've got a black hat and a parrot!

6

**Interviewer:** What are you wearing?

**Boy 3:** I'm wearing a black and yellow T-shirt.

**Interviewer:** I can see you. You've got black shorts.

**Continuous Assessment**

Assess whether the children can ask and respond to the question *What are you wearing?* and to other questions relating to the colours of clothes.

**Activity Book**

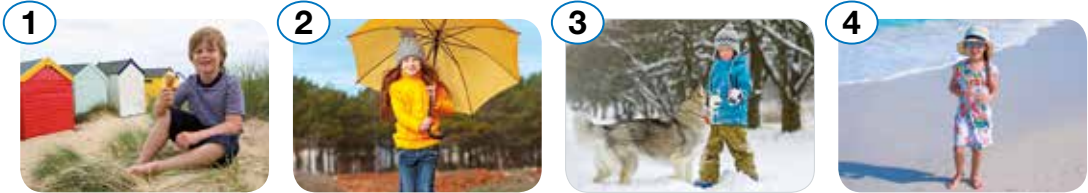
Unit 3, page 18. See Teacher's Book page 114 for the answer key and transcript.

# CLIL GO FIND OUT!

3

MST

1 Listen and say the number. 1.42



LC

2 Look and stick. Then say in pairs.



I've got a jumper.

It's cold.



Natural Science: hot and cold weather clothes • Lesson 4 • 31

MST The children develop their knowledge of Natural Science by understanding how the weather affects which clothes we wear.

LC The children reinforce their clothes vocabulary and distinguish between winter clothes and summer clothes.

### Key competences continuous assessment

Check if the children can:

- 1 Understand the dialogue and identify the pictures.
- 2 Stick the clothes stickers in the correct category.

**Language Objectives**

To introduce the adjectives *hot, cold*.

To revise clothes: *coat, hat, jeans, jumper, shorts, T-shirt*.

To introduce the structure *I've got (a hat)*.

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

Unit 3 clothes Flashcards


CD 1

Unit 3 Stickers

Unit 3 Poster

**WARMER**

Divide the class into teams. Take a **flashcard**, show it very quickly and ask *What's this?* Give the teams time to decide what was on the flashcard.

**1 Listen and say the number.**  1.42

Tell the children to look at the photos. Pre-teach the vocabulary *It's hot!* and *It's cold!* through mime. Ask about the temperature outside the classroom and encourage the children to say *It's hot!* or *It's cold!* Ask the children to look at the pictures and say whether they think it is hot or cold in each scene. Then, play the audio, pausing after the first dialogue. Encourage the children to say the number.

**2 Look and stick. Then say in pairs.**

Tell the children to find their **stickers** and elicit the names of the clothes. Tell them that some of the clothes are for when it's hot and some are for when it's cold. Ask the children to find the sticker of the hat. Say *I've got a hat. Is it hot or is it cold?* Elicit the answer, which can be either *It's hot* or *It's cold*. Explain to the children that we can use a hat all year round, then tell them to stick the hat in the suitcase they want. Continue with the remaining stickers, which will be adequate only for one option. When all the stickers are in place, ask the children to work in pairs and make sentences together, following the model in the speech bubbles.

**FAST FINISHERS**


Tell the children to divide their page into two columns: *hot* and *cold*. Ask them to draw the clothes vocabulary in the correct column.

**WRAP-UP**

Play *Bingo*. Display the **word cards** on the board. Draw a grid with six squares and tell the children to copy it into their notebooks, then tell them to choose six words and write them in their grid. Remove the word cards from the board and shuffle them. Hold them up one by one and read the words aloud. The children cross out the word on their grid if they have it. The first child to cross out their six words calls out *Bingo!*

**EXTRA ACTIVITY**

Display the **poster**. Draw a table on the board with three sections. Label the sections *Hot, Hot or Cold* and *Cold*. Point to an item of clothing from the poster and ask the children to decide if the garment is for hot weather, cold weather or both. Write the word in the corresponding section of the table, then ask the children to work in pairs and categorises the rest of the clothes words from the poster.

**TRANSCRIPT** 1.42 Listen and say the number.

1

**Interviewer:** Hello! What are you wearing?**Girl 1:** I'm wearing a dress and a hat. Phew! It's hot today!

2

**Interviewer:** What are you wearing?**Boy 1:** I'm wearing a coat and trousers. And I'm wearing a hat, too. Brrr! It's cold.

