

# go 2 getter

## Teacher's Book

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# 1.1

## In this lesson

### Lesson aims:

- Vocabulary: school subjects and items.

### Resources:

- Vocabulary worksheet 1.1, p. 148
- Tests: Vocabulary check 1.1

### Homework:

- Workbook Unit 1, p. 8

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Exercise 1, 3, 5 and 7
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and look in their bags and say the words for any items they already know in English.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 10–11; ask random Ss for their ideas.

### Lead-in

- Teach the vocabulary with the photos, real objects or ActiveTeach. Hold up your book, the objects or draw Ss attention to the screen, read out the new words one at a time and point to the correct photos or objects. Ss do the same.

### Exercise 1

- Say *Have you got a (calculator) in your bag?* Hands up for 'Yes'. Check answers with all class using their response cards.

### Exercise 2 1.16

- Make sure Ss understand all the vocabulary in the box.
- Ss can work in small groups or pairs to find the subjects and items in the photos, e.g. *Look. I can see a Maths lesson / a pencil case.* Monitor pairs for understanding and pronunciation.

Answer → student page

# Classmates

## Vocabulary I can talk about school.

I know that!

- 1 Which things have you got in your school bag?  
calculator dictionary laptop map paints pencil case trainers

### In this unit

#### Vocabulary

- School subjects and school items
- Collocations with *do* and *play*
- Places in a school

#### Grammar

- Present Simple affirmative, negative, questions and short answers
- Adverbs of frequency

▶ 2-3



1.2 Grammar video

▶ 4



1.2 Grammar animation

▶ 5



1.3 Grammar animation

▶ 6



1.4 Communication video

▶ 7



BBC Culture video

10



- Critical thinking** Ss think about which items you need for which subjects. Ss raise their hands and make suggestions. Have two students write the ideas on the board. Encourage class discussion.

### Extra activity

- Ss work in pairs and ask each other questions about the school items, e.g. *Have you got a ruler in your bag?* Monitor pairs for correct question forms and pronunciation.

### Exercise 3 1.17

- Ss listen for key words and school items connected to each subject.
- Monitor understanding using the Lollipop stick technique and having Ss write the answers on the board.

- Confirm answers. Play the recording again, stop after each part and Ss say the key words and items. (1: *trainers, play*; 2 *Bonjour Madame, dictionaries*; 3 *calculator, problem*; 4 *sing*; 5 *map*; 6 *paint*)

Answer → student page

### Exercise 4

- This is preparation for the CYLET Movers Reading and Writing test Part 1.
- Ss look at the photos on page 10, then look for key words connected to each subject. Involve Ss using the WILF technique by encouraging them to underline the key words.

Answer → student page

2 1.16 Listen and repeat. Find these school subjects and school items in the photos on page 10.

**Vocabulary School**

**School subjects**

Art Computer Studies English French  
Geography History Maths Music P.E.  
Science

**School items**

calculator dictionary laptop map paints  
pencil case rubber ruler scissors trainers

3 1.17 Listen and circle the correct answer.

- 1 PE. / Music
- 2 English / French
- 3 Geography / Maths
- 4 P.E. / Music
- 5 Computer Studies / Geography
- 6 Art / Science

4 **Exam Spot** Write the school subjects.

- 1 *We can do experiments. It's interesting.* Science
- 2 *We can learn about the past.* History
- 3 *We can play football.* P.E.
- 4 *We can play computer games.* Computer Studies
- 5 *We can play the piano and the guitar.* Music
- 6 *We can learn about different countries.* Geography

5 1.18 Listen and match the school subjects to the days.

- |                    |             |
|--------------------|-------------|
| 1 <u>b</u> Maths   | a Monday    |
| 2 <u>e</u> Art     | b Tuesday   |
| 3 <u>d</u> P.E.    | c Wednesday |
| 4 <u>c</u> History | d Thursday  |
| 5 <u>a</u> English | e Friday    |

6 Ask and answer the questions in pairs.

- A: *What's your favourite subject?*  
B: *It's Music.*  
A: *When is it?*  
B: *It's on Monday.*

7 Look at the school bags. Which subjects have they got today? Write in your notebook.



1 Sophie: Art, ...

8 Look at the picture. Illustrate three other subjects in a similar way. Make a class exhibition.

*I remember that!*



**Exercise 8**

- Different Ss say what they can see in the picture.
- Ask other Ss for ideas on other subjects. Write or draw ideas on the board.
- Allow enough time for Ss to create their pictures. Ss look at the pictures on display and choose a favourite one.

**Finishing the lesson**

- (Books closed) Ss take turns to say one new word from the lesson. Ask random Ss to write them on the board.
- Ask different Ss which words they think are the most difficult to spell. Involve them in the learning process by telling them to keep a note of all new words in a vocabulary section of their notebooks.

**Fast finishers**

- Ss look at the Vocabulary box in Exercise 2 for 1 minute, then close their books and try to write down all the subjects. Ask Ss how many words they remembered and if they could spell them.

**Exercise 5** 1.18

- Revise the days of the week. First chant the days as a class. Then write the initials of each day on the board, and ask random Ss to complete the words.
- Play the audio track once.
- Play again for Ss to confirm answers.
- Check answers using the Basketball technique. Ask *When is Maths?* Ss *It's on Tuesday.*

**Answer** → student page

**Exercise 6**

- Ask two students to read out the dialogue.
- Monitor pairs for correct question forms and pronunciation of the subjects. Listen to pairs and correct individual Ss as necessary.

- Ask some pairs to report back to class. Ask *What is your friend's favourite subject and when is it?*

**Exercise 7**

- Ss open their notebooks and work individually.
- Check answers. Ss use their response cards. Ask *Has Sophie got Art/Maths today?*, etc.
- Choose three students to write the answers on the board. Ss can mark each other's work.

**Answer**

Sophie: Art, Music, French  
Lucas: Computer Studies, Maths  
Clara: P.E., Geography

# 1.2

## In this lesson

### Lesson aims:

- Grammar: Present Simple affirmative, adverbs of frequency (*always, usually, often, sometimes, never*).

