

Become a **Go-Getter**

with **GoGetter**

Judita Tóthová

What we do

Exclusive representation of **Pearson** in CZ and SK

Distribution of ELT materials (all publishing houses)

Pearson English Readers (Penguin Readers)

Distribution of educational games Regipio

www.venturesbooks.cz

www.venturesbooks.sk



Methodological support

Seminars, webinars, conferences

Teaching tips T/S

ELT consulting

Sample lessons at schools

Free samples

Teacher's packs for free

Training webinars



Distribution

Loyalty program for schools

Reservation of books

Purchase with a bonus (May- September)

Individual price offers

shop.venturesbooks.cz

shop.venturesbooks.sk



Become a **Go-Getter** with **GoGetter**

Judita Tóthová

Agenda

- ❑ Basic information, benefits for students and teachers
- ❑ SB Unit walkthrough + WB information
- ❑ Components for students and teachers
- ❑ Digital support

A **Go-Getter** is someone who ...



1/ goes and gets things for other people

2/ determined and works hard to be successful

3/ enjoys getting new information

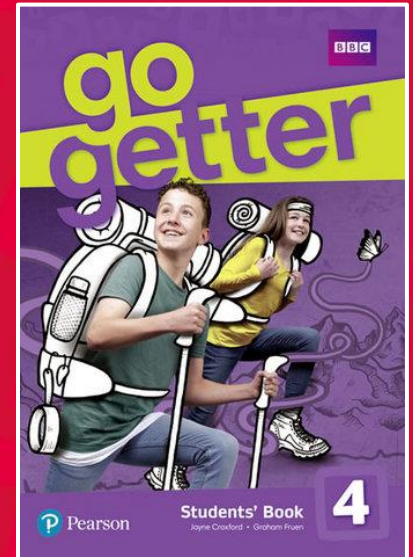
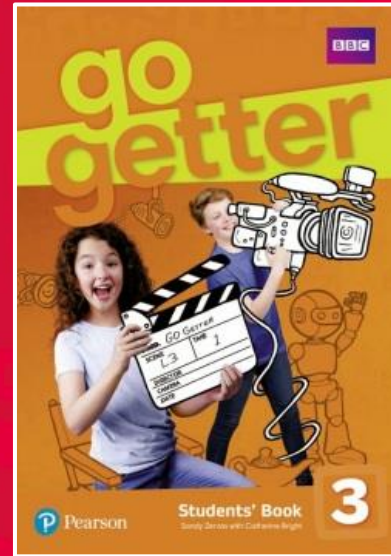
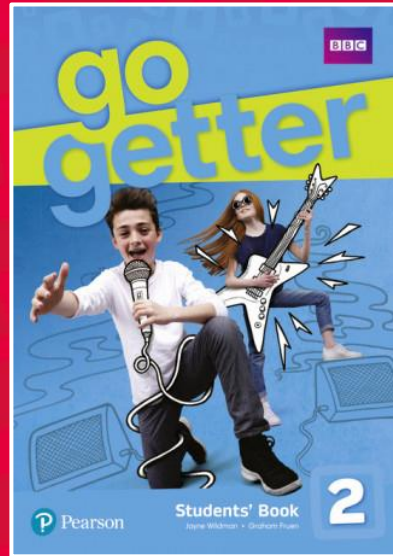
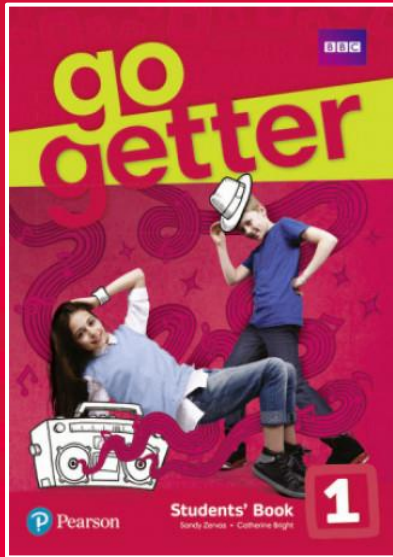
1/ goes and gets things for other people

**2/ determined and works hard
to be successful**

3/ enjoys getting new information

What is GoGetter?

