

go getter 2

Teacher's Book

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In this lesson

Lesson aims:

- Vocabulary: countries and nationalities, months of the year
- Grammar: be, have got

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 5
- 🎓 Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask different Ss these introductory questions: *What's your name? How old are you? What's your favourite colour?*
- 🎯 (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 4-5 and offer ideas in turns. State the objective of the lesson: *Today we will introduce ourselves and say what we've got.* Write the lesson objective on the board.

Lead-in

- Ss look at the photos and describe the friends' appearance. Prompt with questions if necessary e.g. *Has Tom got brown hair?*

Exercise 1

- Tell Ss to read the sentences first so they have a purpose for watching or listening. They underline the text where they find the answers.
- Ask different Ss to read out the questions and answers.

Answer → student page

Exercise 2

- Read out the example first. Ss stand up to introduce themselves to the class.
- 💬 Ask Ss questions about their friends, e.g. *Is Amelia 12?* Ss answer using their response cards.

In this unit

Vocabulary

- Countries and nationalities
- Months of the year
- Action verbs
- Inside the house
- Prepositions of place
- Clothes
- Adjectives

Grammar

- to be
- have got
- can
- there is / there are
- this, that, these, those
- Possessive adjectives
- Possessive 's



What's your name?

I can introduce myself and say what I've got.

Hello!



Hi, I'm Amy. I'm twelve years old and I'm from England. This is my room – my computer, my phone, and ... my hat. I haven't got any brothers or sisters, but I've got a lot of friends! My best friends are Tom, Lucas and Elena.



Hi there, I'm Tom. I'm twelve and I'm from Wales. My hobby is football and my favourite colour is red. It's the colour of the Welsh football team! My favourite football player is Gareth Bale.



Hello, I'm Lucas. I'm eleven years old. I'm from Spain but I'm at school in England. I've got a brother and a sister. I've also got a dog. This is my new bike – it's really cool! See you!



Hello, I'm Elena. I'm twelve. My birthday's in November. I've got a sister – she's ten – and we've got a cat. Its name is Tiger. I'm not at school today – it's Saturday and I'm at the café! Here's my drink – bye!

- 1 🎧 1.2 Watch or listen and read. Who's from Wales? Who's from Spain? Who's got a cat? Who's got a lot of friends?

Tom is from Wales, Lucas is from Spain, Elena's got a cat, Amy's got a lot of friends

- 2 Introduce yourself to your class.

Hi! I'm Amelia. I'm eleven years old. I'm from Poland.

Exercise 3

- Read the Grammar box to the class. Have Ss repeat in chorus.
- Practise the full forms of *be* affirmative before Ss do the exercise. Write these gapped sentences on the board and ask different Ss to fill in the gaps with the full forms: *I __ Amelia. You __ twelve. He __ my friend.*
- Ss work individually. Ask different Ss to write the answers on the board.

Answer → student page

Exercise 4

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- 💬 Check answers using the Lollipop stick technique.

Extra activity

- Ask *Where are these countries?* Use a world map or atlas and ask Ss to find the countries or show them if necessary.

Grammar to be

+	-
I'm from Wales.	I'm not from Wales.
You're Spanish.	You aren't Spanish.
He/She/It's ten.	He/She/It isn't thirteen.
We/You/They're friends.	We/You/They aren't friends.
?	Short answers
Are you from Wales?	Yes, I am . / No, I'm not .
Is he twelve?	Yes, he is . / No, he isn't .
Are they brothers?	Yes, they are . / No, they aren't .

3 Complete the sentences with the correct form of to be. Then ask and answer about the friends in pairs.

- 1 Tom is from Wales. *Are Elena and Amy friends? Is Amy from England? Is Tom thirteen years old? Is Lucas from England?*
 Is Tom from Wales? Yes, he is.
- 2 Amy and Elena are friends.
- 3 Amy: 'I 'm from England.'
- 4 Tom isn't thirteen years old. He's twelve.
- 5 Lucas: 'I 'm not from England. I'm from Spain.'