### Resources:

- Grammar worksheet 1.2, p. 152
- Tests: Grammar check 1.2

### Homework:

- Workbook Unit 1, p. 9
- Extra Online Practice Unit 1

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5, 7 and Get Grammar!
- Peer learning: Exercise 8 and 9
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Give Ss one minute to write down new words from L1.1. Check answers using the Lollipop stick technique.
- Revise the subjects. Write the first letter of each subject on the board, and ask different Ss to complete the words. Then revise the school items. Ask e.g. *Have you got a calculator in your bag?* and elicit answers.
- Give Ss learning feedback by asking them how many words they remembered. Suggest they keep a word list.
- Set the goal of the lesson. Write two sentences on the board and read them out (*I always get up at 7 a.m. I usually have breakfast before work.*) Ask Ss if they know what they will learn today. Say *Today we will learn about the Present Simple so that you can talk about your daily routine.*

### Lead-in

- (Books open) Ss look at the photo story and make suggestions what it is about.

### Exercise 1 1.19

- Read out the question first, so Ss have a purpose for watching or listening.

Answer → student page

# 1.2

## Grammar

I can use the Present Simple to talk about my daily routine.

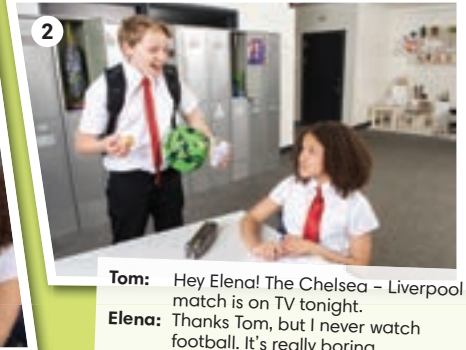
# They meet before class

On weekdays Amy, Elena, Tom and Lucas usually meet before class.



**Amy:** Hi everyone!  
**Tom, Elena, Lucas:** Hi Amy!  
**Amy:** Hey Tom, what have you got there?  
**Tom:** Breakfast. Here, have one.  
**Amy:** No thanks! I always have breakfast at home.

Tom loves food and he loves sport. He often brings his football to school.



**Tom:** Hey Elena! The Chelsea - Liverpool match is on TV tonight.  
**Elena:** Thanks Tom, but I never watch football. It's really boring.

Elena often does her homework at school. She usually listens to music at the same time ...



**Elena:** What's the answer to Question 2?  
**Lucas:** Question 2 - that's easy!

Lucas is very clever and he's really good at Maths. But he sometimes loses things.



**Lucas:** Where's my calculator? It's usually here!  
**Tom:** Hurry up, Lucas. We're late for Maths!  
**Amy:** Wow, what a mess!

- 1 1.19 Watch or listen and read. What is Lucas's problem?  
*Lucas can't find his calculator.*

- 2 Match the names to the sentences.

- |         |                               |
|---------|-------------------------------|
| 1 Lucas | a 'I like football.'          |
| 2 Elena | b 'I like music.'             |
| 3 Tom   | c 'I'm good at Maths.'        |
| 4 Amy   | d 'I have breakfast at home.' |

- 3 1.20 Listen and repeat. Find these expressions in the story.

Hurry up! We're late! What a mess!

Say it!

- 4 Guess! What do you think happens next?  
 Have a class vote.

- a The children are late for class. b There is a test.

- 5 1.21 Now watch or listen and check.

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### Exercise 2

- Ss complete the exercise, then watch or listen again to confirm answers.

Answer → student page

### Exercise 3 1.20

- Read out the sentences. Ss respond with a phrase from the Say it! box:  
*Science class is in room 3A. It starts in five minutes!*  
*Oh no! There are books, pens and paper on the classroom floor!*  
*It's ten past one. P.E. is always at 1 o'clock!*

Answer → student page

### Exercise 4

- Critical thinking** Students discuss the options in pairs.

- Do a class vote using their response cards.

### Exercise 5 1.21

- Ss watch or listen to check their choice.

### Video/Audio script

**Tom:** Phew! We aren't late!

**Teacher:** Hello everyone. Today, I've got a short test for you. Have you all got your calculators?

**Class:** Yes, Miss.

**Lucas:** Er ... sorry Miss. I haven't got my calculator. It's at home.

**Teacher:** Never mind Lucas. I'm sure you can do the test without it.

**Lucas:** Oh no!

**Teacher:** Only joking. Here's my calculator. You can use it.

Answer → student page

Grammar Present Simple affirmative

4 Get Grammar!

I	listen to music.
You	listen to music.
He/She/It	listens to music.
We	listen to music.
You	listen to music.
They	listen to music.

We eat sandwiches.  
Hammy eats sandwiches too!



6 Circle the correct answer.

- I bring / brings my phone to school.
- She listen / listens to music on the bus.
- We eat / eats lunch at school.
- They walk / walks to school in summer.
- He lose / loses things all the time.
- You have / has Maths on Monday morning.

LOOK!

love → loves eat → eats play → plays  
do → does go → goes watch → watches  
wash → washes study → studies fly → flies

7 1.22 Complete the sentences with the Present Simple form of the verb. Try to guess the correct option. Then listen and check.

- Tom watches (watch) football in the afternoon / evening.
- Amy does (do) her homework before / after school.
- Elena loves (love) Beyoncé / Adele songs.
- Tom goes (go) to computer club / football club on Friday.
- Lucas plays (play) sports / chess at break time.

Grammar Adverbs of frequency

always	Adverb + verb
usually	I <u>never</u> listen to music.
often	We <u>sometimes</u> watch TV.
sometimes	Adverb + to be
never	He is <u>often</u> late for school.
	I am <u>always</u> happy.

8 Complete the sentences with adverbs of frequency so they are true for you. Compare your sentences in pairs.

My daily routines

On school days I \_\_\_\_\_ get up at 7.  
At the weekend I \_\_\_\_\_ get up at 10.  
I \_\_\_\_\_ have an egg for breakfast.  
I \_\_\_\_\_ have chicken for lunch.  
I \_\_\_\_\_ study English on Saturday.  
I \_\_\_\_\_ ride a bike on Sunday.