- ❑ a language course for lower-secondary school students
- ❑ suitable for mixed-ability and mixed-level classes
- ❑ British English
- ❑ material for 2–5 hours per week (70–120 hours)



CEFR: <A1/A1

GSE: 17-29

CEFR: A1/A2

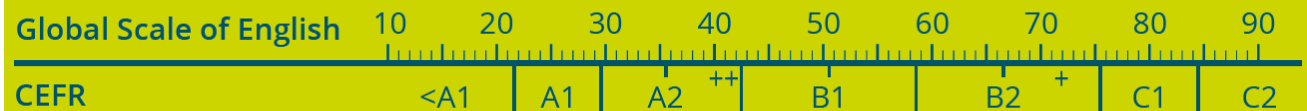
GSE: 27-36

CEFR: A2/A2+

GSE: 33-41

CEFR: A2+/B1

GSE: 38-46



What do Go-Getter
students **get** from the course?

Get Motivated



City Creatures The zoo

1

Rocco: Hurry up! I want to see the monkeys.
Carla: Wait a minute, Rocco. Where are the tigers?
Big Al: And where's the café?

2

Carla: Look at the monkeys. They're funny!
Rocco: He's the funniest!
Big Al: Hmm, those bananas look good.

Exercise 1

Complete the dialogue with the words. Then watch the video and check your answers.

Keyboard instructions ▼

Move

address name phone meet help do join How Mondays Tom

Receptionist: Hello. Can I you?

Tom: Yes, I'd like to the basketball club, please.

Receptionist: Of course. What's your ?

Tom: Flynn.

Receptionist: do you spell Flynn?

Tom: F-L-Y-N-N.

Secondary schools in the UK

BBC

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 / F
- 2 Students go home for lunch. T / F
- 3 Lessons finish at five o'clock. T / F
- 4 After school, students can go to clubs. T / F
- 5 The school holidays are from June to October. T / F

Get Communicating



1 Excuse me. I'm looking the Science Museum.

2 It's Green Street.

3 Go on, then turn right.

4 You mean turn , Tom.

5 past the cinema and the museum is on the left.

6 It's the park.

Mr Riley: Hello.
Elena: Hello Mr Riley, it's Elena here.
Mr Riley: Oh, hello Elena. How are you?
Elena: I'm fine, thanks. Can I speak to Amy, please? She isn't answering her mobile.
Mr Riley: Yes, just one moment. Amy! It's Elena for you!
Amy: Hi Elena.
Elena: Hi Amy. What are you doing at the moment?
Amy: Nothing. What about you?
Elena: I'm reading a magazine. I'm bored. Do you want to watch a movie at my house?
Elena: Great.
Amy: OK, s



1 17 **2.12** Watch or listen and read. Answer the questions.

- 1 Why does Elena call Amy?
- 2 What do the girls want to do?

2 **2.13** Listen and repeat.

Communication Talking on the phone

Hello, it's *Elena* here.

Can I speak to Amy, please?

Just one moment. / Just a minute. / Hang on.

It's *Elena* for you.

I'm afraid *he's* / *she's* out.

Bye. / See you soon. / See you later.

Get Grammar

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

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

1

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.

2

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

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

Get Grammar!

Grammar Present Simple negative, questions and short answers

5 Get Grammar!

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

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.

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.

What do teachers
get from the course?

Get Innovative and Save Time



Watch Our Training Videos
Amanda Davies



Go Getter



Now accessed via
English Portal

Get Result



PROJECT

A journey around ...
This is ... It's in / near / 20 kilometres from ...
It's ... years old.
It's interesting because ...

- Work in groups. Make a digital presentation of a place of interest in your town, city or neighbourhood.
- Choose a place and discuss your ideas. Use these questions to help you.
 - Where is it?
 - What do we know about it?
 - What can you do there?
 - Why is it interesting?
- Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.
 - Write the text of the presentation.
 - Put your texts and photos together.
 - Share your presentation with the class. Which is your favourite presentation? Why?