3

**Interviewer:** What are you wearing?**Boy 2:** I'm wearing shorts and a T-shirt. It's hot!

4

**Interviewer:** What are you wearing?**Girl 2:** I'm wearing jeans and a jumper. It's cold.**Continuous Assessment**

Check if the children can recognise the names of different clothes in short audio texts.

They should be able to associate clothes with either hot or cold weather conditions.



NOW GO TO  
ADDITIONAL  
RESOURCES

TEACHER'S RESOURCE BOOK

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

# IT'S CARNIVAL!



1 Look and say the scene.



Scenes: 6



7



1



2





3



4



2 Listen to the story.   1.43



1



2



3

What are you wearing?



4

32 • Lesson 5 • Key vocabulary and grammar in context



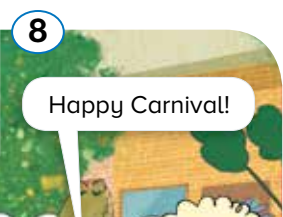
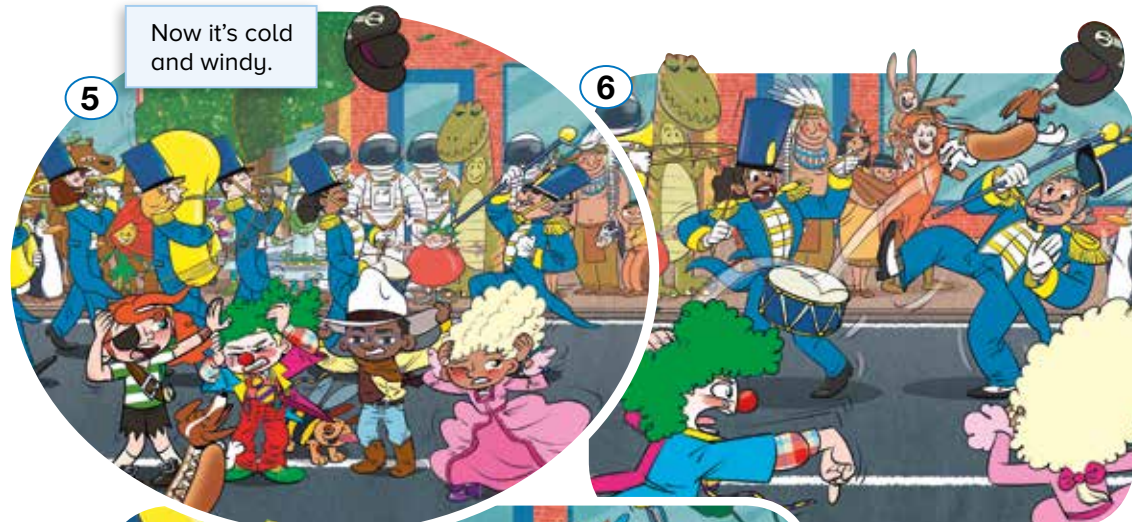
The children develop their observational skills by finding specific items in the story.



The children develop their language skills by learning how to talk about the weather.



The children develop their awareness of the importance of not getting frustrated and of being positive.



★ Value: Be positive!

33



Key competences continuous assessment

Check if the children can:

- 1 Find and name the items in the story and say the correct scene number.
- 2 Name the different types of weather in the different parts of the story.
- 3 Understand the importance of being able to handle minor setbacks.

**Language Objectives**

To listen to and understand a story.

To recognise key vocabulary in context: *clown, costume, parade; cloudy, raining, snowing, sunny, windy.*

To introduce the structures *What's the weather like? It's (raining).*

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



Unit 3 Flashcards  
Unit 3 Story Cards  
CD 1

**WARMER**

Display the weather **flashcards** and teach the new vocabulary. Say *It's (cloudy)*, and hold up a flashcard. If the answer is correct, the children say *True* and put their thumbs up; if it is incorrect, they say *False* and put their thumbs down. Practise a few times, then if the children are able, invite volunteers to come to the front of the class and take your place. Look out of the window and ask *What's the weather like?* Encourage the children to answer using the target structure.

**1 Look and say the scene.**

Tell the children that they are going to read a story about Carnival. Ask them if they celebrate Carnival and what they do. Write the word *Carnival* on the board and elicit the vocabulary *costume* and *parade*. Tell the children to look at Activity 1. Elicit the names of the items and tell the children to find the items in the story. Display the **story cards** and call on individual children to come to the front of the class and point out the items.

