

go getter 4

Teacher's Book

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Lesson aims:

- Grammar: Present Simple and Present Continuous, stative verbs

Homework:

- Workbook Unit 0, p. 2

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1, 5 and 6
- Peer learning: Extra activities, Exercises 2 and 3
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask different Ss these introductory questions: *What's your name? How old are you? Who do you live with? What do you like doing? What are you doing now?*
- (Books open) Say *In this lesson we will meet Adam, Josh, Bella and Zadie*. Then ask *What's this lesson about?* Ss quickly look at pages 4–5 and offer ideas in turn.
- Say *Today we will use the Present Simple, Present Continuous and stative verbs to talk about friends and family's habits, routines, likes and dislikes*. Write the lesson objective on the board.

Lead-in

- Pointing to each photo in turn, ask different Ss *Who's this? Where is he/she? What do you think he/she does at the weekend?* Ss guess.

Exercise 1

- Ss read the questions 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

We know books

Get started!

What are they doing? I can use the present tenses.

In this unit

Vocabulary

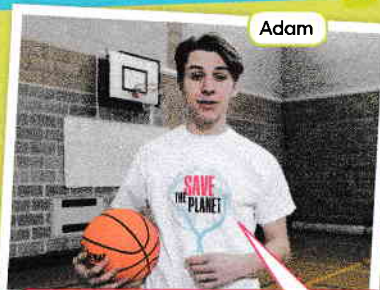
- Free-time activities
- Adjectives
- Weather

Grammar

- Present Simple, Present Continuous, stative verbs
- Present Continuous for future arrangements
- Comparative and superlative adjectives
- Articles: a, an, the and 0 article
- was, were



Hello!



Adam

Hi, I'm Adam. I'm fourteen and I love animals and nature. I want to become a vet when I'm older. At the weekend, I often hang out with my friends, and we sometimes play basketball. At the moment, I'm waiting for my friend Josh. Where is he? He's always late!



Josh

Hi, I'm Josh and I'm fifteen. I live with my mum, dad and sister. This is my bedroom. I love Saturday mornings. I get up late, have a big breakfast, and then I ... oh, that's my phone. What? Really? OK, give me ten minutes ... Sorry, my friend Adam is waiting for me. I need to hurry!



Bella

Hi, I'm Bella. I'm fourteen years old and I live with my mum. My mum's from Italy, and this is her café. She's making a chocolate cake at the moment. Mmm, that looks good! Mum works really hard, so at the weekend I sometimes help her. I'm working right now, so I can't talk. See you later!



Zadie

Hi, I'm Zadie and I'm fifteen. I play the guitar and I sing. At the weekend I often practise with my band. At the moment I'm trying to learn a new song. I'm watching an online video to help me. I know the words, but the music is hard. I need to practise a little bit more ... so bye for now!

1 Watch or listen and read.

Who:

- 1 likes music? **Zadie**
- 2 wants to work with animals? **Adam**
- 3 is half Italian? **Bella**
- 4 has got a sister? **Josh**

2 Exam Spot Introduce yourself and say what you usually do at the weekend.

Hi, I'm ... and I'm fifteen years old. At the weekend, I usually ...

Extra activity

- Ss work in groups of four. Each student reads a different character's introductory text. Ask Ss who they identify most with.

Exercise 2

- This is preparation for the Cambridge KEY speaking test, Part 1, and for the Pearson Test of General English (PTEG) speaking test, level 1, section 10.
- Model the activity with different Ss. Prompt with: *What's your name? How old are you? What do you usually do at the weekend?*
- Use the Expert Envoy technique to set up groups of four.

Exercise 3

- Read the Grammar box to the class.
- Write on the board *She likes pizza. Does she like pizza? No, she doesn't like pizza*. Then say *We use does/doesn't in the third person singular and add s to the main verb*.
- Ask different Ss to tell the class the different forms of *be*, e.g. T: *you*; S: *are*.
- Write these gapped sentences on the board. Different Ss say what tense the underlined time expressions are used in. Invite Ss to the board to fill in the gaps with the verb *do*.
 - + I always _____ my homework on Sundays.
 - I _____ my homework at the moment.
 - My sister usually _____ her homework before dinner. She _____ her homework right now.

