

go 3 getter

Teacher's Book

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In this lesson

Lesson aims:

- Vocabulary: places in town, means of transport
- Grammar: Present Simple, adverbs of frequency

Homework:

- Workbook Unit 0, p. 2

Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 1, 4 and 8
- 🔄 Peer learning: Exercise 3, 7 and 9
- 🏠 Independent learning: Finishing the lesson

We know books

Get started!

He usually wins! I can use the Present Simple.

In this unit

Vocabulary

- Places in town
- Means of transport
- Jobs
- School subjects
- Places in a school
- Adjectives
- Adjectives with prepositions
- Food and drink
- Containers

Grammar

- Present Simple
- Adverbs of frequency
- Question words
- *be going to*
- Countable and uncountable nouns, *some* and *any*

Warm-up

- (Books closed) Ask different Ss these introductory questions: *What's your name? How old are you? Where do you live? What sports do you like? Who is your best friend?*
- 🎯 (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 talk about places in town, means of transport and everyday activities.* Write the lesson objective on the board.

Lead-in

- Ss look at the photos and describe the people's clothes. Prompt with questions if necessary, e.g. *What's Dad wearing? Has Poppy got a helmet?*

Exercise 1

- Tell Ss to read the questions first so they have a purpose for watching or listening. They underline the text where they find the answers.
- 💬 Check answers using the Lollipop stick technique.

Answers → student page

Exercise 2

- Make sure Ss understand what to do using the Thumbs up/down technique. Demonstrate first with a confident student.
- Monitor pairs for understanding and pronunciation.

Exercise 3

- Read the Grammar box to the class. Pause to point out *he/she/it* take *s* and *does/doesn't*.
- Practise the forms of the Present Simple before Ss do the exercise. Write these gapped sentences on the board and ask different Ss to fill in the gaps with the verb *go*:
+ I _____ to school at 8 a.m. My friend _____ to school at 8 a.m.
– I _____ to work. My brother _____ to work.
? _____ you _____ to school? _____ he _____ to work?
- Ss then work individually to complete the activity.
- 🗣️ Ss check their answers using the Think-pair-share activity. Ask different Ss to write the answers on the board.

Answers → student page

Exercise 4

- After Ss repeat together, choose pairs to repeat.
- Make sure Ss understand the vocabulary using the Thumbs up/down technique. Explain if necessary.
- 💬 Ask for answers using the Lollipop stick technique.
- 🧠 **Critical thinking** Ss think about what they do at each place. They discuss in pairs. Ask different pairs to tell the class their ideas.

Answers → student page

Exercise 5

- Ss work individually. Ask different Ss to write the answers on the board.

Answers → student page

Hello!

- George:** Hi, I'm George Nichols. Nice to meet you. This is my brother, Harry.
- Harry:** Unfortunately. Hi, everyone. I'm thirteen years old and George is fourteen.
- George:** We live in London with our parents. That's our mum. Hi, I'm Angela.
- Mum:** And this is our dad, Peter. Dad and I love sports.
- Harry:** That's right. We often play tennis together. He usually wins!
- Dad:** Harry is a tennis genius. Thank you.
- George:** And I'm just ... a genius!
- Harry:** He thinks he's funny!
- George:** At least you're never bored with me! We often hang out with Emma. Emma is our cousin. She lives with our gran.



0.1 Intro Video



- Emma:** Oh, hello there! I'm Emma.
- Poppy:** And I'm Poppy. Emma and I are best friends.
- Emma:** We're thirteen years old and we go to school together.
- Poppy:** We usually go by bike.
- Emma:** And sometimes we go by car. Gran drives us when we're really late!
- Gran:** Emma, your helmet!
- Emma:** Thanks, Gran. This is my gran, Bertie.
- Gran:** Hello.
- Emma:** She's the best granny in the world! She always makes pancakes for breakfast!
- Poppy:** Emma! Let's go!
- Emma:** OK. See you later!

- 1 🎧 1.2 Watch or listen and read. Is Harry good at tennis? Does George like making jokes? Are Emma and Poppy cousins? What does Emma have for breakfast?
Yes, he is. Yes, he does. No, they aren't. (They are best friends.) She eats pancakes.

- 2 Work in pairs.
Student A: Read out a line from the dialogue.
Student B: Guess who said it.
Then swap roles.

+	-
I/You/We/They play tennis.	I/You/We/They don't play tennis.
He/She/It plays tennis.	He/She/It doesn't play tennis.
?	Short answers
Do I/you/we/they play tennis?	Yes, I/you/we/they do . No, I/you/we/they don't .
Does he/she/it play tennis?	Yes, he/she/it does . No, he/she/it doesn't .