Fun Spot

5 Game! Throw a dice twice. What is on your pancake? Write a sentence about your pancake. Read it to the class.

1 jam	1 sausages
2 cream	2 tomatoes
3 chocolate	3 vegetables
4 fish	4 biscuits
5 chicken	5 chips
6 yoghurt	6 strawberries

My pancake has got some chocolate and a lot of tomatoes on top!

3 **Exam Spot** 3.59 Joe is talking to Celia. Listen and write answers to questions 1–9.

- Why wasn't Celia at Art Club last week?
She was on holiday.
- Where did Celia go? _____
- Who did she go with? _____
- Where did Celia stay? _____
- How many days was she there for?

- What museum did she go to? _____
- What souvenir did she buy? _____
- How much was it? _____
- Where is she going to _____

Exam Spot

1&2 Get more on Science!

Taste

1 24 Listen and repeat. Find the words in the picture.

Vocabulary Taste
bitter salty sour sweet taste buds tongue

2 Look at the text. What is it about? Guess. Then

3 Read the text again. Complete sentences 1–4 at the bottom of the page. Use words in Exercise 1.

4 Read the text again. Answer the questions.

- Where are your taste buds? *on your tongue*
- How many different tastes are there? _____
- What is there in sweet food? _____
- Are lemons sour or bitter? _____
- Why do some people put sugar in tea? _____

5 What do these food items taste like? Put the words in the box in the right places.

chips dark chocolate jam lemons
milkshake sausages strawberries yoghurt

sweet: *jam*, _____, _____
salty: _____, _____, _____
sour: _____, _____, _____
bitter: _____, _____

Student's Book Overview

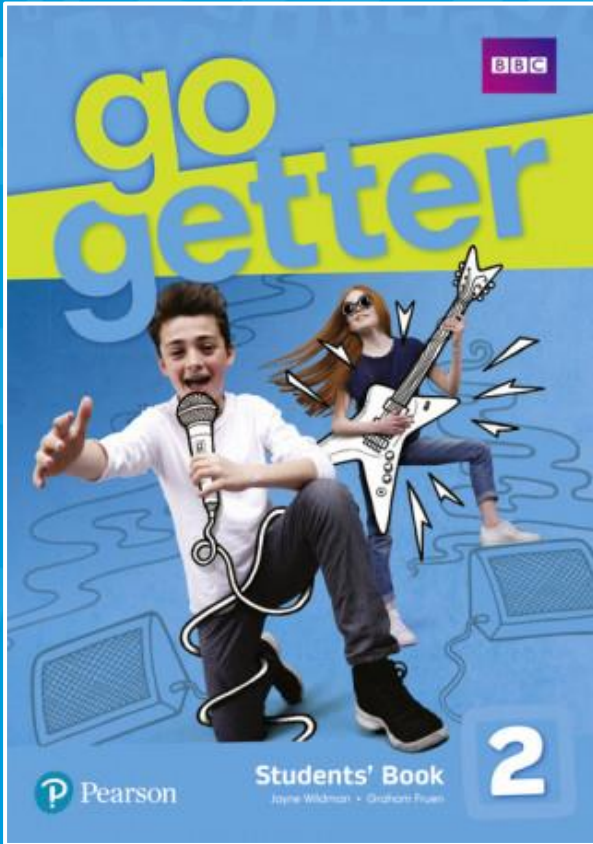
- Starter unit + 8 units

Levels 1,2,3

- 7 lessons per unit (12 pages of core material per unit)
- Lesson 1: Vocabulary (2 pages)
- Lesson 2: Grammar (photo story) + drama video + grammar animation (2 pages)
- Lesson 3: Grammar (cartoon) + grammar animation (2 pages)
- Lesson 4: Communication + drama video (1 page)
- Lesson 5: Reading (1 page)
- Lesson 6: Listening and Writing (1 page)
- Lesson 7: Language Revision (1 page)
- Get Culture! + BBC culture video (2 pages) or Skills Revision (2 pages)
- PLUS: Extra reference (Student A/B activities) + Songs and raps + Word list

Level 4

- 8 lessons per unit with separate lessons for Listening and Writing



Unit Walkthrough

1

Classmates

Vocabulary I can talk about school.

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



10

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

I know that!