4 Listen and repeat.

Vocabulary Countries and nationalities

Argentina - Argentinian	Poland - Polish
China - Chinese	Spain - Spanish
France - French	Turkey - Turkish
Germany - German	the UK - British
Italy - Italian	the USA - American

5 Ask and answer about the flags. Then listen and check.

A: What's number 1?

B: I think it's France. / I think it's the French flag.



1.5 Listen and repeat. Say the months without looking at the Vocabulary box. Then say them in reverse order.

Vocabulary Months of the year

January February March April May
 June July August September October
 November December

7 Ask and answer in pairs.

A: When's your birthday? B: It's in August.

Grammar have got

+	-
I/You've got a sister.	I/You haven't got a sister.
He/She/It's got a cat.	He/She/It hasn't got a cat.
We/You/They've got a dog.	We/You/They haven't got a dog.
?	Short answers
Have you got a dog?	Yes, I have . / No, I haven't .
Has he/she/it got a book?	Yes, he/she/it has . / No, he/she/it hasn't .
Have they got a cat?	Yes, they have . / No, they haven't .

8 Write the correct form of have got. Use the text on page 4 to help you.

- 1 Amy hasn't got a pet.
- 2 Lucas has got a brother and a sister.
- 3 Elena hasn't got a brother. *(we assume Tom hasn't got any brothers or sisters because he doesn't mention them)*
- 4 Tom: "I 've got a football."
- 5 Lucas and Elena have got pets.
- 6 Amy and Tom haven't got brothers or sisters.

9 Ask and answer the questions in pairs. Use the words in the box and your own ideas.

Family: brother, sister, cousin, etc. ...
 Pets: cat, dog, hamster, etc. ...
 Objects: phone, bike, skateboard, etc. ...

A: Have you got a brother?

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

Answer → student page

Exercise 9

- Make sure Ss understand the words. Explain that they can use their own ideas too. Ask two Ss to read out the example.
- Make Ss work in pairs and both ask and answer the question. Ask different pairs to report back to the class about their friend. Make sure they use the correct form of have got, e.g. My friend has got a cat.

Finishing the lesson

- (Books closed) Ask Ss questions about Amy, Tom, Elena and Lucas to see what they remember, e.g. How old is (Tom)? Where is (Lucas) from? Has (Elena) got a sister/pet/bike?
- Have a class discussion about the lesson. Who has got a computer? What about you? What have you got? Are you twelve? How old are you then? Ask Ss for feedback about the lesson objective: Can you introduce yourself? Can you tell your friends what you have got?

Fast finishers

- Ss underline *be* and circle *have got* in the texts.

Exercise 5

- Ss work in pairs. Ask different pairs to report back to the class. Ss listen and check.
- Involve Ss. Ask Is your answer for number 1 correct? Check answers using the Thumbs up/down technique. They correct their answers if necessary.

Answer

2 China 3 Italy 4 Argentina 5 Turkey 6 Spain

Exercise 6

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- (Books closed) Ss say the months in order and reverse order in pairs. Then have the class say the months in order and reverse order in chorus.

Exercise 7

- (Books open) Ask two Ss to read out the example. Ss work in pairs and both ask and answer the question. Then one student in each pair moves on one seat so Ss work in new pairs. Continue with all class until Ss return to their original seats.

Exercise 8

- Read the Grammar box to the class. Have Ss repeat in chorus.
- Practise the full forms of have got affirmative before Ss do the exercise. Write these gapped sentences on the board and ask different Ss to fill in the gaps with the full forms:
 I a cat. You a football.
 He a sister. They new bikes.
- Ss work individually. Ask different Ss to write the answers on the board.

In this lesson

Lesson aims:

- Vocabulary: action verbs
- Grammar: *can*

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 Extra Activity
- Peer learning: Exercise 4 and 6
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask different Ss about LO.1, e.g.: *What are the friends' names?*

- Introduce the aims of this lesson: *Can you play the guitar?* Ask Ss to answer. Say: *Today we will talk about what we can do.* Write the objective on the board.

Lead-in

- (Books open) Ss say who they can see in the photo.

Exercise 1

- Ss work individually and then compare answers in pairs.
- Ask different Ss to read out the sentences.