Present Simple		Present Continuous		
+	I work hard.	My mum works hard.	I'm working now.	He's working now.
-	I don't work hard.	My mum doesn't work hard.	I'm not working now.	He isn't working now.
	Do you work hard?	Does she work hard?	Are you working now?	Is he working now?
?	Yes, I do . / No, I don't .	Yes, she does . / No, she doesn't .	Yes, I am . / No, I'm not .	Yes, he is . / No, he isn't .
	Where do you work ?		What are you doing ?	
Time expressions				
always, usually, often, sometimes, never			now, right now, at the moment	

3 Circle the correct answer.

- On school days, Bella doesn't help / isn't helping at her mum's café, but today is Saturday, so Bella helps / is helping at the café.
- Right now, Zodie learns / is learning a new song. She learns / is learning a new song every month.
- Adam often plays / is playing basketball with his friends, but he doesn't play / isn't playing at the moment.
- Usually, Josh doesn't get up / isn't getting up early at the weekend, but he gets up / is getting up now because Adam is waiting for him!

4 Complete the dialogue with the correct form of the verbs.

Zadie: Hi, Adam. What ¹ are you doing (you / do)? Do you want to meet?

Adam: Sorry, Zodie. I can't right now. I'm with Adam. We ² re playing (play) basketball.

Zadie: Oh, that's a pity ... ³ do you always play (you / always / play) basketball on Saturday mornings?

Adam: No, not every week, but I ⁴ often do (often / do) sport.

Zadie: What ⁵ are you doing (you / do) at the moment?

Adam: I'm by the river. I ⁶ am taking (take) my dog for a walk. He

⁷ sometimes goes (sometimes / go) for a swim, but he ⁸ isn't swimming (not swim) at the moment. Oh, yes, he is! Speak to you later!

Adam: Bye for now!

Grammar Stative verbs

We don't usually use the Present Continuous with these verbs: **believe, hate, know, like, love, need, understand, want**
I like animals. ✓ NOT I'm liking animals. ✗

5 Complete the sentences with the correct form of the verbs in the Present Simple or the Present Continuous.



1 Josh and Adam are practising (practise) basketball now. They want (want) to do well in the match!



2 Bella's mum hates (hate) cleaning tables, so Bella is helping (help) her at the moment.



3 Josh's sister believes (believe) studying is important. She is doing (do) her online French homework right now.



4 Josh's parents are in the kitchen. They are planning (plan) a family meal. They need (need) to plan a meal for ten people!

6 Exam Spot In pairs, talk about your best friend, brother or sister and parents. What are they doing now? What do they like and hate doing?

- You do your homework at school. You are doing your homework at the moment.

? Where does she her homework? What is she now?

- Ask different Ss to underline the time expressions in items 1-4.
- Ss then do the activity individually.
- Ss check answers using the Think-pair-share technique. Ask different Ss to read out their answers and to justify them by referring to time expressions.

Answers → student page

Extra activity

- Ss work in groups or pairs. One student says a verb in either the Present Simple or Present Continuous for the other to say what tense it is in, e.g. S1: *I'm running.* S2: *Present Continuous.*

Exercise 4

- Ss complete the activity in pairs, using the time expressions to help. Then they act out the dialogue.

Answers → student page

Exercise 5

- Read out the Grammar box.
- Say *I like tennis.*
I enjoy reading books.
I need the book today.
I want some ice cream.
- Different Ss say sentences with the verbs.
- Provide a context for the exercise by asking different Ss about the photos. Ask *Who's he/she? Where is she / are they? What do you think she is / they are doing?*
- Ss complete the activity individually. Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 6

- This is preparation for the Cambridge KEY speaking test, Part 1, and for the Pearson Test of General English (PTEG) speaking test, level 1, section 10.
- Model the activity with a student. Use the Traffic Lights technique to make sure Ss understand what to do.
- As pairs do the activity, move around the class and note any frequent mistakes on an observation form.
- Then write two or three mistakes on the board and ask different Ss to correct them.

Finishing the lesson

- (Books closed) Ask Ss to say a sentence in the Present Simple and/or Present Continuous and name the tense.

Fast finishers

- Ss look at the introductory texts in Exercise 1. They underline verbs in the Present Simple, circle verbs in the Present Continuous and circle stative verbs in a different colour.