9 In your notebook, put the words in the correct order to make sentences.

- always We on Friday have Art .  
*We always have Art on Friday.*
- are Elena and Amy noisy in Science class sometimes .
- I never in class send text messages .
- often We in the park play football .
- watches TV Tom usually after dinner .
- always late for English You are !

10 Write three true sentences and one false about what you and your family do every day. Ask your partner to guess which sentence is false. Then swap roles.

- A: *I do my homework in the kitchen.*  
B: *True!*  
A: *My dad sings in the shower.*  
B: *False! ...*

- Monitor comprehension. Ask different Ss: *Are they late? What lesson is it? Has Lucas got his calculator? Has the teacher got a calculator?*
- Involve Ss. Ask *Is your guess correct?* Check answers using their response cards.

Get Grammar! 4

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Write *I \_\_\_\_\_ to music* and *He \_\_\_\_\_ to music* on the board. Ss look at the Grammar box. Ask different Ss to complete the sentences with the correct form of *listen*. Draw attention to the letter **s** for *He/She/It*.
- You may check comprehension & exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

Exercise 6

- Choose different Ss to read out the answers. Monitor answers and pronunciation.

Answer → student page

Look!

- Read out the Look! box. Draw Ss attention to the spelling rules. Teach pronunciation, focusing on the verb form endings. Read out the verbs and Ss repeat.
- Give Ss one minute to memorise the spelling rules in the Look! box. Then tell them to cover the box. Ask *What's the spelling for loves eats, etc.* Ss to spell out the words and/or write them on the board.

Exercise 7 1.22

- Ss choose answers and compare in pairs.
- Ask for feedback: *How many guesses are correct?* Have a class vote using the Thumbs up/down technique.

Answer → student page

Extra activity

- Give Ss one minute to study the spelling rules in the Look! Box. Ss close their books. Write the basic form of the verbs on the board. Ss write *He/She/It* form in their notebooks. They then open their books and check.

Exercise 8

- Read out the Grammar box and explain the meanings of the adverbs. Read out the sentences and Ss repeat.
- Make sure Ss understand all the sentences.
- Ss work using the Think-pair-share technique. Say *Raise your hand for the same adverb.*

Exercise 9

- Read the Grammar box again. Draw Ss attention to the position of the adverbs with verbs and with *to be*.
- Ss write their sentences in their notebooks and then compare answers in pairs, offering feedback.

Answer

2 Elena and Amy are sometimes noisy in Science class. 3 I never send text messages in class. 4 We often play football in the park. 5 Tom usually watches TV after dinner. 6 You are always late for English!

Exercise 10

- Give Ss two minutes to write their sentences.
- Monitor pairs for correct grammar forms and pronunciation.

Finishing the lesson

- (Books closed)* Clarify the grammar goals of lesson 1.2. Ask different Ss to think of a sentence using an adverb of frequency.

Fast finishers

- Ss look at the photo story. They underline the basic form of verbs in the Present Simple affirmative and circle the *He/She/It* forms.

# 1.3

## In this lesson

### Lesson aims:

- Grammar: Present Simple negative, questions, short answers
- Vocabulary: word friends with *play* and *do*

### Resources:

- Grammar worksheet 1.3, p. 153
- Tests: Grammar check 1.3

### Homework:

- Workbook Unit 1, p. 10

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Get Grammar! and Exercise 7
- Peer learning: Exercise 4, 6 (follow-up) and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise the Present Simple affirmative on the board. Write *I listen to music. He \_\_\_\_\_ to music.* Different Ss say the missing form.
- Revise the spelling of the Present Simple *He/She/It* form. Ask different Ss for the spelling rules from L1.2 Look! box. Write both forms of the verbs on the board (*love-loves, eat-eats, play-plays, do-does, go-goes, watch-watches, wash-washes, study-studies, fly-flies*).
- Set the goal of the lesson. Write two sentences on the board and read them out (*Do you play the guitar? I don't play the guitar.*) Ask Ss if they know what they will learn today. Say *Today we will learn how to ask and answer questions about hobbies.* Write the lesson objectives on the board.

### Lead-in

- (Books open) Introduce the cartoon characters. Ss look at the images before proceeding to the exercise.

# 1.3

## City Creatures The new hobby



**1**  
**Big Al:** I'm bored.  
**Carla:** You don't have a hobby, Al. That's why.  
**Big Al:** Do you have a hobby, Carla?  
**Carla:** Yes, I do.  
**Big Al:** Do you play sport?  
**Carla:** No, I don't. I play the guitar ... and I paint pictures.

**2**  
**Big Al:** Does Rocco paint pictures?  
**Carla:** No, he doesn't.  
**Big Al:** Does he play sport?  
**Carla:** Yes, he does. He does karate.

Two hours later ...



**3**  
**Carla:** Where's Al? And where are my paints?  
**Rocco:** I don't know.

**4**  
**Big Al:** Hi guys. Do you like my picture? Painting is my new hobby.  
**Carla:** It's, er, very ... interesting.

Just then ...



**5**  
**Freddie:** Hello, we're Freddie and Fifi, the art collectors.  
**Carla:** What do they want? Do they like my paintings?  
**Fifi:** This picture. It's fantastic. Can we buy it?

**6**  
**Rocco:** What?? I don't understand!!  
**Carla:** They don't like my paintings.  
**Big Al:** They like my painting! I love my new hobby!!

- 1** Look at the cartoon. Circle the hobbies you can see. **2** Listen and read. Circle T (true) or F (false).
- a football b karate c painting d tennis
- 1 Big Al has a lot of hobbies.  T /  F  
 2 Carla paints pictures and plays the guitar.  T /  F  
 3 Rocco does ballet.  T /  F  
 4 Freddie and Fifi like Big Al's picture.  T /  F  
 5 Big Al likes his new hobby.  T /  F

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### Exercise 1

- Ss answer the question. Ask follow-up questions: *Can you see animals/people? How many?*

Answer → student page

### Exercise 2 1.23

- Make sure Ss understand the sentences before you play the recording.
- Ask different Ss to read the sentences and their answers. For false answers ask Ss to say the true sentence.