**2 Listen to the story.**  1.43 

Tell the children that they are going to listen to a story about Carnival day. Play the audio and tell them to follow along in their books. Then, tell them to close their books and display the story cards. Play the audio and pause after each story card to ask the literacy help questions at the back. Model and drill the sentences *What's the weather like? It's (snowing).* Put the children into eight groups and give each group a story card. Tell the groups to sit down with their story card. Play the story again and tell the groups to stand up when they hear their story card being narrated and show it to the rest of the class.

**FAST FINISHERS**

The children write a list of as many characters from the story as they can.

**WRAP-UP**

Take all the Unit 3 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.

**EXTRA ACTIVITY**

Ask the children to sit in a circle. Give out the weather flashcards to five children. Play some lively music (if possible, play some Brazilian Carnival music). The children pass the flashcards around the circle, face downwards. Stop the music and tell the children holding the flashcards to turn them over. Ask *What's the weather like?* The children say the weather according to their flashcard. Continue the game until all the children have had a turn.

**Continuous Assessment**

Make sure the children can follow the story and infer information about the main character's emotional state as the story progresses.



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.

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



V

VALUE

Be positive!



Show **story card 2** and ask the children how Mike feels. Elicit that Mike is worried about the weather for the Carnival parade. Focus on his facial expressions, his intonation and how his attitude affects his dog! Then, focus on his mum's attitude. Show story cards 3 and 4 and draw the children's attention to the cheerful expressions on Mike's friends' faces. Ask the children if they can think of any time their friends' and families' positive attitude has helped them, for example, cheering them on in a race or a sports event. Ask them to think back to the story where Carla's friends and family were telling her to keep trying.

If you have time, the following activity is a fun way to reinforce this value. Write some positive and negative phrases on squares of card. Positive phrases could include *I am good. I can do it. I am important. I am happy. I am strong.* Negative phrases could include *I am sad. I can't do it. It's too difficult.* Show the children the phrases at random and ask them if they are positive or not. When they identify a negative phrase, ask volunteers to scrunch it up, step on it and put it in the bin. When they identify a positive phrase, encourage them to repeat it together and shout it out.



TRANSCRIPT

1.43 Listen to the story. **IT'S CARNIVAL!**

Story Card 1

**Narrator:** It's Carnival day!  
**Ryan's mum:** Wake up, Mike!  
**Mike:** What's the weather like?  
**Ryan's mum:** Look out of the window!

Story Card 2

**Mike:** Oh, no! It's snowing and it's Carnival today!  
**Ryan's mum:** Don't worry! The weather can change!

Story Card 3

**Ryan:** Hi, Mike!  
**Mike:** Hi, Ryan!  
**Ryan:** What are you wearing?  
**Mike:** I'm wearing a clown costume. But it's raining.  
**Ryan:** Oh, no! But don't worry! The weather can change quickly!

Story Card 4

**Narrator:** It's not raining now, but it's cloudy.

**Carla:** Hi, Mike! Hi, Jack! It's time to go to the Carnival parade.  
**Mike:** Let's go!  
**Carla:** I like Jack's costume.  
**Mike:** Thanks!

Story Card 5

**Narrator:** Now the parade is starting.  
**Carla, Jasmin and Ryan:** Hi, Mike!  
**Narrator:** Now it's cold and windy.  
**Carla:** Oh, no! My hat!

Story Card 6

**Mike:** Jack! Come back!  
**Narrator:** Oh, no! What's Jack doing now?

Story Card 7

**Mike:** Oh, Jack!  
**Carla:** Look! Jack's got my hat!


Story Card 8

**Narrator:** Now it's hot and sunny and everyone is happy.  
**Mike:** Happy Carnival!



# 3



1 Listen and repeat.  1.44



It's raining.

2 Listen and say the weather.  1.45



It's cloudy.



It's snowing.






It's windy.



It's sunny.



3 Listen and sing.    1.46

Mike! Mike!  
 What's the weather like?  
 Look out of the window  
 and say.

It's raining! It's raining!  
 It's raining today!  
 I can't go out and play.



34 • Lesson 6 • What's the weather like? It's (cloudy).