0.2

LIBRIS

In this lesson

Lesson aims:

- Vocabulary: free-time activities
- Grammar: Present Continuous for future arrangements

Homework:

- Workbook Unit 0, p. 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Extra activity and Exercises 1, 2 and 4
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask *What does Adam want to be in the future? (a vet) What does Josh do on Saturday mornings? (He gets up late and has a big breakfast.) Who's making a chocolate cake? (Bella's mum.) What is Zadie trying to do at the moment? (She's trying to learn a new song.)*
- (Books open) Ask Ss to look at the title and say what they think it's about.
- Say *Today we will use the Present Continuous to talk about plans for the future. We will also talk about free time activities. Write the lesson objective on the board.*

Lead-in

- (Books open) Ss look at the photos and predict what the girls are talking about.

Exercise 1

- Ss work individually to complete the activity and then check answers in pairs.

Answers → student page

Exercise 2

- Read the Grammar box to the class. Ask *Is Zadie practising with her band right now? (No) When is she practising? (On Saturday)*
- Write on the board *I'm going to a party next Friday. He's cooking dinner tomorrow.*

I can use the Present Continuous for future arrangements.

We know books

See you on Sunday!

Bella Hi, Zadie. What are you doing next Friday? Do you want to go to the cinema?

Zadie Sorry, but I'm practising with my band on Friday. We're playing a concert in a few weeks and we need to learn the songs! Are you doing anything on Saturday?

Bella Yes, I'm helping mum in the café. It's her busiest day.

Zadie So, what about Sunday?

Bella I'm working on Sunday morning, but I'm free in the afternoon.

Zadie Cool. Shall we invite the boys too?

Bella Good idea. See you on Sunday!

1 Read the dialogue and complete the sentences.

- 1 Bella invites Zadie to the cinema.
- 2 Zadie is busy on Friday.
- 3 Bella is busy on Saturday and Sunday morning.
- 4 They agree to meet on Sunday afternoon.
- 5 They decide to invite the boys.

3 Listen and repeat. Which activities do you do at the weekend?

Vocabulary Free-time activities

- go cycling / ice-skating / shopping
 go to a concert / a museum / the cinema
 help your parents play sport
 stay at home visit your grandparents

I often go cycling. I sometimes ...

4 Plan your week. Write five activities in the agenda. In pairs, try to find a day when you can go ice-skating together.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

- A: *Let's go ice-skating next week. Are you free on Tuesday?*
 B: *Sorry, but I'm ... on Tuesday.*

Grammar Present Continuous for future arrangements

I'm **practising** with my band on Saturday.
 He's **seeing** the doctor tomorrow.
 We're **playing** a concert in a few weeks.
 What **are you doing** next Friday?

Time expressions

tomorrow, on Saturday, next Friday, in a few weeks

2 Look at Adam's planner and complete the dialogue.

- Zadie:** Hi, Adam. Can you come to the cinema on Sunday afternoon?
- Adam:** Sorry, but I **'m playing** tennis.
- Zadie:** Are you free on Monday then?
- Adam:** No, I **'m visiting** my grandma.
- Zadie:** What about Tuesday?
- Adam:** Sorry, but Josh and I **'m going** to London.
- Zadie:** And Wednesday?
- Adam:** I **'m doing** my school project. Sorry, Zadie, this week is really difficult! Why don't you go without me?
- Zadie:** OK. See you soon, Adam.

Sun 4
3.00 p.m. play tennis
Mon 5
visit Grandma
Tues 6
go to London with Josh
Wed 7
do school project

Explain that we can use the Present Continuous to talk about our future plans. Say *I'm seeing my friends on Sunday*. Ask different Ss to say similar sentences.

- Use the Lollipop stick technique to elicit answers.
- Ask pairs to act out one of the dialogues.

Answers → student page

Exercise 3 Listen 1.3

- Ss complete the activity and share ideas with the class.

Extra activity

- Write *go to a party / go running* on the board. Ask Ss what other activities we can use with *go* and *go to*. Write them on the board. Then in pairs, Ss make sentences with the expressions on the board.

Exercise 4

- After Ss complete the box, read the example with a student. Invite pairs to role play in front of the class.

Finishing the lesson

- (Books closed) Clarify the grammar goals. Ss use the Present Continuous to say a sentence about their future plans.
- Use the Learning Diary technique for Ss to list new words and grammar.

Fast finishers

- Ss find and underline examples of the Present Continuous for future arrangements in the dialogues.

I think it's cool!