Answer → student page

Exercise 2

- Read the Grammar box to the class.
- Practise all the forms before Ss do the exercise. Write *He can swim* on the board and ask Ss to say the negative and the question form.
- Ss work in pairs. Ask different Ss to read out their sentences.

Answer → student page

Extra activity

- Ask for feedback using the Basketball technique. Make questions with the sentences, e.g. *Anna, can your mum sing?* etc. Ss respond with short answers.

Exercise 3 1.6

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

We know books

Can you sing?



Amy: What's this song, Elena?
Elena: It's Adele. She's really good. Can you sing, Amy?
Amy: No, I can't. What about you?
Elena: Yes, I can, and I can play the guitar. I love music!

- 1 Read the dialogue. Then complete the sentences with Amy or Elena.

- 1 Elena can sing.
- 2 Amy can't sing.
- 3 Elena can play the guitar.

Grammar can

+	-
I/You can sing.	I can't sing.
He/She/It can sing.	He/She/It can't sing.
We/You/They can sing.	We/You/They can't sing.
?	Short answers
Can you sing?	Yes, I can . / No, I can't .
Can he sing?	Yes, he can . / No, he can't .
Can they sing?	Yes, they can . / No, they can't .

- 2 Complete the sentences with *can* or *can't* so they are true for you.

- 1 My best friend _____ swim.
- 2 My friends _____ speak Italian.
- 3 My mum _____ sing.
- 4 My dad _____ play football.

- Ss work in pairs. Ask different pairs for answers and check understanding.
- Ss ask each other *What can you do?* Ask for feedback: *Can your friend speak Spanish?*, etc. Ss answer using response cards.

Exercise 4 1.7

- Tell Ss they will hear a sound connected with an action from the Vocabulary box. Ask different Ss for the answers.
- Pairwork: Ss swap books and check each other's work, offering feedback.

Answer

2 skateboard 3 speak Spanish 4 swim 5 cook
6 run

Exercise 5 1.8

- Ask different Ss what the pictures in the table show. Play the audio example and ask for the answer (Lucas) before pairwork.

What can you do?

I can talk about abilities.

- 3 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures? What can you do?

Vocabulary Action verbs

cook draw play football
play the guitar ride a bike run sing
skateboard speak Spanish swim



- 4 Listen and write the action verb in your notebook.

1 play the guitar

- 5 Game! Look at the table and read the conversation. Who is it? Listen and check. Then play the game in pairs. *It's Lucas.*

Amy	✓	✗	✓	✗
Tom	✓	✓	✗	✗
Elena	✗	✗	✓	✓
Lucas	✗	✓	✗	✓

- A: *Is it a boy or a girl?*
 A: *Can he swim?*
 A: *Can he skateboard?*
 A: *I know! It's ...*
- B: *It's a boy.*
 B: *Yes, he can.*
 B: *No, he can't.*

- 6 Write a questionnaire for your class. Write five questions with *Can you ...?* Then ask your classmates!

A: *Can you cook?*
 B: *Yes, I can. / No, I can't.*

Exercise 6

- Ss work individually. Check questionnaires as they work.
- Ss move around the room to ask their classmates. Alternatively, divide Ss into groups.

Finishing the lesson

- (Books closed) Ask Ss questions about their classmates to see how much they remember.
- Ask *Can you talk about things you can and can't do?* Ss respond with the Thumbs up/down technique.

Fast finishers

- Ss write 5 things they can do and 5 things they can't do in their notebooks.

Elena's room

We know books



Hi, I'm Elena and this is my bedroom! It's big but it isn't very tidy. There's a bed, some shelves, a desk and a chair, and they're all ... white! My favourite things are my guitar and my clothes. There's a big wardrobe next to the door ... my guitar is in the wardrobe, but there aren't any clothes there. My clothes are on the floor, under my bed and on my chair! On my desk, there are fashion magazines and three schoolbooks. There isn't a computer in my room, but there's a TV and I've got a digital radio next to my bed. I love music 😊

1 Look at the photo. Is Elena's room tidy or messy?

Elena's room is messy.