The children develop their pronunciation and intonation skills by listening to a recording and repeating the phrases.



The children become aware of how the weather affects not only what we wear but what activities we can do outside.



The children practise structural fluency by chanting questions and answers.

### Key competences continuous assessment

Check if the children can:

- 1 Repeat and understand the weather phrases.
- 2 Understand the description of what Mike is wearing and relate it to the weather.
- 3 Learn a song and perform it as a class.

**Language Objectives**

To practise talking about the weather.  
To practise using clothes vocabulary in the context of what the weather is like.  
To learn a song and say it as a class.

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

CD 1  
Unit 3 weather Flashcards  
Five pieces of white card

**WARMER**

Ask the children if they can remember the different types of weather they saw in the story. Write their suggestions on the board and elicit any they forget. Invite individual children to come up and draw a simple picture.

**1 Listen and repeat.**  1.44

Tell the children to look the pictures. Play the audio and ask them to listen and repeat, paying attention to pronunciation and intonation.

**2 Listen and say the weather.**  1.45

Play the audio and pause after the first conversation. Elicit the clothes that Mike is wearing and tell the children to point to the correct picture. Then ask *What's the weather like?* Elicit the answer (*It's windy*).

**3 Listen and sing.**  1.46  

Tell the children to look at the song in the book and follow along with the audio. Then display the weather flashcards. Play the whole song and point to them as they are mentioned to help the children to sing along.

**FAST FINISHERS**


The children practise singing the song in pairs or small groups, swapping the names of the characters for the names of classmates and then that classmate responding with what they are wearing.

**WRAP-UP**


Divide the class into two teams. Show the first child in each team a weather flashcard. Their team asks them *What's the weather like?* The child mimes the weather for their team to guess.

**EXTRA ACTIVITY**

Divide the class into five groups. Give each group a card and assign a type of weather. Each group works together to write the weather on the card and draw a picture or several pictures illustrating the weather. Display the cards in class.

**TRANSCRIPTS** 1.44 **Listen and repeat.**

1 It's raining. 2 It's cloudy. 3 It's snowing. 4 It's windy.  
5 It's sunny.

 1.45 **Listen and say the weather.**

**Narrator:** Hi, Mike! What are you wearing?

**Mike:** I'm wearing a jumper and trousers.

**Narrator:** What's the weather like?

**Narrator:** What are you wearing today, Mike?

**Mike:** I'm wearing a shirt and jeans.

**Narrator:** What's the weather like?

**Narrator:** What are you wearing today, Mike?

**Mike:** I'm wearing a T-shirt and shorts.

**Narrator:** What's the weather like?

**Narrator:** What are you wearing today, Mike?


**Mike:** I'm wearing a hat and coat.

**Narrator:** What's the weather like?

**Narrator:** And what are you wearing today, Mike?

**Mike:** I'm wearing a coat and jumper.

**Narrator:** What's the weather like?

 1.46 **Listen and sing: What's the weather like?**

*Mike! Mike!  
What's the weather like?  
Look out of the window and say.*

It's raining! It's raining!  
It's raining today!  
I can't go out and play.

*Chorus*

It's cloudy! It's cloudy!  
It's cloudy today!  
I can go out and play.  
*Chorus*

It's snowing! It's snowing!  
It's snowing today!

I can't go out and play.

*Chorus*

It's windy! It's windy!

It's windy today!

I can go out and play.

*Chorus*

It's sunny! It's sunny!

It's sunny today!

I can go out and play!

Hurray!

**Continuous Assessment**

Evaluate whether the children can ask about weather conditions using the model *What's the weather like?* and identify weather conditions based on what somebody is wearing.

**ACTIVITY BOOK**

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



**NOW GO TO  
ADDITIONAL  
RESOURCES**

**TEACHER'S RESOURCE BOOK**

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

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



1 Read, look and complete. **TIME TO WRITE**

shorts weather sunny

- I'm on the beach in this photo.  
 It's hot and sunny here.  
 I'm wearing a T-shirt and  
shorts.  
 I like the weather in summer!



2 Listen and repeat.  1.47



jacket



jumper




jeans



PHONICS



3 Listen and say.  1.48

John's wearing a jacket, a jumper and jeans.  
 See him jump!



Writing: captions for photos • Phonics: initial sound *j* as in *jacket* • Lesson 7 • 35



The children develop their writing skills by completing the description of a photo.



