

go getter 1

Teacher's Book

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In this lesson

Lesson aims:

- Vocabulary: the alphabet
- Communication: saying and spelling first name and surname

Homework:

- Workbook Unit 0, p. 4

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 10
- Peer learning: Exercise 5
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Introduce yourself to different Ss. Say *Hello! I'm ...* and *Hi! My name's ...*. Encourage Ss to use the same expressions to reply.
- Write *Hello!* on the board. (L1/L2) Explain this is the title of the first lesson. Ask the class *What is in this lesson?* Then say the following sentences one by one: *My name is ... I like animals. I'm ten years old. My mum is a teacher. My hobby is dancing.* Ask Ss to give thumbs up/down signals to show you which of these sentences they think fit in with the title of the lesson. (*Books open*) Ss read the lesson objectives, look at pages 4–5 and check their predictions.
- (L1/L2) Explain the lesson objectives.

Lead-in

- (*Books open*) Use the photos to find out what your Ss know. E.g. pointing to the photo of Jen, say *Look. This is a ... (girl)*. Point at her hair and say *What colour is this? (Brown.)* Encourage Ss who seem confident to say colours and to name as many objects/clothes as they can.
- Use the photos to check *computer, cupcakes and skateboard*.

We know books

Get started!

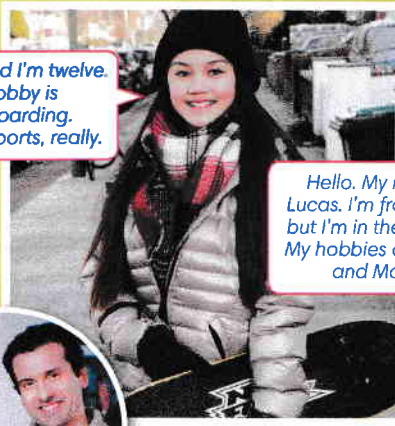
How do you spell that?

I can say and spell my name and surname.

Hello!

In this unit

- *I'm ... / My name is ...*
- *This is ...*
- *My/your*
- The alphabet
- Spelling words/names
- Numbers
- Colours
- In my bag
- Classroom objects
- Classroom language



1 Watch or listen and read. Who is not from the UK?

Lucas.

2 Look at the photos and read. Complete the children's hobbies.

- 1 Jen making cupcakes
- 2 Alex computers and computer games
- 3 Lian all sports
- 4 Lucas music and Maths

- Check Ss understand *the UK*. Point to the photo of Lian, shake your head and say *She isn't in (your city/town). I think she's in London. It's in ... (the UK)*.

Exercise 1

- Play the video. If you don't have access to a computer and projector, play the recording.
- Ask a student to justify the answer by referring to the text.

Answer → student page

Exercise 2

- Ask pairs to complete what they can. Then play the video/recording again for Ss to check. Use the Lollipop Stick technique to choose different Ss to write the answers on the board.

Answers → student page

- Get to know your class as soon as you can. You could now use the Traffic Lights technique to find out how easy/difficult they found the first two exercises.

IBDIS

We know books

Game! Stand in a line. Ask and answer.

- A: Hi, I'm Mario. What's your name?
 B: I'm Isabella. Hi, I'm Isabella. What's your name?
 C: My name's David. ...

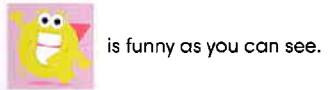
1.3 1.4 Listen and do the Alphabet Rap.



E, F, G,

Say the alphabet, say it with me!

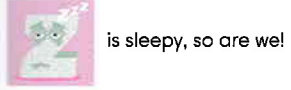
H, I, J, K, L, M, N, O, P,



R, S, T, U and V

four more letters and we're free.

W, X, Y and - Shh ...



5 Complete the words with the letters in the box. Say the letters.

t h g x l s



1 girl 2 box 3 sandwich



4 table 5 lion 6 fish

6 1.5 Listen and tick (✓) the letters you hear.

- | | | |
|---|---------------------------------------|---------------------------------------|
| 1 A <input checked="" type="checkbox"/> | E <input checked="" type="checkbox"/> | I <input type="checkbox"/> |
| 2 G <input checked="" type="checkbox"/> | J <input type="checkbox"/> | C <input checked="" type="checkbox"/> |
| 3 W <input checked="" type="checkbox"/> | U <input checked="" type="checkbox"/> | Y <input type="checkbox"/> |
| 4 B <input checked="" type="checkbox"/> | D <input type="checkbox"/> | P <input checked="" type="checkbox"/> |
| 5 M <input checked="" type="checkbox"/> | N <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 6 I <input checked="" type="checkbox"/> | J <input type="checkbox"/> | Y <input checked="" type="checkbox"/> |

7 Work in pairs. Say the alphabet. Stop when the teacher tells you. Your partner says what comes next.



LOOK! LL = double L

8 1.6 Listen to the surnames. Complete the missing letters. Check with your partner.