Answer → student page

### Get Grammar! 5

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class. Ss repeat in chorus.
- Write *I paint* on the board. Tell Ss to look at the Grammar box. Ask *What extra word is in the negative sentence?* Elicit *don't*. Ask *What extra word is in the question?* Elicit *Do*.
- Write *He paints* on the board. Ask *What extra word is in the negative sentence?* Elicit *doesn't*. Ask *What extra word is in the question?* Elicit *Does*. Ask *Is the letter s on paints?* Elicit *No*.
- You may check comprehension & exercise difficulty with the Traffic Lights technique.

## Grammar Present Simple negative, questions and short answers

### 5 Get Grammar!

–	?	Short answers
I <b>don't</b> paint.	<b>Do</b> I paint?	Yes, I <b>do</b> . / No, I <b>don't</b> .
You <b>don't</b> paint.	<b>Do</b> you paint?	Yes, you <b>do</b> . / No, you <b>don't</b> .
He/She/It <b>doesn't</b> paint.	<b>Does</b> he/she/it paint?	Yes, he/she/it <b>does</b> . / No, he/she/it <b>doesn't</b> .
We <b>don't</b> paint.	<b>Do</b> we paint?	Yes, we <b>do</b> . / No, we <b>don't</b> .
You <b>don't</b> paint.	<b>Do</b> you paint?	Yes, you <b>do</b> . / No, you <b>don't</b> .
They <b>don't</b> paint.	<b>Do</b> they paint?	Yes, they <b>do</b> . / No, they <b>don't</b> .

don't = do not doesn't = does not

Where **do** you paint? When **do** they paint? How often **does** she paint?

Do you **play** football in your free time?

Yes, I **do**.



### 3 Correct the sentences.

- Carla paints houses.  
*Carla doesn't paint houses. She paints pictures.*
- Carla plays the piano.
- Rocco does judo.
- Freddie and Fifi want Carla's picture.

### 4 Complete the questions with do or does.

- Does Big Al play the guitar?
- Do Carla and Rocco have hobbies?
- Does Rocco paint pictures?
- Do Carla and Rocco like Big Al's picture?
- What does Big Al think of his new hobby?

### 5 1.24 Complete the dialogue with do, does, don't or doesn't. Then listen and check.

Big Al: <sup>1</sup> Do you play an instrument, Rocco?

Rocco: No, I <sup>2</sup> don't but my sister plays the drums.

Big Al: <sup>3</sup> Does she play in a band?

Rocco: Yes, she <sup>4</sup> does. They're called "The Rocking Raccoons".

Big Al: How often <sup>5</sup> do they meet?

Rocco: They meet every Wednesday, and on Thursday she does ballet.

Bi Al: Wow, your sister is busy!

### 6 1.25 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures?

#### Vocabulary do, play

**do** ballet, judo, karate, pottery  
**play** basketball, chess, football, tennis; the drums, the guitar, the piano



### 7 Complete the questions with do or play. Then ask and answer in pairs.

- Do you play basketball?
- Does your dad do karate?
- Does your grandma do ballet?
- Does your mum play chess?
- Do you do pottery after school?

### 8 1.26 1.27 Go to page 107. Listen and sing My Busy Week song.



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### Exercise 3

- Ss complete the exercise individually.

#### Answer

2 Carla doesn't play the piano. She plays the guitar. 3 Rocco doesn't do judo. He does karate. 4 Freddie and Fifi don't want Carla's painting. They want Big Al's painting.

### Exercise 4

- Ss complete the questions individually.
- Follow-up: Involve Ss in how to do reading comprehension questions using the WILF technique. Tell them to underline the parts of the cartoon story where they find answers to the questions.

- Ss then work using the Think-pair-share technique. Ask pairs to read out their questions and answers.

#### Answer

student page; 1 No, he doesn't. 2 Yes, they do. 4 No, he doesn't. 5 No, they don't. 6 He loves it/his new hobby.

### Exercise 5

- After checking answers with different Ss, divide the class into two groups and assign the roles: Big Al and Rocco. Read out the dialogue and Ss in each group repeat.
- Ask several pairs to read out the dialogue.

Answer → student page

### Extra activity

- Divide the Ss into groups of five. Assign a role from the cartoon story to each student. Ss read out their parts and prepare a role play in groups. Monitor question intonation and general pronunciation. The groups perform their role plays to the class. They could read from their books at this stage.

### Exercise 6

- Read out the Vocabulary box and Ss repeat.
- Ss label the pictures they know. Ask different Ss for feedback. Make sure all Ss understand the vocabulary.
- Follow-up: Ss work in pairs and think of more activities that collocate with *play* and *do*, e.g. *play football, the piano; do puzzles, homework*, then share with the class.

Answer → student page

### Exercise 7

- Ask two Ss to read out the questions and make sure all Ss have the correct question forms. Ss answer as a class with their response cards.
- Ss work in pairs and take turns to ask and answer the questions. Monitor pairs.
- Extend the exercise to challenge stronger Ss. Ask individual students questions with *Where, When* and *How often*, e.g. *When / Where / How often do you play basketball?*

Answer → student page

### Exercise 8 1.26 1.27

- Play the song for Ss to hear the first time.
- Read out the lyrics and Ss repeat. Then Ss can sing along. Different groups could perform the song. Have a class vote for the best performance.

### Finishing the lesson

- (Books closed) Ask Ss to finish the sentences: *Today I have learned...* and *I can...* Check with all class using the response cards.

#### Fast finishers

- Ss write three sentences in their notebooks: 1 using the Present Simple affirmative and an adverb of frequency, 2 using the Present Simple negative, 3 using the Present Simple question form.

# 1.4

## In this lesson

### Lesson aims:

- Communication skills: asking for and giving personal information

### Resources:

- Communication worksheet 1.4, p. 168
- Tests: Communication check 1.4

### Homework:

- Workbook Unit 1, p. 11
- Extra Online Practice Unit 1

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Extra Activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask Ss some questions about themselves: *What's your name? How old are you? Do you like ...?*
- Set the goals of the lesson. *Say In this lesson we will learn how to ask for and give information about us. Can you give me an example?*

### Lead-in

- (Books open) Ss cover the dialogue, look at the photo and say/guess who they can see.

### Exercise 1

- Read out the questions. Ss watch the video or uncover the dialogue and listen.