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



The children develop their self-confidence and ability to work in a team by performing a tongue twister in front of their classmates.

Key competences continuous assessment

Check if the children can:

- 1 Write the missing words into the text.
- 2 Reproduce the initial sound *j* correctly.
- 3 Participate in performing the tongue twister.

**Language Objectives**

To practise writing the clothes and weather vocabulary learnt in the unit.

**Phonics:** to practise the initial sound *j* as in *jacket*.  
To introduce the word *jacket*.

**Materials**

Teacher's i-solutions

CD 1

A photo of themselves on holiday or on a day out and a photo of yourself

**WARMER**

Before the lesson, ask the children to bring in a photo of themselves on holiday or on a day out, and you can bring a photo of yourself. Ask the children to sit in a circle and show them your photo of yourself on holiday or on a day out. Ask the children to describe the weather and the clothes you are wearing in the photo. Let the children show the rest of the class their photos and encourage them to describe their clothes and the weather. Have the children pass the photos around and comment on them before returning them to their owner.

**TIME TO WRITE!****1 Read, look and complete.**

Look at the photo and elicit that the boy is at the beach. Ask the children what the weather is like and elicit the words *hot* and *sunny*. Then, ask individual children to read the words in the box. Explain that they have to complete the text using the words.

**PHONICS****2 Listen and repeat.**

Write the letter *j* on the board and tell the children that they are going to look at words with the initial sound *j*. Play the audio and ask them to listen and repeat the words. Pay attention to their pronunciation. Ask them if they can think of any more words with the initial sound *j*, prompting them to help. Some examples could include *Jack*, *Jasmin*, *juggle* and *jump*.

**3 Listen and say.**

Play the audio and ask the children to listen to and say the tongue twister. Pause the audio to allow time to repeat and ensure that the children are pronouncing the initial sound *j* correctly. Once they are familiar with the tongue twister, put the children into small groups and tell them they are going to say the tongue twister together but each person can only say one word at a time. Allow them time to practise in their groups, then ask each group to come forward and perform for the class.

**FAST FINISHERS**

The children write a description of their photo, like the description in Activity 1.

**WRAP-UP**

Review the three initial sounds the children have learnt so far: *b*, *d* and *j*. Write each of the lower-case letters in turn on the board and say the sounds. Say a sound, for example, *b*, and invite a child to come to the board and write the letter. Repeat until all the children have had a turn. Call one child to the front of the class and trace one of the letters on their back with your finger for them to guess. Make sure the class can see. Repeat with more children. Then, ask the children to stand in a circle and all turn to the right. Call out the three initial sounds at random so they can write the corresponding letters on each other's backs.

**EXTRA ACTIVITY**

The children draw a picture of themselves wearing a jacket, a jumper and jeans. They label the *j* items. They then share their pictures with the rest of the class.

**TRANSCRIPTS****1.47 Listen and repeat.**

jacket, jumper, jeans

**1.48 Listen and say.**

John's wearing a jacket, a jumper and jeans. See him jump!

**Continuous Assessment**

Children should be able to complete a caption for a photo, describing the weather and clothes somebody is wearing. They should also be able to pronounce the initial sound *j* correctly.

**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**

**Phonics Section:** page 65. See page 69 for the answer key and page 139 for the transcript.

3

# GO AROUND THE WORLD



Hi! I'm Chloe from London in the UK.



1 Listen and number. Then, look and write.



1.49



I'm wearing a white dress.



I'm wearing an orange T-shirt.

- dress
- T-shirt
- hat
- trousers



I'm wearing white trousers.



I'm wearing a yellow hat.



2 Draw a carnival costume for you. Then complete.



Child's own drawing

Look at me!

I'm a \_\_\_\_\_!

I'm wearing \_\_\_\_\_

\_\_\_\_\_ Child's own answer

\_\_\_\_\_

36 • Lesson 8 • Learn about the Notting Hill Carnival in London



The children develop their cultural awareness as they learn about the Notting Hill Carnival in London.



The children use their imagination and creativity by drawing themselves in a Carnival costume.

### Key competences continuous assessment

Check if the children can:

- 1 Listen and identify the correct photos.
- 2 Draw a picture of themselves wearing a Carnival costume.

**Language Objectives**

To practise the structures *What are you wearing? I'm wearing (white) (trousers).*

To review family vocabulary.