- 1 NEWMAN
 2 ORIZA
 3 CAVENDISH
 4 HIGGINS

9 Work in pairs. Ask for your partner's surname. Write it down.

- A: What's your surname?
 B: Brown.
 A: How do you spell that?
 B: B-R-O-W-N.

Fun Spot

10 Have a class spelling competition.

Apple. A-double P-L-E.
Apple.

Exercise 3

- Ask the class to repeat *What's your name?* and *I'm ... / My name's ...* after you in chorus before they start. Draw Ss attention to the contractions by using your fingers. E.g. say / (hold up one finger) *am* (hold up a second finger). Then say *I'm* (bring your fingers together).
- Alternatively, Ss ask and answer in rows / on their tables.

Exercise 4 1.3 1.4

- Encourage Ss to clap/beat the rhythm as they listen and/or teach them some gestures, e.g. laugh for *funny*, yawn for *sleepy*.
- When Ss are familiar with the rap, play the karaoke version. Ss make the gestures as they rap.

Exercise 5

- Pairs help each other complete. Then they listen to each other say the words.

Answers → student page

Exercise 6 1.5

- Play the recording two or three times if your class seems weak.

Answers → student page

Extra activity

- Ss write down six-eight letters of the alphabet at random. They say them to a partner who writes them down. Tell Ss they can't repeat the letters! They check, swap roles and continue.

Exercise 7

- One student in each pair listens and the other says the alphabet. Say *Stop*. Ss change roles after the listener says the next letter of the alphabet.
- Alternatively, you could ask Ss to work in groups of three. Student A is 'teacher'. He/She says *Go!* Student B says the alphabet. Student A says *Stop!* and Student C says the next letter. Ss continue, changing roles each time.

Look!

- Explain we say *double* before two of any letter.

Exercise 8 1.6

- After, ask Ss to spell the surnames to each other.

Answers → student page

Exercise 9

- Ask Ss to repeat the two questions in chorus after you before they start.

Exercise 10

- Divide the class into four teams. Say a word Ss know. One student from each team writes it on the board and then spells it. Use the Thumbs up/down technique to check which are correct with the class. Continue with different words/Ss.

Finishing the lesson

- Pairs discuss which predictions they made in the Warm-up were correct. Ask *Can you say and spell your name and surname?* Students show self-assessment response cards (☺, ☹, 😐).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Fast finishers

- (Books closed) Ss label all the objects they know in the photos on page 4.

In this lesson

Lesson aims:

- Vocabulary: numbers 1–100, colours

Homework:

- Workbook Unit 0, p. 5

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 11
- Peer learning: Exercise 4 and 9
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write English surnames on slips of paper and give one slip/surname to each student. Ss stand up and mingle. They ask each other *What's your surname?* and *How do you spell that?* Alternatively, do this activity in groups of four. Possible surnames: Smith, Jones, Williams, Taylor, Davies, Evans, Wilson, Thomas, Johnson, Roberts, Robinson, Thompson, Wright, Hughes, Walker, White, Edwards, Green, Hall, Lewis, Harris, Clarke, Patel, Jackson, Wood, Turner. You could give Ss English first names too!
- (Books open) Pairs look at pages 6–7 and discuss what they will do in this lesson. (L1/L2) Explain the lesson objectives.

Lead-in

- (Books open) Ask the class to look at the picture and to name any objects they can. Ask different Ss to spell them! Use the picture to check Ss understand *dog* and *cat* too.

Exercise 1 1.7

- Before you play the recording, ask the class to predict the answer.
- After, ask a student to justify the answer by pointing to the picture / referring to the text.

Answer → student page

We know books

Meet Dug and Kit



This is Dug. Dug is also Superdug. Superdug is a superhero.

This is Kit. Kit is very clever. She is Dug's best friend.

- 1 1.7 Listen and read. Look at the picture. Then circle the correct answer.

Dug / Kit is a superhero.

- 2 1.8 Listen and repeat.

Vocabulary Numbers 1–20

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

- 3 Complete the numbers.

1 one	7 seven
2 two	8 eight
3 three	9 nine
4 four	10 ten
5 five	11 eleven
6 six	12 twelve

- 4 Write the answers in words.