- 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 P.E. / 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. _____
- 3 We can play football. _____
- 4 We can play computer games. _____
- 5 We can play the piano and the guitar. _____
- 6 We can learn about different countries. _____

1.1

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

- | | |
|---|-------------|
| 1 <input checked="" type="checkbox"/> Maths | a Monday |
| 2 <input type="checkbox"/> Art | b Tuesday |
| 3 <input type="checkbox"/> P.E. | c Wednesday |
| 4 <input type="checkbox"/> History | d Thursday |
| 5 <input type="checkbox"/> 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, ...

I remember that!

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



11

Lesson 1 Vocabulary

Vocabulary I can talk about school.

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



I know that!

Exam Spot Write the school subjects.

- 1 *We can do experiments. It's interesting.* Science
- 2 *We can learn about the past.* _____
- 3 *We can play football.* _____
- 4 *We can play computer* _____

- 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

I remember that!

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



They meet before class

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



1
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 football and he loves sport. He often brings his football to school.



2
Tom: Hey Elena! The Chelsea - Liverpool match is on TV tonight.
Elena: Thanks Tom, but I never watch football. It's really boring.

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

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



3
Elena: What's the answer to Question 2?
Lucas: Question 2 - that's easy!



4
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?

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.

Grammar Present Simple affirmative

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.

- 1 I bring / brings my phone to school.
- 2 She listen / listens to music on the bus.
- 3 We eat / eats lunch at school.
- 4 They walk / walks to school in summer.
- 5 He lose / loses things all the time.
- 6 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

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.

- 1 always We on Friday have Art .
We always have Art on Friday.
- 2 are Elena and Amy noisy in Science class
sometimes .
- 3 I never in class send text messages .
- 4 often We in the park play football .
- 5 watches TV Tom usually after dinner .
- 6 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! ...

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.



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



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!



- 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.

- 5 3 1.21 Now watch or li



LOOK!

love → loves eat → eats play → plays

do → does go → goes watch → watches

wash → washes study → studies fly → flies

Fun Spot

- 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!*

1.3

Grammar I can ask and answer questions about hobbies.

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.

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.
a football b karate c painting d tennis
- 2 1.23 Listen and read. Circle T (true) or F (false).
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

1.3

Grammar Present Simple negative, questions and short answers

Get Grammar!

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

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?



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?
- ___ Carla and Rocco have hobbies?
- ___ Rocco paint pictures?
- ___ Carla and Rocco like Big Al's picture?
- What ___ 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: 1 Do you play an instrument, Rocco?
Rocco: No, I 2 ___ but my sister plays the drums.

Big Al: 3 ___ she play in a band?
Rocco: Yes, she 4 ___. They're called "The Rocking Raccoons".

Big Al: How often 5 ___ 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 ___ karate?
- Does your grandma ___ ballet?
- Does your mum ___ chess?
- Do you ___ pottery after school?

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



Lesson 3 Grammar

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.

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.

Grammar Present Simple negative, questions and short answers

5 Get Grammar!

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

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*.



1.4

Communication I can ask for and give personal information.

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?
Tom: Yes, hurry up!



1 **1.28** Watch or listen and read. Answer the questions.

- Where is Tom?
- Why is he there?

2 **1.28** Watch or listen and read again. Complete the table.

Name	1	Tom Flynn
Address	2	
Email address	3	
Phone number	4	

3 **1.29** 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?
- D-I-E-G-O A-L-V-A-R-E-Z
- 17 North Road, Oxford
- It's diego@xnet.com

6 **Exam Spot** **1.31** Listen and complete Kate's information.

Name of student: Kate ¹ _____
 Name of Club: Art Club
 Day: ² _____
 Time: ³ _____
 Where: Room 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?
Tom: Yes, hurry up!



1 **1.28** Watch or listen and read. Answer the questions.

- Where is Tom?
- Why is he there?

1.29 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?

I can understand a text about a school day. **Reading**

1.5

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.

2 Read the text again and answer the questions.

1. What type of school does Laura go to?
2. What time does she wake up?
3. What is her favourite lesson?
4. When does she play badminton?
5. Does Laura miss her parents?