To review clothes vocabulary.

**Materials**

Teacher's i-solutions

CD 1


Unit 3 Poster

A world map or globe, a beanbag

**WARMER**

Point to the Union Jack and to Chloe. Ask a volunteer to read the text from the speech bubble and show the children where the UK is on the map. Ask a volunteer to come and find London. Explain that London is the capital city of the UK. Ask the children if they know anything about London and if anyone has ever been there. Explain that the Notting Hill Carnival happens every year in London.

It takes place in August and the weather is usually sunny. It is one of the world's largest street festivals. Explain that London has a large population with people from all over the world and they bring their music and costumes to the festival.

 Watch the video **Notting Hill Carnival in the UK** to introduce the lesson theme.

**1 Listen and number. Then, look and write.**  1.49

Look at the pictures of the Carnival together, and tell the children that they are all members of Chloe's family. Play the audio and pause after the first conversation for the children to find and number the picture, then continue with the rest of the recording. Tell the children to look at the words in the box, then ask a volunteer to read the first sentence aloud. Elicit the answer and tell the children to write the word to complete the sentence.

Allow the children to work alone to complete the remaining sentences, then check answers as a class.

**2 Draw a carnival costume for you. Then complete.**

Ask individual children what their favourite costume from Activity 1 is. Tell the children to imagine that they are going to participate in the Notting Hill Carnival. The children draw a picture of themselves in their Carnival costume and then complete the sentences. When the children have finished, invite them to show their drawings to their classmates and explain what they are and what they are wearing.

**FAST FINISHERS**


The children ask other fast finishers *What are you wearing?* They then respond with what they are wearing in their Activity 2 drawing.

**WRAP-UP**

Display the Unit 3 poster. Ask a volunteer to come forward and choose a word or phrase from the poster. Then, tell the child to pretend to be asleep. Tell the rest of the class that to wake him or her, they must guess the word. The child who guesses the word or phrase to wake their classmate up then takes a turn to choose a word from the poster and pretends to be asleep.

**EXTRA ACTIVITY**

Ask the children to sit in a circle. Throw the beanbag to one child and name an item of clothing, for example, *trousers*. The child then throws the beanbag to another child, and says another item of clothing, for example, *hat*. Continue until all the children have had a turn and they have named all the items of clothing they have learnt.

**TRANSCRIPT** 1.49 Listen and number. Then, look and write.

**Chloe:** Hi! I'm Chloe from London in the UK. It's Carnival in London today. Look at the photos. This is my family.

1

**Chloe:** This is my dad. What are you wearing, Dad?

**Dad:** I'm wearing white trousers and a white T-shirt. And look, I've got a fantastic purple and green hat with a face!

2

**Chloe:** Here's my sister. What are you wearing, Annie?

**Girl:** I'm wearing a big yellow hat and shiny shorts.

**Chloe:** Oh yes, and boots. Very nice!

3

**Chloe:** Hey, Mum. What are you wearing to Carnival?

**Mum:** I'm wearing a really big white dress and a white hat.

**Chloe:** I like your dress, Mum.

4

**Chloe:** This is my brother. What are you wearing, Joe?

**Boy:** I'm wearing an orange T-shirt. Look at my hat!

**Chloe:** Oh yes, it's a lion!

**Continuous Assessment**

Assess if the children can identify different clothes and colours in the context of a Carnival parade, and draw and describe themselves in a Carnival costume.



NOW GO TO  
ADDITIONAL  
RESOURCES

TEACHER'S RESOURCE BOOK  
Speaking Section: page 51.

# GO AGAIN!

3



1 Read and colour. Then, listen and say *True* or *False*.



skirt trousers coat T-shirt hat shoes



2 Look and draw or write.



It's raining.



It's snowing.



It's sunny.



It's windy.



3 Choose your favourite activity in the unit and stick.



Unit review • 37



The children review their knowledge of the unit language and vocabulary by using their reading and listening skills.



The children develop their observational and drawing skills by drawing different weather conditions.



The children develop their autonomy and initiative by reflecting on the unit activities and selecting their favourite one.