Answer → student page

### Exercise 2

- Make sure Ss understand the information they need for the table. Check answers using the Lollipop stick technique.

Answer → student page

### Exercise 3

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.

### Look!

- Read out the Look! box and Ss repeat. Make sure they understand all the information.

# 1.4

## Where do you live?

**Receptionist:** Good morning.  
**Tom:** Good morning.  
**R:** Hello. Can I help you?  
**Tom:** Yes, I'd like to join the basketball club, please.  
**R:** Of course. What's your name?  
**Tom:** Tom Flynn.  
**R:** How do you spell Flynn?  
**Tom:** F-L-Y-N-N.  
**R:** Where do you live, Tom?  
**Tom:** 25 Star Street, Kingston.  
**R:** What's your email address?  
**Tom:** It's tom.flynn@mymail.com.  
**R:** And what's your phone number?  
**Tom:** It's 08976 335214.  
**R:** When does the club meet?  
**Tom:** On Mondays, from 5.30 to 7.00.  
**R:** That's now, isn't it?  
**R:** Yes, hurry up!



### 1 Watch or listen and read. Answer the questions.

- Where is Tom? *Tom is in a sports centre.*
- Why is he there? *He wants to join the basketball club.*

### 2 Watch or listen and read again. Complete the table.

Name	1 <u>Tom Flynn</u>
Address	2 <u>Star Street, Kingston</u>
Email address	3 <u>tom.flynn@mymail.com</u>
Phone number	4 <u>08976 335214</u>

### 3 Listen and repeat.

#### Communication Asking for personal information

What's your name?  
 How do you spell that?  
 Where do you live?  
 What's your email address?  
 What's your phone number?

**LOOK!** Email addresses  
 @ = "at" .com = "dot com"  
 Telephone numbers  
 0 = "oh" or "zero"  
 33 = "double three"

### 4 In your notebook, write questions to these answers.

- Diego Alvarez  
*What's your name? How do you spell that?*
- D-I-E-G-O A-L-V-A-R-E-Z  
*Where do you live?*
- 17 North Road, Oxford  
*What's your email address?*
- It's diego@xnet.com  
*What's your phone number?*
- It's 06657 241682

### 5 Listen and check.

### 6 Exam Spot Listen and complete Kate's information.

Name of student: Kate <sup>1</sup> Grey  
 Name of Club: Art Club  
 Day: <sup>2</sup> Monday  
 Time: <sup>3</sup> 3.30  
 Where: Room <sup>4</sup> Room 308



### Exercise 4

- Ss work individually referring to the Communication and Look! box.

Answer → student page

### Exercise 5

- Make sure Ss have the correct questions. Choose pairs to read out questions and answers.

### Extra activity

- Ss make up a phone number and an email address and write it down. Ss then work in pairs and dictate the info to each other. Then, have them swap the written information, check and correct if necessary.

### Exercise 6

- This is preparation for the CYLET Movers Listening test Part 2.

- Ss read the member's card first, so they know what to listen for.

Answer → student page

### Finishing the lesson

- (Books closed) Encourage Ss to give feedback on the lesson and assess their own learning. Ask *What was easy/hard about this lesson? Can you remember how to say emails / phone numbers?*

### Fast finishers

- Ss underline all the questions in Exercise 1 and say how many they find (8).



- 1 **1.32** Look at the photos and read the title. What do you think the text is about? Read or listen to the text and check. *The text is about British boarding schools.*
- 2 Read the text again and answer the questions.

- 1 What type of school does Laura go to? *boarding school*
- 2 What time does she wake up? *6.30 a.m.*
- 3 What is her favourite lesson? *Science*
- 4 When does she play badminton? *in the evening*
- 5 Does Laura miss her parents? *Yes, she does.*

- 3 **1.33** Listen and repeat. Which of the places are there in your school?

**Vocabulary** Places in a school

canteen classroom computer room gym hall library playground staff room

- 4 Complete the sentences with words in the Vocabulary box so they are true for you.

- 1 We have assembly in the \_\_\_\_\_.
- 2 We have lessons in our \_\_\_\_\_.
- 3 We have lunch in the \_\_\_\_\_.
- 4 After lunch, we play in the \_\_\_\_\_.
- 5 We do P.E. in the \_\_\_\_\_.
- 6 I sometimes do my homework in the \_\_\_\_\_.

- 5 **Exam Spot** Read the questions to Laura. Circle the best answer a, b or c.

- 1 A: What do you do at the weekend, Laura?  
B: a Yes, I do. **b** I usually go sailing.  
c No, I don't have lessons at the weekend.
- 2 A: Where do you have breakfast?  
B: a Every morning. b I have toast and cereal.  
**c** In the canteen.
- 3 A: Who is your best friend?  
B: a She's very well, thank you. **b** Her name is Ruby.  
c She's fourteen.

- 6 Imagine a day in a Crazy School. Who can think of the funniest sentences?

*We wake up at 2.00 in the afternoon.  
We play basketball in the library.*



**Boarding School – What's it really like?**



In films, boarding schools are exciting places, often with magic or monsters. But what is a real British boarding school like? Thirteen-year-old Laura Henderson describes a typical day at her school.

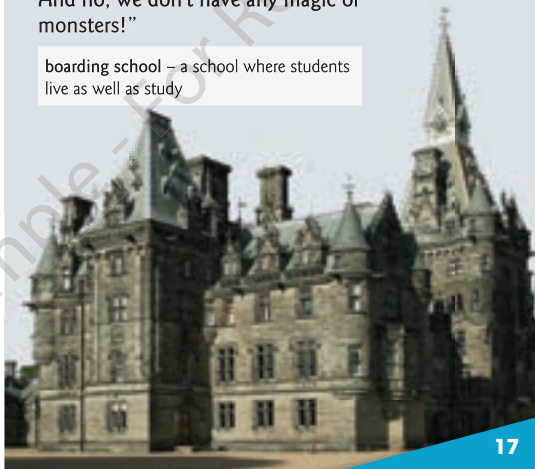
"We wake up at 6.30 in the morning and have breakfast in the school canteen. At 8.00, the bell rings for assembly in the hall. The great thing about boarding school is that we're never late for school!"