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

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.

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.

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 _____.

1.6 Listening and Writing

I can understand and write short texts about my day.

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

- 1 Monday 5 r_____
- 2 u_____ 6 S_____
- 3 n_____ 7 u_____
- 4 s_____

2 **1.34** Listen to four children. Which are their favourite weekdays?

- 1 Peter Wednesday 3 Freya _____
- 2 Theo _____ 4 Hannah _____

3 **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  

3  

4  

5  

6  

7  

4 What's your favourite weekday in class.

5 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. 😊

Writing Time expressions

AT at 9 o'clock, at the weekend, at lunchtime

IN in the morning

ON on Monday, on Friday morning

6 Find time expressions in the text.

7 **Writing Time** Write about your favourite

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

5 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!

6 Find time expressions in the text in Exercise 5.

7 **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.

Language Revision

1.7

Vocabulary

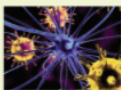
1 Look at the photos and complete the names of school subjects.



1 Maths



2 G



3 S



4 C



5 H

2 Find and circle five places in a school.



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,
do: _____

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 ¹ gets up at 7.30 a.m. She ² _____ breakfast with her family. Then she ³ _____ to school with her sister. On the way to school, the girls ⁴ _____ about their day, listen to music and ⁵ _____ text messages. School ⁶ _____ 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: ¹ Do you paint every day?
Big Al: Yes, I ² _____. But I ³ _____ paint in the morning. I sleep in the morning.

Interviewer: ⁴ _____ your friend Rocco paint?
Big Al: No, he ⁵ _____. He does karate.

Interviewer: ⁶ _____ he like your paintings?
Big Al: Yes, he ⁷ _____. 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: ¹ What's your name?
Paula: Paula Krantz.
Receptionist: How do you ² _____ that?
Paula: K-R-A-N-T-Z.
Receptionist: What's your phone ³ _____?
Paula: 03862 451957.
Receptionist: What's your ⁴ _____ address?
Paula: paula@net.com
Receptionist: Where do you ⁵ _____?
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.

Vocabulary

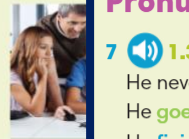
1 Look at the photos and complete the names of school subjects.



1 Maths



2 G



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

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

Receptionist: ¹ What's your name?
Paula Krantz.
Receptionist: How do you ² _____ that?
K-R-A-N-T-Z.
Receptionist: What's your phone ³ _____?
_____?

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 ¹ gets up at 7.30 a.m. She ² _____ breakfast with her family. Then she ³ _____ to school with her sister. On the way to school, the girls ⁴ _____ about their day, listen to music and ⁵ _____ text messages. School ⁶ _____ at 9 a.m.

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.

Get Culture!

Space and the USA

THE KENNEDY SPACE CENTRE, FLORIDA, USA



Visit the Kennedy Space Centre and learn all about space! See the world's first rocket, and meet an astronaut too! Here are the Top 4 things you can do there.



1 Space Shuttle Atlantis

Atlantis is a real space shuttle - but it isn't flying to the moon, it's here, at the Space Centre! You can walk around Atlantis, then watch it on a big screen. Look! It's taking astronauts to the International Space Station!

2 Shuttle Launch Experience

Do you want to be an astronaut? No problem! Imagine you're an astronaut and travel into space on this amazing simulator. You can see planet Earth from space too. It's great!

3 The Rocket Garden

It's a garden but there aren't any plants. There are very big rockets! You can sit in some of the rockets, but be careful! They are very small inside.

4 Astronaut Encounter

Do you want to know more about space? Come and talk to a real astronaut. You can take a selfie with your space hero too!

Then after your visit, you can try a space burger at the Moon Rock Café.

They're delicious! So what are you waiting for? Come and visit the Kennedy Space Centre today!

1 Which of these things can you find in the photos?

an astronaut a rocket a space shuttle
the space station the Moon the Earth

2 **2.19** Read and listen to the text. Where is the Space Centre?

3 Read the text again and answer the questions.

- Where is the Space Shuttle Atlantis now?
- Where can you see planet Earth from Space?
- What type of garden can you see at the Space Centre?
- Where can you meet an astronaut?
- What can you eat at the Moon Café?