## Key competences continuous assessment

Check if the children can:

- 1 Colour the clothes, follow the audio and say true or false.
- 2 Draw and write the names of the weather conditions.
- 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

CD 1


Trophy Stickers

A beanbag

**WARMER**

Arrange the children's chairs in a circle and ask them to sit down. Stand in the middle and make a sentence with the phrase *I'm wearing...: I'm wearing a (jumper)*. All the children who are wearing a jumper stand up and change places. Sit in a vacant chair as they move so that one child is left without a chair. The child left standing then takes your place in the centre of the circle, makes a statement using the structure *I'm wearing...* and sits down in someone's chair. Repeat until several children have had a turn in the middle.

**1 Read and colour.**

Then, listen and say *True or False*.  1.50

Read the names of the clothes and elicit the colours they are written in. Explain to the children that they must find the clothes in the picture and colour them in the corresponding colours. Then play the audio. Pause it after each statement and tell the children to say *True or False* and put their thumbs up or down.

**2 Look and draw or write.**

Tell the children to look at the first picture and ask *What's the weather like?* Elicit *It's raining*, and tell the children to write the answer in the space provided. Ask a volunteer to read the text under the second space and tell the children to draw a picture in the frame to illustrate the weather.

**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. Tell them to put the trophy **sticker** on that activity. Encourage them to tell you why it is their favourite activity.


**FAST FINISHERS**

Tell the children to draw and write about a silly outfit that they could wear to a dress-up party.

**WRAP-UP**

Ask the children to sit in a circle. Say a phrase using the target structure, for example, *I'm wearing (black) (trousers)*. Pass the beanbag to the child on your right and get them to repeat it and add to it, for example, *I'm wearing (black) (trousers) and a (green) (jumper)*. The children continue to pass the beanbag along, repeating the previous phrase and adding to it.

**TRANSCRIPT**

 1.50 **Read and colour.**  
Then, listen and say *True or False*.

**Tim:** Hello, boys and girls. It's Tim. Happy Carnival! Do you like my coat? I'm wearing a blue coat. And, can you see my hat? I'm wearing a black hat. Look at my trousers. I'm wearing brown trousers.

**Tina:** Hello, this is Tina. Happy Carnival! Look at me, I'm wearing green shoes. Can you see my T-shirt? I'm wearing a yellow T-shirt. And look at my skirt. I'm wearing a purple skirt.

**Final Assessment**

Check if the children can:

- Name the types of clothes and describe their colours.
- Ask people what they are wearing.
- Describe to others what they are wearing.
- Categorise clothes according to if the weather is hot or cold.
- Describe different weather conditions.

**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!**

**Cooperative Learning**

Cooperative structure available for consolidation.

**Drama**

Drama games available for language consolidation.  
See **GO Innovate! Teacher's Guide 2**.

# CARNIVAL!

1 Look and write.

shoes dress shorts T-shirt coat jeans hat trousers



2 Read and colour.

I'm wearing brown shoes, blue jeans and an orange shirt.

I'm wearing red shoes and a green dress.



I'm wearing a grey hat, black trousers and a purple coat.

3 Look and complete.

dress trousers shoes T-shirt hat coat

I'm wearing white shoes, a yellow hat and a black dress.

I'm wearing a brown coat, a blue T-shirt and pink trousers.



4 Look, write and count.

shirt jumper shorts skirt jeans T-shirt



5 Listen and colour.



## TRANSCRIPT

6 Listen and colour.

**Narrator:** Hello, Julia! Happy Carnival! What are you wearing?

**Julia:** I'm wearing a green skirt.

**Narrator:** A green skirt, I see.

**Narrator:** What colour is your T-shirt?

**Julia:** It's orange. I'm wearing an orange T-shirt.

**Narrator:** OK.

**Narrator:** What colour shoes are you wearing, Julia?

**Julia:** My shoes? I'm wearing black shoes.

**Narrator:** Black shoes, OK.

**Julia:** Bye!

**Julia:** Bye!

**Narrator:** Hi, Danny! What are you wearing today?

**Danny:** I'm wearing a red and black jumper.

**Narrator:** A red and black jumper, great!

**Narrator:** What about your trousers? What colour are your trousers?

**Danny:** They're blue. I'm wearing blue trousers.

**Narrator:** Danny, what colour shoes are you wearing?

**Danny:** I'm wearing brown shoes.

**Narrator:** Brown shoes, OK, Danny. And happy Carnival!

**Danny:** Thanks, bye!

6 Look and write.

What's the weather like?

It's raining.



It's cloudy.



It's snowing.  
It's cloudy.  
It's windy.  
It's raining.  
It's sunny.