Lessons start at 9.00 and finish at 3.30. My favourite lesson is Science because we often do experiments. In the afternoon, we sometimes go to the library to read, or we do P.E. in the gym. In the evening, I often play badminton or go to a cookery class.

I go to a boarding school because my parents live in France. Do I miss them? Yes, but I've got some good friends here.

And no, we don't have any magic or monsters!"

**boarding school** – a school where students live as well as study



**Lead-in**

- (Books open) Ss take turns to describe the photos.

**Exercise 1** **1.32**

- Give Ss one minute to read the text, or play the text once.

**Answer** → student page

**Exercise 2**

- Involve Ss in reading comprehension using the WILF technique. Say *What are the key words in the questions?* Different Ss answer.

**Answer** → student page

**Exercise 3** **1.33**

- Make sure Ss understand all the vocabulary in the box.

**Exercise 4**

- Make sure Ss understand the sentences.
- Ss do the exercise using the Think-pair-share technique.

**Extra activity**

- Groupwork: Play Snowman with the new words. On the board, write a dash for each letter of a word to guess. Draw a part of the snowman for each wrong guess (e.g. snowballs). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.

**Exercise 5**

- This is preparation for the CYLET Movers Reading and Writing test Part 2.
- Check answers with all class using their response cards.

**Answer** → student page

**Exercise 6**

- Different Ss give ideas for funny sentences.
- Ss work individually and then read each other's work to give feedback. Have a vote for the funniest ideas.

**Finishing the lesson**

- **Critical thinking** (Books closed) Ss share their opinions. Ask *Are boarding schools a good idea?*
- (Books closed) Refer back to lesson goals: *Was the text easy/difficult to read?*

**Fast finishers**

- Ss study the new vocabulary for one minute, cover the words and try to spell them.

**1.5**

**In this lesson**

**Lesson aims:**

- Reading and understanding a text about a school day.
- Vocabulary: places in a school

**Homework:**

- Workbook Unit 1, p. 12

**Assessment for Learning in this lesson**

- Setting aims and criteria for success: Warm-up and Exercise 2
- Giving feedback: Exercise 5
- Peer learning: Exercise 4 and 6
- Independent learning: Finishing the lesson

**Culture notes**

1. Boarding schools are schools where students live and study.
2. In the Harry Potter books by JK Rowling, Hogwarts is the name of the boarding school.

**Warm-up**

- (Books closed) Set the goals of the lesson. Ask *What time do you start/finish lessons? Do you live at school?* Say *In this lesson we will read about a school day.*

# 1.6

## In this lesson

### Lesson aims:

- Listening for specific information.
- Writing a blog entry. Time expressions in writing: *in, on, at*

### Resources:

- Tests: Writing Test 1

### Homework:

- Workbook Unit 1, p. 13

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 7
- Peer learning: Exercise 4 and 7
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss say the days of the week as a class.
- Set the goals of the lesson. Ask Ss to quickly look at the text in Exercise 5 and close their books again. Ask *What type of text is it?* Ask Ss if they know what they will learn today. Say *Today we will learn how to write a blog entry.*

### Lead-in

#### Exercise 1

- Ask different Ss to write the days on the board so all Ss can check spelling.

Answer → student page

#### Exercise 2 1.34

- Before Ss listen, say *You're going to listen to four students talk about their favourite day.*

Answer → student page

#### Exercise 3 1.34

- This is preparation for the CYLET Listening test Part 3.
- Have different Ss answer and check with rest of the class using the Thumbs up/down technique.

Answer → student page

#### Exercise 4

- Ss do the exercise using

# 1.6 Listening and Writing

I can understand and write short texts about my day.

- Complete the days of the week. Which are weekdays? Which two days are at the weekend?

- 1 Monday                      5 Friday  
 2 Tuesday                    6 Saturday  
 3 Wednesday                7 Sunday  
 4 Thursday
- weekdays: Monday-Friday,  
weekend: Saturday-Sunday

- 1.34 Listen to four children. Which are their favourite weekdays?

- 1 Peter Wednesday    3 Freya Freya - Monday  
 2 Theo Theo - Friday    4 Hannah Hannah - Thursday

- Exam Spot** 1.34 Listen again. Match the children to the activities they do on their favourite days. There are two extra pictures.

1 d



2 b



3 a



4 f



- What's your favourite weekday? Why? Tell the class.

- Read the blog entry from a school website. Which is Daisy's favourite day? Why?

### My favourite day

On my favourite day I get up at 7 a.m. and listen to music. I meet my friends at 8.15 and we walk to school. We often talk about our plans for the weekend. 😊

Lessons start at 9 a.m. with Music, then Art – my favourite subjects! At lunchtime, I sometimes play table tennis. 😊

In the afternoon, I usually go skateboarding in the park with my friends. In the evening, we often watch music videos!

Guess what my favourite day is. Yes, it's Friday! Friday; at school she has her favourite subjects – Music, Art; in the afternoon she usually goes skateboarding in the park with her friends. In the evening, they often watch music videos!

### Writing Time expressions at, in, on

- AT** at 9 o'clock, at the weekend, at lunchtime  
**IN** in the morning  
**ON** on Monday, on Friday morning, on a weekday

- Find time expressions in the text in Exercise 5.

- Writing Time** Write about your favourite weekday.

#### Find ideas

Make notes about your favourite weekday. Write what you do in the morning/afternoon/evening, how many lessons you have on that day, what school subjects you do, etc.

#### Draft

Write about your favourite weekday.  
*My favourite weekday is ...*  
*In the morning, I ...*  
*On ... I have ... lessons. I do ...*  
*In the afternoon/evening, I ...*

#### Check and write

Check the time expressions and write the final version of your text.

the Think-pair-share technique. Encourage all Ss to share by choosing different Ss to speak.

#### Exercise 5

- Give Ss one minute to read the text and answer the questions.

Answer → student page

#### Exercise 6

- Ss work individually and underline the expressions. They can then add them to the Writing box.

Answer → student page

#### Exercise 7

- Read out the notes. Ask different Ss for ideas and write them on the board.

- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback at this stage.
- Ss write their final text in their notebooks. Check work in class, or Ss hand in their notebooks.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

#### Extra activity

- Ss copy their entries onto a piece of paper to display. Ss vote for their favourite text.