3 Complete the sentences with the correct form of the Present Simple. Cross out the days when the people are busy. When are they all free? *Wednesday*

Monday Tuesday **Wednesday**
Thursday Friday Saturday Sunday

- Mr Nichols and Harry play (play) tennis on Thursdays.
- Emma has dance classes twice a week. She doesn't have (not have) them on Mondays, Wednesdays, Thursdays or at the weekend.
- George does (do) karate on Tuesdays.
- Mrs Nichols and Gran don't go (not go) to the gym on Tuesdays, Wednesdays, Fridays or Sundays.
- Harry has (have) tennis practice on Tuesdays, Thursdays, Saturdays and Sundays.
- Poppy doesn't go (not go) to art class on Tuesdays, Wednesdays, Thursdays, Fridays or at the weekend.

1.3 Listen and repeat. Which places do you visit for fun?

Vocabulary Places in town

bank café cinema hospital hotel museum
park restaurant stadium theatre

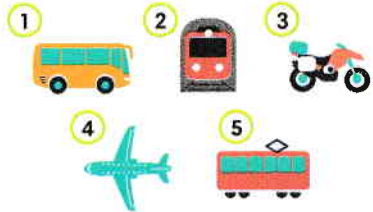
- 5 Complete the sentences with the places in the Vocabulary box.
- George and his dad go to the stadium to watch the football.
 - Emma and Poppy ride their bikes in the park.
 - Mr Nichols is a doctor. He works at a hospital.
 - After the gym, Gran and Mrs Nichols have coffee at a café.
 - At the weekend, Harry goes to the cinema to see a film.

1.4 Listen and repeat. Which means of transport can you see in the photo on page 4? *Two bikes and some cars.*

Vocabulary Means of transport

bike boat bus car motorbike
 plane taxi train tram underground

7 How do the people travel? In your notebook, write questions and answers. Then act out the dialogues in pairs.



- Emma / go to her dance class / bike?
A: Does Emma go to her dance class by bike?
B: No, she doesn't. She goes by bus.
- Harry and George / go to school / car?
- Mr Nichols / go to the hospital / underground?
- Emma and Gran / travel to France / train?
- Mrs Nichols / go to work / taxi?

Grammar Adverbs of frequency

<input checked="" type="checkbox"/> always	Adverb + verb
<input type="checkbox"/> usually	I always go to school by bike.
<input type="checkbox"/> often	Adverb + to be
<input type="checkbox"/> sometimes	I am never late for school.
<input type="checkbox"/> never	

- Find all the sentences with adverbs of frequency in the dialogue on page 4.
- Write five true sentences about yourself. Use adverbs of frequency and words from the Vocabulary boxes.
I always go to the park with my friends on Saturdays.

Exercise 8

- Read the Grammar box to the class. Point out that adverbs go before the verb but after the verb *be*.
- Give Ss one minute to find the adverbs. Check answers using the Lollipop stick technique.

Answers → student page

Exercise 9

- Ss open their notebooks and work individually.
- Pairwork: Ss swap notebooks and check each other's work, offering feedback on the position of the adverbs.
- Follow-up: Write an example on the board, e.g. *My friend always goes to the park with his friends on Saturdays.* Ask different Ss to report back to the class about their friend. Make sure they use the correct form of the Present Simple and pronouns.

Finishing the lesson

- (Books closed) Ask Ss questions about George, Harry, Emma and Poppy to see what they remember, e.g. *How old is (George)? Where does (Harry) live? Who is (Poppy)?*
- Have a class discussion about the lesson. *What places do you go to? What do you do there? What means of transport do you use?* Ask Ss for feedback about the lesson objective: *Can you talk about the things you do? Can you talk about places in town? Can you talk about means of transport?*

Fast finishers

- Ss look at the Places in town box for one minute, then close their books and try to write down all the places. Ask Ss to open their books again and check how many words they remembered and if they could spell them correctly.

Exercise 6 1.4

- After Ss repeat together, write the words on the board and point to a word for Ss to say chorally.
- Make sure Ss understand the vocabulary by asking different Ss to draw pictures of the transport on the board.

Answers → student page

Exercise 7

- Ss open their notebooks and work individually.
- Choose different pairs to write different questions and answers on the board.
- Ss can mark each other's work using the Think-pair-share technique. They explain why an answer is incorrect.
- Pairs then act out the dialogues.

Answers

- A:** Do Harry and George go to school by car?
B: No, they don't. They go by underground.
- A:** Does Mr Nichols go to the hospital by underground?
B: No, he doesn't. He goes by motorbike.
- A:** Do Emma and Gran travel to France by train?
B: No, they don't. They go by plane.
- A:** Does Mrs Nichols go to work by taxi?
B: No, she doesn't. She goes by tram.