1 six + six =	twelve
2 eighteen - three =	fifteen
3 two + eleven =	thirteen
4 twenty - nine =	eleven
5 seventeen - three =	fourteen
6 two + seven =	nine
7 five + two =	seven
8 sixteen - twelve =	four

Exercise 2 1.8

- Find out if your class knows some numbers first. You could count the Ss in the class aloud. Either encourage all Ss to say the numbers with you or ask different Ss to say each number with the class/your help if necessary.
- Give Ss time to look at the Vocabulary box before you play the recording.

Exercise 3

- Tell Ss to check the spelling by referring to the Vocabulary box and not to guess / use their memories. Then use the Lollipop Stick technique to choose different Ss to say and spell each word.

Answers → student page

Exercise 4

- Pairs help each other work out and write the answers. Then ask pairs to stand up and to check their answers with two other pairs.

Answers → student page

- (Books closed) Challenge a strong class. Teach Ss how to say '+' (plus/and) and '-' (minus). Ask different Ss the sums in Exercise 4. E.g. *What's eighteen minus three?* (Fifteen.)

Exercise 5 1.9

- You could challenge pairs in a strong class to cover the words first and to help each other say the numbers.

We know
books

1.9 Listen and repeat.

Vocabulary Numbers 10-100

10 ten	60 sixty
20 twenty	70 seventy
30 thirty	80 eighty
40 forty	90 ninety
50 fifty	100 a hundred

- Circle the correct number.
- 1 forty 14 / **40** 4 eighty 18 / **80**
 - 2 fifteen **15** / 50 5 twenty 12 / **20**
 - 3 thirteen **13** / 30 6 sixteen **16** / 60

- 1.10 Listen and write the number you hear.
- a 20 d 40 g 8
 - b 7 e 12 h 19
 - c 13 f 50

- 1.11 Listen and repeat.

Vocabulary Colours

black blue brown green grey
orange pink purple red
white yellow

- Look at Exercise 3. Write numbers which are this colour. There are two numbers for one of the colours.

red	<u>9</u>	green	<u>5</u>	pink	<u>1, 11</u>
grey	<u>6</u>	white	<u>12</u>	black	<u>10</u>
blue	<u>4</u>	purple	<u>8</u>	brown	<u>2</u>
orange	<u>7</u>	yellow	<u>3</u>		

- 10 Game! Student A: Listen to Student B and guess! Then swap roles.

- A: *What's your favourite colour?*
 B: *Not pink, not brown, not white, not yellow, not green, not red, not blue, not grey, not black, not orange.*
 A: *It's purple!*

- 11 Look at the picture below. Match 1-8 to a-h.

- 1 The elephants are **a blue.**
- 2 The flowers are **b black and white.**
- 3 The zebras are **c red.**
- 4 The sky is **d grey.**
- 5 The oranges are **e green.**
- 6 The lemons are **f pink.**
- 7 The trees are **g orange.**
- 8 The flamingoes are **h yellow.**

- 12 Game! Finish the sentences.

- A: *The elephants are ...*
 B: *... green.*
 C: *No! They're grey. The flowers are ...*
 D: *Red!*
 E: *Yes! The zebras are ...*

Exercise 10

- Tell the class Student A should let Student B say at least eight-nine colours before he/she guesses.

Exercise 11

- First, make sure Ss know the names of the objects and animals in points 1-8. Say each object/animal in turn and get a different student to hold up his/her book and point.
- Ss do the exercise individually. Use the Traffic Lights technique to monitor.

Answers → student page

Exercise 12

- Make sure Ss understand that the student who completes a sentence can say a colour that's either correct or wrong.
- Alternatively, ask Ss to work in groups of three.

Finishing the lesson

- Ask the class *Can you say numbers 1-100? Can you name basic colours?* Students show self-assessment response cards after each question (😊, 😐, ☹️).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Fast finishers

- Ss label the colours in the cartoon.
- Ss label the objects and animals in the picture on page 7.



Exercise 6

- Ss read and circle individually.
- When checking answers, help Ss with pronunciation. Write forty/fourteen on the board to show them where the stress is. If your class is strong, you could ask Ss to practise saying each pair of words to a partner.

Answers → student page

Exercise 7 1.10

- After Ss listen, ask them to compare their answers with a partner. Then play the recording again. Pause after each number and ask different Ss to write them on the board.

Answers → student page

Extra activity

- Make a 'ball' from a piece of waste paper. Say *One!* Throw it at random to a student and encourage him/her to say *Two!* He/She then throws it at random to another student who says *Three!* and so on. Challenge Ss by asking them to say odd/even numbers or multiples of five, etc.

Exercise 8 1.11

- Before you play the recording, point to different objects in the classroom and elicit any colours Ss know.

Exercise 9

- Use the example to make sure Ss understand they should first find the colour.
- Pairs help each other do the exercise.

Answers → student page