#### Finishing the lesson

- Ss say what was easy/hard in the lesson.

#### Fast finishers

- Ss underline the verbs in Daisy's blog and circle the adverbs of frequency.

Vocabulary

1 Look at the photos and complete the names of school subjects.



1 Maths



2 Geography



3 Science



4 Computer Studies



5 History

2 Find and circle five places in a school.

classroom - library - gym - playground

3 Match the words in the box to the correct verb. Which activities do you do?

ballet basketball chess the drums judo karate the piano pottery tennis

play: basketball, chess, the drums, the piano,  
do: ballet, judo, karate, pottery tennis;

Grammar

4 Complete the text with the correct form of the verbs in the box.

walk have send start get-up talk

On weekdays Elena <sup>1</sup>gets up at 7.30 a.m. She <sup>2</sup>has breakfast with her family. Then she <sup>3</sup>walks to school with her sister. On the way to school, the girls <sup>4</sup>talk about their day, listen to music and <sup>5</sup>send text messages. School <sup>6</sup>starts at 9 a.m.

5 In your notebook, write five sentences about your weekend. Use adverbs of frequency and the words in the box.

get up meet friends do homework go to the cinema have a pizza

I usually get up at 10 a.m.

6 Complete the interview with Big Al with do, don't, does and doesn't.

Interviewer: <sup>1</sup> Do you paint every day?  
Big Al: Yes, I <sup>2</sup> do. But I <sup>3</sup> don't paint in the morning. I sleep in the morning.  
Interviewer: <sup>4</sup> Does your friend Rocco paint?  
Big Al: No, he <sup>5</sup> doesn't. He does karate.  
Interviewer: <sup>6</sup> Does he like your paintings?  
Big Al: Yes, he <sup>7</sup> does. He loves them ... I think.

Pronunciation

7 1.35 Listen and repeat: /s/, /z/ or /ɪz/?

He never **gets** up late.  
He **goes** to school at eight.  
He **finishes** school at five.  
He **plays** football outside!



Communication

8 Complete the receptionist's questions. Then act out the dialogue in pairs.

Receptionist: <sup>1</sup> What's your name?  
Paula: Paula Krantz.  
Receptionist: How do you <sup>2</sup> spell that?  
Paula: K-R-A-N-T-Z.  
Receptionist: What's your phone <sup>3</sup> number ?  
Paula: 03862 451957.  
Receptionist: What's your <sup>4</sup> email address?  
Paula: paula@net.com  
Receptionist: Where do you <sup>5</sup> live ?  
Paula: 17 Park Road, Oxford.

Check yourself!

- I can talk about school.
- I can use the Present Simple to talk about my daily routine.
- I can ask and answer questions about hobbies.
- I can ask for and give personal information.

Answer → student page

Exercise 3

• Ask different Ss to answer.

Answer → student page

Exercise 4

• Ss work individually. Check answers using the Lollipop stick technique.

Answer → student page

Extra activity

• Ss use Exercise 4 to tell the class about their friend. Extend the exercise so Ss practise short answers. Ask *Does your friend play basketball / do ballet?*, etc.

Exercise 5

• Prompt Ss with questions, e.g. *How often do you play basketball?*

• Ss write in their notebooks. Choose some Ss to read out a sentence each.

Exercise 6

• Ss work alone. Then choose two Ss to read out the dialogue.

Answer → student page

Exercise 7 1.35

• Ss repeat as a class. Play the audio track again and choose pairs or individuals to repeat.  
• Follow-up task: Dictate these verbs: (*does /z/, wakes /s/, watches /ɪz/, listens /z/*). Ss say which sound they hear.

Exercise 8

• Ss work individually. Choose two Ss to read out the dialogue. Ask the class to give feedback.  
• Ss practise the dialogue in pairs.

Answer → student page

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment. They should think what they do well and where they need more practise.
- (*Books closed*) Encourage Ss to give feedback on the unit. Ask *Is the vocabulary easy to remember/spell/say? Do you understand the adverbs of frequency? When can you practise the communication skills?*

Fast finishers

• Ss write questions in the Present Simple for Exercise 4.

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 1
- Pronunciation: /s/, /z/ and /ɪz/

Resources:

- Tests: Language Test 1

Homework:

- Workbook Unit 1, p. 14
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4
- Peer learning: Exercise 2 and Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Help Ss clarify the vocabulary goals of Unit 1. Ask *What new words are in this unit?*
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 1.*

Exercise 1

• (*Books open*) Choose Ss write the answers on the board.

Answer → student page

Exercise 2

• Ss work using the Think-pair-share technique.

### In this lesson

#### Lesson aims:

- Culture focus: *Schools in the UK*
- BBC video: *Secondary schools in the UK* (optional)
- Project: An electronic presentation of an ideal school uniform

#### Resources:

- Project worksheet p. 179

#### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4, A, C and Extra Activity
- Peer learning: the Project
- Independent learning: Finishing the lesson

#### Culture notes

**School uniform:** Most students wear a school uniform at secondary school. Boys usually wear trousers, shirts, jumpers and ties. Girls usually wear skirts, shirts and jumpers.

**Secondary schools:** Students start secondary school when they are 11. Most schools start lessons at 9 a.m. and finish at 3 p.m. Students do mainstream subjects, and also e.g. cooking. They stay at school for lunch, which is 1 hour. After-school clubs are popular. The summer holidays are 6 weeks long.

#### Warm-up

- (*Books closed*) Write *Clothes* on the board. Ss write down 5 items of clothing they know in English. Choose different Ss to write one of their words on the board. Encourage Ss to say what they are wearing today.
- (*Books open*) Have Ss look at the photos for a few seconds. Ask *What do you see? What do think the lesson is about?* Introduce the aims of this lesson. Say: *In this lesson you will learn about schools in the UK.*

#### Lead-in

- Pre-teach this vocabulary (*light, dark, cream, comfortable, expensive*) with clothes or

## School Uniforms in the UK

Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.

#### Josh

Hi, I'm Josh and I'm twelve. At my school, we wear a light blue shirt with a **blue and yellow tie**, and a **dark blue jumper**. We also wear **grey trousers** and black shoes. Girls wear the same clothes. I don't like my uniform. It's expensive, and the shirt and tie aren't very comfortable.