We know books



Josh: Hey, what do you think of the new PX10 games console?
Adam: I think it's cool. The games are more exciting than games on the PX9. It's easier to use and it's faster too. It's the fastest of all the PX consoles!
Josh: True, but it's more expensive than the PX9.
Adam: It's the most expensive because it's the best! And you can play good games, like *Sky Burger*.
Josh: Hmm ... burgers, I'm hungry. Have you got anything to eat?
Adam: We've got sausages and pizza in the fridge.
Josh: Great! Pizza is better than sausages.
Adam: But it's from last night and it's cold.
Josh: We can heat it up in the microwave.
 Two minutes later ...
Adam: It's ready.
Josh: Ouch, it's hot! ... and it isn't as good as sausages. It's awful!

3 Use the adjectives in the Vocabulary box to describe 1–6.

- | | |
|--|------------------------|
| 1 a Ferrari car
<i>It's fast and expensive.</i> | 4 a roller coaster |
| 2 an old bicycle | 5 the Sahara desert |
| 3 Maths homework | 6 strawberry ice cream |

Grammar Comparative and superlative adjectives

Comparative adjectives

The PX10 games console is **faster** than the PX9.
 It's **more exciting** than the PX9.
 Pizza is **better** than sausages.
 Sausages are **worse** than pizza.

Superlative adjectives

The PX10 game console is **the fastest** of all.
 The PX10 games console is **the most expensive**.
 The PX10 games console is **the best / the worst**.

(not) as ... as

The pizza isn't **as** good **as** the sausages.

4 Compare the two things. Use the comparative form of the adjective. Which sentences do you agree with?

- Burgers / good / sausages.
Burgers are better than sausages.
- Maths / difficult / English.
- Computers / expensive / smartphones.
- Motorbikes / fast / cars.
- Sandwiches / good / school meals.
- Football / easy / tennis.

5 In your notebook, write the sentences in Exercise 4. Use **not as ... as**.

Sausages aren't as good as burgers.

6 Complete the questions with the superlative form of the adjectives. Then ask and answer in pairs.

QUIZ What's your opinion?

- What's **the best** (good) computer game?
- What's **the worst** (bad) phone app?
- What's **the most exciting** (exciting) programme on TV?
- What are **the cheapest** (cheap) trainers you can buy?
- Which is **the most expensive** (expensive) smartphone?
- Which is **the most difficult** (difficult) school subject?

1 Read the dialogue. Who:

- really likes the PX10 games console? *Adam*
- thinks *Sky Burger* is a good game? *Adam*
- wants something to eat? *Josh*
- prefers pizza to sausages? *Josh*

2 **1.4** Listen and repeat. Which adjectives do the boys use to describe the PX10 games console and which to describe the pizza?

Vocabulary Adjectives

awful boring cheap cold delicious difficult
 easy exciting expensive fast hot slow

PX10 games console: *exciting, fast, expensive, easy*
 Pizza: *cold, hot, awful*

0.3

In this lesson

Lesson aims:

- Vocabulary: adjectives
- Grammar: comparative and superlative adjectives

Homework:

- Workbook Unit 0, p. 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1, 2, 3 and 4
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- (*Books closed*) Ask Ss to say what they plan to do next weekend.
- Ask *Is swimming more difficult than playing football?* Then say and write *Today we will use comparative and superlative adjectives to compare different things.*

Lead-in

- (*Books open*) Ss look at the photo and suggest what the dialogue is about.

Exercise 1

- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 2

- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 3

- Use the Basketball technique to elicit answers.

Exercise 4

- Read out the Grammar box.
- Write the adjectives from the box on the board. Ask which are irregular. Different Ss circle them (*good, better, the best, worse, the worst*). Then write *faster than / the fastest / more exciting than / the most exciting*. Explain that we use *more/most* with adjectives that have more than two syllables. Then write *My bag isn't as big as yours*. and explain we use *not as + adjective + as* to compare things that are not similar.
- Use the Basketball technique to check answers.

Answers

2 Maths is more difficult than English. 3 Computers are more expensive than smartphones. 4 Motorbikes are faster than cars. 5 Sandwiches are better than school meals. 6 Football is easier than tennis.

Exercise 5

- Ss share answers with the class.

Answers

2 English isn't as difficult as Maths. 3 Smartphones aren't as expensive as computers. 4 Cars aren't as fast as motorbikes. 5 School meals aren't as good as sandwiches. 6 Tennis isn't as easy as football.

Exercise 6

- Check questions with the class. Then Ss share ideas in pairs.

Answers → student page

Finishing the lesson

- (*Books closed*) Ask Ss to say sentences using comparative and superlative adjectives or *as + adjective + as*.

Fast finishers

- Ss underline the comparative forms, circle the superlatives and circle *as + adjective + as* in a different colour.