Extra activity

- Ss start a vocabulary list in their notebooks. They write the words from this lesson in their lists to revise from and learn for the next lesson.

LO.1

In this lesson

Lesson aims:

- Vocabulary: jobs
- Grammar: questions words

Homework:

- Workbook Unit 0, p. 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 2 and 3
- Peer learning: Exercise 1 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 with this question: *What job does your mum/dad do?* Ask Ss to answer. Say *Today we will talk about jobs and we will use question words to ask about jobs.* Write the objective on the board.

Lead-in

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

Exercise 1

- Ss work individually and then compare answers in pairs.
- Use the Lollipop stick technique to ask different Ss to read out the answers.

Answers → student page

Exercise 2

- After the class repeat together, individual Ss or pairs repeat.
- Use the Lollipop stick technique to have different Ss tell the class about their family, e.g. *My dad is a chef.*

Exercise 3

- Ask for answers using the Basketball technique.

Answers

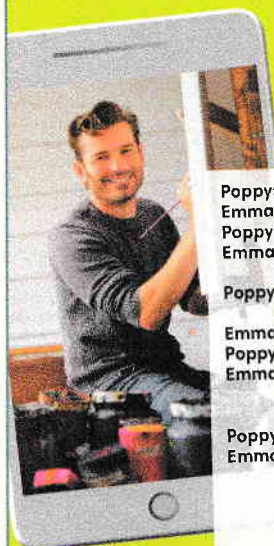
Suggested answers:

- farmer, footballer, police officer
- artist, chef, doctor, nurse, office worker, police officer, shop assistant, singer, teacher, vet
- school bus driver, doctor (paediatrician), school nurse, teacher

0.2 What does he do? I can talk about jobs.

We know books

Emma's uncle



Poppy: Who is that man in the photo?
Emma: That's my Uncle Eric in his studio.
Poppy: His studio? What does he do?
Emma: Look at the painting, Poppy! He's an artist.
Poppy: Cool! I'd love to see his work. Where does he live?
Emma: In Madrid. His wife, Eva, is Spanish.
Poppy: How often do they come to the UK?
Emma: They usually visit us in the summer. Uncle Eric says Spain's too hot in August.
Poppy: I love Spain!
Emma: Here's an idea - let's visit Uncle Eric and Aunt Eva in Madrid! They always ask me and Gran to go. Plus, Aunt Eva's a brilliant chef! She has her own restaurant.
Poppy: Yes, please! When can we go?

- Read the dialogue. Complete the sentences with one word in each gap.

- The man in the photo is an artist.
- Emma's uncle lives in Madrid/Spain.
- Emma's aunt Eva is Spanish.
- Eva works in a restaurant.

- 1.3** Listen and repeat. Does anyone in your family do one of these jobs?

Vocabulary Jobs

artist builder bus driver chef doctor farmer
 footballer nurse office worker pilot police officer
 shop assistant singer teacher vet

- In pairs, answer the questions. In which jobs do people:

- work outdoors? *builder, bus driver, ...*
- work indoors?
- work with children?
- work with animals?
- help other people?

6

- farmer, vet, police officer (police dogs)
- bus driver (take people places), doctor, nurse, pilot, shop assistant, teacher

Exercise 4

- Read the Grammar box to the class. Make sure Ss remember what the words mean by writing these questions on the board and asking Ss to call out correct word chorally: *What/When is your name? Who/How old are you? Where/When do you live?*
- Ss work individually. Ask different Ss to write the answers on the board.

Answers → student page

Exercise 5

- Monitor pairs for correct question words.

Grammar Question words

How What Where When Who

- A friend is interviewing Harry about his dad's job for a school project. Complete the questions with a question word.

- What does your dad do?
- Where does he work?
- What does he wear at work?
- When does he start work?
- How does he travel to work?

- Look at the factfile and find the answers to the questions from Exercise 4. Ask and answer the questions in pairs.

Peter Nichols



Job: doctor
 Works at: Park Hill General Hospital
 Wears: white coat
 Starts work: usually at 8 a.m.
 Travels to work: by motorbike

- What does Harry's dad do?*
- He's a doctor.*

- In pairs, interview each other.

- Student A: Imagine you do one of the jobs in the Vocabulary box.
- Student B: Prepare an empty factfile for Student A like the one in Exercise 5. Ask questions and complete the file.
- Student A: Answer Student B's questions. Then swap roles.
- What do you do?*
 - I'm a ...*

Answers

- He works at Park Hill General Hospital.
- He wears a white coat.
- He usually starts at 8 a.m.
- He goes to work by motorbike.