2 dark blue jumper

3 grey trousers

1 blue and yellow tie

#### Sara

Hi, I'm Sara and I'm thirteen. I wear a **green and purple skirt** and a **cream shirt**. There's also a green jacket, but I don't always wear it. With the skirt, I wear **black tights** and **black shoes**. I think school uniform is good because it's comfortable, and because we think about our lessons, not our clothes.

4 cream shirt

5 green and purple skirt

6 black tights

7 black shoes

- 1 1.36 Read and listen to the texts about school uniforms in the UK. Label Josh's and Sara's uniforms with the words in bold.

- 2 Who says these things? Read the sentences and write J (Josh), S (Sara), or J and S (Josh and Sara).

- 1 My uniform isn't comfortable. J  
 2 I sometimes wear a jacket. S  
 3 Boys and girls wear trousers. J  
 4 I wear a shirt. J and S  
 5 I like wearing a uniform. S  
 6 I don't like wearing a uniform. J

- 3 1.37 Listen to two more children. What clothes do they wear to school? Are they for or against school uniforms?

Name	Clothes	School uniform - for or against
Martha, Australia	<i>a white shirt, blue skirt, white socks, black shoes</i>	<i>for</i>
Ivan, America	<i>jeans, T-shirt, trainers</i>	<i>against</i>

- 4 Discuss the questions in pairs.

- 1 What do you wear to school?
- 2 What do you wear at the weekend?
- 3 Do you think school uniforms are good or not?

classroom objects, e.g. (choose a light/dark blue object) *Look! This (pencil/shirt) is blue. It's light/dark blue;* (mime walking painfully) *My shoes are aren't comfortable. Cars are expensive. They cost a lot of money.*

#### Exercise 1 1.36

- Ask Ss to look at the photo and think about what they can see. Ask: *Are the children's clothes jeans and T-shirts? What are the clothes? These clothes are school uniforms.*
- Ss work individually and then compare answers in pairs.

Answer → student page

#### Exercise 2

- Ss work individually. They underline the parts of the texts where they find the answers.

Answer → student page

#### Extra activity

- Check understanding using the Basketball technique and questions, e.g.: *Which uniform do you like more? How often do you wear a tie/skirt/jacket?*

#### Exercise 3 1.37

- Draw a happy 😊 and sad face ☹ on the board. Point to the faces and say: *I am for something that I think is good. I am against something that I think is not good.*
- Play the recording once. Ss complete the table individually, then compare in pairs. Play the recording again to confirm answers.

Answer → student page

# Secondary schools in the UK



The school holidays in the UK last 6 weeks (Jul-Sept).

**A** Watch the video and answer the presenter's questions. Which topics does the video talk about?

school uniform   after-school clubs   school rules   school subjects

**B** Watch the video again. Circle T (true) or F (false). Correct the false sentences.

- |   |                             |
|---|-----------------------------|
| 1 Lessons usually start at eight o'clock.       | T / <input type="radio"/> F |
| 2 Students go home for lunch.                   | T / <input type="radio"/> F |
| 3 Lessons finish at five o'clock.               | T / <input type="radio"/> F |
| 4 After school, students can go to clubs.       | <input type="radio"/> T / F |
| 5 The school holidays are from June to October. | T / <input type="radio"/> F |

**C** Which things are the same in your country? Which things are different? Discuss your answers as a class.

## PROJECT

- Work in groups. Make a digital presentation about an ideal school uniform.
- Write a description of the ideal uniform. Use these questions to help you.
  - What do the girls and boys wear?
  - What are the colours?
  - What shoes do they wear?
  - Are the uniforms cool and comfortable?
- Use a computer programme to draw the uniform, or take photos/videos of your friends in the uniform, using clothes from home.

### Our Ideal School Uniform

- The boys wear ... and ...
- The girls wear ...
- The shoes are ...
- The uniforms are cool/great/comfortable.



- Put the text and the drawings/photos/videos together.
- Share your presentation with the class. Which is your favourite uniform? Why?

21

### Exercise 4

- Ask different pairs to report back to the class using the Lollipop stick technique.

### BBC Video

**Video script** → see Teacher's Book p. 140

#### Presenter's questions

- (0:40) Do you learn to cook at school?
- (1:08) What about you?
- (1:10) Do you eat your lunch at school?
- (1:12) How long is your lunch break?
- (1:31) What do you wear to school?
- (2:04) Which club would you like to try?
- (2:11) How long are the school summer holidays in the UK?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss that this video is presented by Greg, who describes a typical secondary school in the UK. Before they listen ask Ss to look at the photo and say which lesson it shows (Science).
- Note: For less confident Ss you can play the video with the subtitles on.

### Exercise A

- Make sure Ss understand the phrases before they watch the video. Stop the video when the presenter asks questions and encourage different Ss to offer answers.
- Check answers using the Lollipop stick technique.

**Answer** → student page

### Exercise B

- Play the video again without stopping it. Ss work individually and then compare answers in pairs.

**Answer** → student page

### Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class.

### Project

#### Setting the project up

- Divide Ss into groups of four. Student A: write about the boys' uniform. Student B: write about the girls' uniform. Student C: create pictures of the boys' uniform. Student D: create pictures of the girls' uniform.
- Give Ss the Project worksheets to help them prepare.
- Ss discuss their ideas and make notes. They write up their ideas and create pictures.

#### Sharing the project

- When Ss have completed their tasks, they work together to create an electronic presentation to give to the class. After a class vote for the favourite uniform, discuss what makes a good presentation, e.g. *Don't use too many slides: 5 or 6 slides is enough. Keep text short: just a few words per slide. Add pictures and videos (and music). Add a title to the presentation and each slide. Use animations to make words appear, but not too many.*
- If Ss don't have access to computers, ask them to create a poster presentation instead with drawings and/or photos. They display their poster on the wall or board and read out the descriptions to the class.

#### Finishing the lesson

- (Books closed) Ask *Was the lesson interesting? Do you know something new?*

#### Fast finishers

- Ss underline the clothes and colour words in the texts.