4 **2.20** Listen and match the children to the attractions.

The Rocket Garden Shuttle Launch Experience
Astronaut Encounter Space Shuttle Atlantis

- Lucas: The Rocket Garden
- Clara: _____
- Nina: _____
- Alexei: _____

5 Read the text again. Which attraction is the most interesting for you? Why?

International Space Station

BBC



A **18** Watch the video and answer the presenter's questions. Put the activities in the order in which they appear in the video.

- exercise wash have coffee go to sleep go on a spacewalk

B **18** Watch the video again. Complete the sentences.

- The ISS goes round the Earth _____ times a day.
- All the astronauts on the ISS speak _____.
- They do _____ in the Science Laboratory and outside.
- Astronauts exercise for _____ hours every day.
- Space food is _____ to eat!
- Astronauts sleep for _____ hours every night.

C Compare your life with an astronaut's. Find two similarities and two differences.

*I have a shower everyday.
Astronauts can't have a shower.*

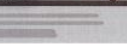
*I speak English.
Astronauts speak English too!*

PROJECT

- Work in groups of four. Make a video about a day in the life of astronauts in two different space stations.
- Plan your video. Decide who plays the roles of two astronauts and the interviewer, and who films the video. Decide what clothes and prompts you need. Decide when and where you can shoot the video.
- Write the script for the interviewer and two astronauts. Use these questions to help you. What's your name and what's your job? What do you do during the day in space? Which activities do you like and dislike? What are you doing at the moment? How do you feel?

A day in the life of an astronaut

Hi! My name is ... and I'm a(n) American/Polish astronaut.
My life is really interesting! I get up at ... Then I ... I really like ... because ...
At the moment I'm ... I'm very hungry/tired/happy!



- Learn and practise the script. Then film the video.
- Share your video with the class. Vote for your favourite video.

Get Culture! (units 1,3,5,7)

Get Culture!

Space and the USA

THE KENNEDY SPACE CENTRE,
FLORIDA, USA



1 Space Shuttle Atlantis

Atlantis is a real space shuttle – but it isn't flying to the moon. It's here, at the Space Centre. You can walk around

PROJECT

- Work in groups of four. Make a video about a day in the life of astronauts in two different space stations.
- Plan your video. Decide who plays the roles of two astronauts and the interviewer, and who films the video. Decide what clothes and prompts you need. Decide when and where you can shoot the video.
- Write the script for the interviewer and two astronauts. Use these questions to help you.

What's your name and where do you live?
What do you do during your day?
Which activities do you like?
What are you doing at the moment?



practise the script. Then film your video with the class. Vote for your favourite video.

Project worksheet

Get Culture!
A day in the life of an astronaut

Step 1
Work in groups of four. Discuss these questions.

- What do astronauts do at the ISS?
- Where do they live in space stations?
- How do they feel?

Step 2
Plan your video. Decide:

- where each scene is,
- who is in the scene,
- what they are doing,
- how they feel.

Step 3
Write your script and learn it. Then film the astronauts. Use these ideas to help.

Hi! My name is ... and I'm a(n) American/Polish astronaut.
My life is really interesting! I get up at ... Then ...
I really like ... because ...
At the moment I'm ...
I'm very hungry/tired/happy!

TIPS:

- Choose someone to film each scene.
- Use props and costumes.
- You can film a scene again if you make a mistake.
- Your video should be 2-3 minutes long.

Step 4
Share your videos with the class. Vote for your favourite video.

© Pearson Education Limited 2017

International Space Station

BBC



Watch the video and answer the presenter's questions. Put the activities in the boxes which they appear in the video.

se wash have coffee go to sleep go on a spacewalk

Watch the video again. Complete the sentences.

The ISS goes round the Earth _____ 4 Astronauts exercise for _____ hours a day.

_____ astronauts on the ISS spend _____ days in the Science Centre.

Read Mona's blog to find out about technology.

Word blog: Technology

1 My photos. Complete the words.

In my family, we love technology.