Exercise 6

- Place Ss into pairs using the Expert Envoy technique. Monitor pairs for vocabulary and grammar.

Finishing the lesson

- Ask *Can you talk about jobs? Can you ask questions with question words?* Ss respond with the Thumbs up/down technique.

Fast finishers

- Ss write down their favourite jobs in their notebooks and give reasons why.

LIBRIS

I'm going to ...

We know books

Grammar *be going to*

+	-
I'm going to study.	I'm not going to study.
You/We/They 're going to study.	You/We/They aren't going to study.
He/She/It 's going to study.	He/She/It isn't going to study.
?	Short answers
Am I going to study?	Yes, I am . / No, I'm not .
Are you/we/they going to study?	Yes, you/we/they are . No, you/we/they aren't .
Is he/she/it going to study?	Yes, he/she/it is . No, he/she/it isn't .

This year, I'm going to study Geography more. I'm going to get straight As! I'm also going to use the school library more often.

My parents are going to buy me my own laptop! I'm very excited! I'm going to use it in my Art projects!

I'm going to stop taking my brother's school things without asking. He gets really mad when I take his PE bag!

This year, I'm going to get up earlier in the morning. I'm also going to make healthy choices at the school canteen!

1 Read what Emma, Poppy, George and Harry say. Match their names to photos A-D.



A - George B - Poppy, C - Emma, D - Harry

2 Listen and repeat. Which are your favourite school subjects?

Vocabulary School subjects

Art Computer studies English Geography
History Maths Music PE Science

3 Which school subjects need these things?

- 1 paints, scissors - Art 4 tracksuit, trainers - P.E.
2 map - Geography, History 5 calculator, ruler - Maths, Science
3 dictionary - English 6 piano, guitar - Music

4 Complete the sentences with the correct form of *be going to*. Then guess who's talking.

- 1 My parents and I are going to go (go) shopping for a laptop! *Poppy*
2 I 'm going to have (have) chicken and some salad for lunch, not pizza. *Harry*
3 Gran, are you going to help (help) me study for the Geography test? *Emma*
4 Is my brother going to get up (get up) late again? I'm not going to wait (not wait) for him. *George*
5 Are we going to buy (buy) a laptop case too? *Poppy*

5 Listen and repeat. Does your school have all of these places?

Vocabulary Places in a school

canteen classroom computer room gym
hall library playground staff room

6 Listen and repeat. Where are the people? Listen and write the places.

1 in the playground

7 Choose a place. Play *What are you going to do there?*

- A: I'm going to go to the canteen.
B: Are you going to have lunch there?
A: No, I'm not. I'm going to read a book.

Fun Spot

• Different Ss give the answers.

Answers → student page

Exercise 2 1.6

- After the class repeat together, say a word for Ss to point to in their books and have them repeat again chorally.
- Ss work in pairs. Different Ss talk about their friends, e.g. *Tom's favourite subject is Maths.*

Exercise 3

- Ss work in the same pairs.
- Ask for answers using the Basketball technique.

Answers → student page

Exercise 4

- Read the Grammar box to the class. Remind Ss of the forms of *be*.
- Ask Ss to write down three sentences using *be going to* (+, - and ?). Ask different Ss to read out their sentences.
- Ss work individually to complete the exercise. Ask different Ss to write the answers on the board.

Answers → student page

Exercise 5 1.7

- After the class repeat together, individual Ss or pairs repeat. Make sure Ss understand the vocabulary by asking them for definitions, e.g. *Students have lunch in the canteen.*
- Different Ss answer.

Exercise 6 1.8

- Play the audio. Ss complete the exercise individually.
- Check answers using the Lollipop stick technique.

Answers

- 2 library 3 canteen 4 staff room
5 gym 6 computer room

Exercise 7

- Pairwork: Ask two students to read out the example. Then Ss say their ideas in pairs. Ask different pairs to act out in front of the class.

Finishing the lesson

- Ss complete the sentence: *I can use ... to talk about my plans for this year.*

Fast finishers

- Ss underline forms of *be going to* in the text.

0.3

In this lesson

Lesson aims:

- Vocabulary: school subjects, places in a school

- Grammar: *be going to*

Homework:

- Workbook Unit 0, p. 3

Assessment for Learning in this lesson

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

Warm-up

- (*Books closed*) Revise question words and jobs, asking, e.g. *What does your mum do?*

- (*Books open*) Ask *What is this lesson about?* Ss look at page 7 and offer ideas. Say and write *Today we will talk about school and things we are going to do.*

Lead-in

- Ss say who they can see in the photos.

Exercise 1

- Ss work individually and then compare answers using the Think-pair-share technique.