2 Read about Elena's room. Then read the sentences. Circle T (true) or F (false).

- 1 Elena's bedroom is big. T / F
- 2 She's got a guitar in her bedroom. T / F
- 3 Her clothes are under the bed. T / F
- 4 She hasn't got any schoolbooks. T / F
- 5 There's a computer in her bedroom. T / F
- 6 Her favourite thing is her TV. T / F

3 1.9 Listen and repeat. Which objects can you see in Elena's room?

Vocabulary Inside the house

armchair bath bed chair desk fridge
shelves shower sofa table wardrobe

4 Match the objects in the Vocabulary box to the rooms. You can use them more than once.

- 1 Bedroom: bed, table, armchair, shelves
- 2 Kitchen: fridge, table, chair, shelves
- 3 Living room: fridge, table, chair, shelves
- 4 Bathroom: shower, bath, shelves

Grammar there is / there are

+	-
There's a wardrobe.	There isn't a TV.
There are three schoolbooks.	There aren't any clothes in the wardrobe.
?	Short answers
Is there a TV in your room?	Yes, there is. / No, there isn't.

5 Complete the description of Tom's room with is or are.



"My room isn't very big, but I love it! There ¹ is a bed next to the door and a small wardrobe. Under the bed there ² are some football boots and my favourite ball. There ³ are two Gareth Bale posters on the wall and there ⁴ is a small table next to my bed. On the table there ⁵ are some books and a sandwich. There ⁶ is an alarm clock too.

6 Circle the correct answer. Then tick (✓) the sentences which are true about Tom's bedroom.

- 1 There isn't / There aren't a computer. *T*
- 2 There isn't / There aren't any posters. *F*
- 3 There isn't / There aren't a big wardrobe. *F*
- 4 There isn't / There aren't any books. *T*
- 5 There isn't / There aren't any sandwiches.

7 1.10 Listen and repeat. Then look at Elena's room and choose an object. Ask and answer about the objects in pairs.

Vocabulary Prepositions of place

in on under next to

- A: *Is there a basketball in Elena's room?*
B: *Yes, there is. / No, there isn't.*

8 Imagine your ideal bedroom. Tell your partner about it.

My ideal bedroom is very big and blue. There's a big wardrobe with lots of clothes and there's a fridge with food!



Exercise 2

- Tell Ss to read the sentences first so they have a purpose for reading.
- Ss correct the false sentences (5 *There isn't a computer in her room.* 6 *Her favourite things are her guitar and her clothes.*)

Answer → student page

Exercise 3

- After the class repeat together, individual Ss or pairs repeat.
- Make sure Ss understand the vocabulary. Ss say one object they can see in the room.

Answer → student page

Exercise 4

- Make sure Ss understand the rooms. Explain if necessary.
- **Critical thinking** Ss work in pairs. Encourage class discussion. *Do you agree? Where are there chairs too?*

Answer → student page

Extra activity

- Ss work in pairs and add items to the list, e.g. *lamp, carpet, books*. Check with all class.

Exercise 5

- Read the Grammar box to the class. Ss repeat in chorus.
- Have Ss complete sentences, e.g.: *There _____ a bed in my bedroom but there _____ a bath.*
- Ss work individually, then swap books. They check each other's work using the Two stars and a wish technique.

Answer → student page

Exercise 6

- Ss work in pairs. Ask different Ss to read out their answers.

Answer → student page

Exercise 7

- After the class repeat together, check understanding.
- Ss ask and answer in pairs.

Exercise 8

- Different pairs report back to the class. Have a class vote for the nicest bedroom.

Finishing the lesson

- Ss complete the sentence: *I can talk about where things are in my house by using ...*

Fast finishers

- Ss underline *there is/are* etc. in Exercise 2.

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Revise *can*, asking e.g. *Can you swim?*
- (*Books open*) Introduce the aims of this lesson: *What is this lesson about?* Ss quickly look at page 7 and offer ideas: *Today we will talk about what things there are in bedrooms.*

Lead-in

- Ss describe the look at the photo of Elena's bedroom.

Exercise 1

- Read out the questions. Explain *vocabulary* if necessary. Follow-up: *Why do you think the room is tidy/messy?*

Answer → student page

Lesson aims:

- Vocabulary: inside the house, prepositions of place
- Grammar: *there is / there are / there isn't / there aren't*

Homework:

- Workbook Unit 0, p. 5