2 Get more. We often use short words when we chat. What are the short forms?

- 1 internet → Net
- 2 television → _____
- 3 photograph → _____
- 4 mobile phone → _____
- 5 electronic book → _____
- 6 telephone → _____

3 My friends. Read the comments and complete the words.

- I love surfing the _____ and I _____ songs to my phone.
- I _____ surfers all the time and I _____ my friends every day.
- I _____ online with my cousins in Scotland. And I _____ emails to my grandpa in Canada!
- What do I do? I talk all the time on the p_____!

Get more words



How many of the words on the right can you find in the word search?



- blog
- camera
- console
- download
- email
- game
- laptop
- mouse
- screen
- selfie
- simulator
- song
- speakers
- surf
- tablet
- technology
- text
- video

Fun Spot

Reading and Writing



A Day in the Life of a Basketball Player

Michael plays basketball for the Liverpool Tigers. What ¹ ___ basketball players do in a typical day?

Michael wakes up at 7 a.m. For breakfast, he has eggs, toast and ² ___ fruit. After breakfast, Michael practises basketball. He runs and he ³ ___ for two hours – it's hard work!

Michael has lunch at 12.30 p.m. Then he sleeps for 2 hours! At 4 p.m., he has a sandwich and drinks some water. How ⁴ ___ water does he drink? A lot! But he ⁵ ___ drink coffee.

The basketball games are often at night. Sometimes they start at 8.00 p.m. and finish at 10.30. After a game, Michael goes home and has dinner. ⁶ ___ he like his day? "Yes, I do!" he says.

1 Look at the picture. What is the man's job? What do you think he does in a typical day?

2 **Exam Spot** Read the text and circle the correct answer a, b or c.

- 1 a does b do c are
- 2 a some b any c a
- 3 a jump b to jump c jumps
- 4 a many b much c a lot of
- 5 a don't b doesn't c not
- 6 a Does b Do c Is

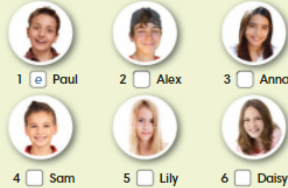
3 **Exam Spot** Write about 60–70 words about your typical day. Use these questions to help you.

- 1 What time do you get up and what do you have for breakfast?
- 2 What time do you start school?
- 3 What are your favourite subjects?
- 4 What time is your lunch break and what do you have for lunch?
- 5 What time do you come home after school? What do you do in the evening?

*I get up at ... and I have ... for breakfast.
I start school at ... My favourite subjects are ...
Lunch break is at 12.30 and I usually have ... for lunch. I come home at 4 p.m. I ... in the evening.*

Listening

4 **Exam Spot** 1.52 Listen and match people 1–6 to hobbies a–h. There are two extra hobbies.



Communication

5 **Exam Spot** Read the questions and circle the correct answer a, b or c.



- 1 Sarah: Hi Laura, how are you?
Laura: a I'm in the library.
b I'm David's sister.
c I'm very well, thanks.
- 2 Sarah: What's our next lesson?
Laura: a Yes, it is.
b It's Maths.
c It's in the computer room.
- 3 Sarah: What's the name of our new teacher?
Laura: a It's Mrs Benini.
b Yes, she's new.
c She's in Room 46.
- 4 Sarah: How do you spell that?
Laura: a No, I don't.
b It's B-E-N-I-N-I.
c Yes, I can.
- 5 Sarah: Is there a test today?
Laura: a Yes, there is.
b Yes, we have.
c Yes, it is.
- 6 Sarah: Are we late?
Laura: a No, we don't.
b No, we can't.
c No, we aren't.
- 7 Laura: Would you like an apple, Sarah?
Sarah: a Yes, I do, but bananas are my favourite fruit.
b Yes, please.
c Yes, I like it.

6 **Exam Spot** Ask and answer the questions in pairs.

- 1 What's your favourite food?
- 2 Do you sometimes go to a café?
- 3 What do you usually order?