It's windy.



It's sunny.



It's snowing.



7 Read and draw. Child's own drawing



1 It's cloudy today.  
I'm wearing jeans and a jumper.



2 It's raining today.  
I'm wearing trousers, a coat and a hat.

8 Read and complete for you. Then draw. TIME TO WRITE Child's own answers

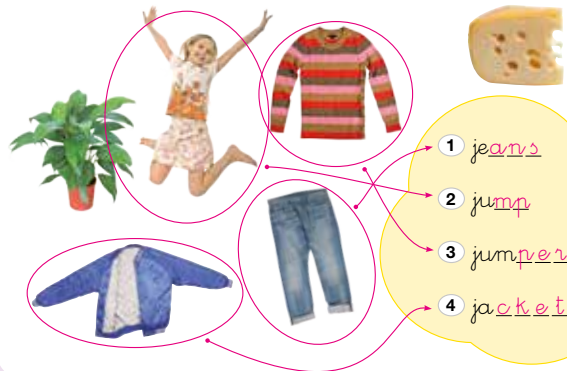
I'm at the park with my friends.  
It's \_\_\_\_\_ today.  
I'm wearing \_\_\_\_\_ and \_\_\_\_\_.



PHONICS

9 Circle the j words. Then, complete and match.

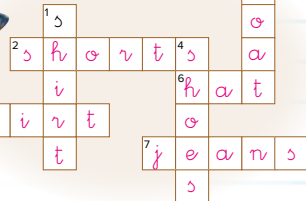
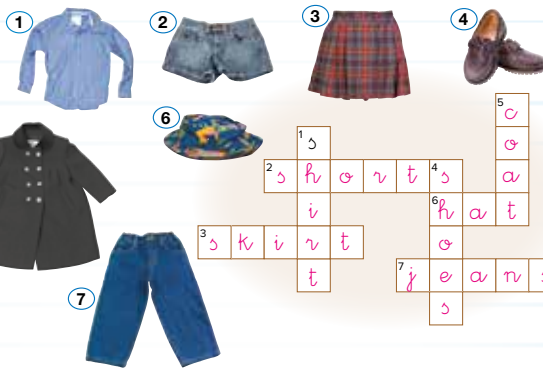
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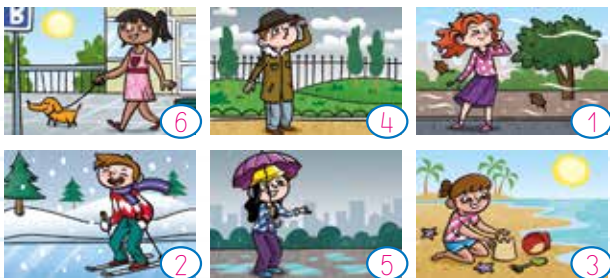
- 1 jeans
- 2 jump
- 3 jumper
- 4 jacket

GO AGAIN!

1 Look and write.



2 Listen and number.



TRANSCRIPT

7 Listen and number.

- 1 **Interviewer:** Hello, Katie. What are you wearing?  
**Katie:** I'm wearing a jumper and a skirt.  
**Interviewer:** What's the weather like?  
**Katie:** It's windy.
- 2 **Interviewer:** Hello, Greg. What are you wearing?  
**Greg:** I'm wearing jeans and a jumper.  
**Interviewer:** What's the weather like?  
**Greg:** It's cold and it's snowing! Wheeeeeeee!
- 3 **Interviewer:** Hi, Emilia. What are you wearing?  
**Emilia:** I'm wearing shorts and a T-shirt.  
**Interviewer:** What's the weather like?  
**Emilia:** It's hot and sunny today.
- 4 **Interviewer:** Hi, Zack. What are you wearing?  
**Zack:** I'm wearing a coat and a hat.  
**Interviewer:** What's the weather like?  
**Zack:** It's cloudy and it's cold! Brrr!
- 5 **Interviewer:** Hello, Anna. What are you wearing?  
**Anna:** I'm wearing a shirt and trousers. And I'm wearing a hat.  
**Interviewer:** What's the weather like?  
**Anna:** It's raining.
- 6 **Interviewer:** Hi, Becky. What are you wearing?  
**Becky:** I'm wearing a dress and shoes.  
**Interviewer:** What's the weather like?  
**Becky:** It's sunny and it's hot!