Exam Language Bank

School subjects	Places in a school	Food and drink
Art	canteen	bread
Computer Studies	classroom	butter
English	computer room	cereal
French	gym	cheese
Geography		chicken
History		chips
Maths		chocolate
Music		egg
PE		fish
Science		flour
		fruit
		ham
		lemon
		meat
		milk
		orange juice
		pancakes
		pasta
		potatoes
		rice
		salad
		sandwiches
		sausages
		sugar
		strawberry
		tuna
		vegetables
		water
		yoghurt
do, play	Containers	
do ballet, judo, karate, pottery	a bar of chocolate	
play basketball, chess, football, tennis; the drums, the guitar, the piano	a bottle of water	
	a can of cola	
	a carton of juice	
	a jar of jam	
	a packet of biscuits	

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?

Ordering food

- What would you like?
- Would you like anything to drink?
- Anything else?
- Can I have a vegetarian pizza, please?
- I'd like a lemonade, please.

1&2 Skills Revision

Reading and Writing



A Day in the Life of a Basketball Player

Michael plays basketball for the Liverpool Tigers. What ¹ ___ basketball players do in a typical day?

Michael wakes up at 7 a.m. For breakfast, he has eggs, toast and ² ___ fruit. After breakfast, Michael practises basketball. He runs and he ³ ___ for two hours – it's hard work!

Michael has lunch at 12.30 p.m. Then he sleeps for 2 hours! At 4 p.m., he has a sandwich and drinks some water. How ⁴ ___ water does he drink? A lot! But he ⁵ ___ drink coffee.

The basketball games are often at night. Sometimes they start at 8.00 p.m. and finish at 10.30. After a game, Michael goes home and has dinner. ⁶ ___ he like his day? "Yes, I do!" he says.



1 Look at the picture. What is the man's job? What do you think he does in a typical day?

2 **Exam Spot** Read the text and circle the correct answer a, b or c.

- 1 a does **b** do c are
- 2 a some b any c a
- 3 a jump b to jump c jumps
- 4 a many b much c a lot of
- 5 a don't b doesn't c not
- 6 a Does b Do c Is

3 **Exam Spot** Write about 60–70 words about your typical day. Use these questions to help you.

- 1 What time do you get up and what do you have for breakfast?
- 2 What time do you start school?
- 3 What are your favourite subjects?
- 4 What time is your lunch break and

Listening

4 **Exam Spot** 1.52 Listen and match people 1–6 to hobbies a–h. There are two extra hobbies.



1 Paul



2 Alex



3 Anna



4 Sam



5 Lily



6 Daisy



Skills Revision

1&2

Exam Language Bank

School subjects

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

Places in a school

canteen hall
classroom library
computer room playground
gym staff room

Food and drink

bread orange juice
butter pancakes
cereal pasta
cheese potatoes
chicken rice
chips salad
chocolate sandwiches
egg sausages
fish strawberry
flour sugar
fruit tomatoes
ham tuna
lemon vegetables
meat water

School items

calculator
dictionary
laptop
map
paints
pencil case
rubber
ruler
scissors

Asking for personal information

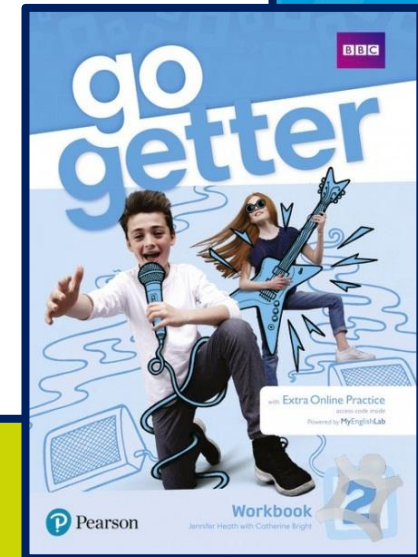
What's your name?
How do you spell that?
Where do you live?
What's your email address?
What's your phone number?

Ordering food

What would you like?
Would you like anything to drink?
Anything else?
Can I have a *vegetarian pizza*, please?
I'd like a *lemonade*, please.

Workbook Overview

- Full colour Workbook
- Clear labelling in each section
- Reference to online exercises in Extra Online Practice
- Check yourself!
- Word blog (with games and fun activities)
- Skills Revision (4x)
- Exam Practice (2x)
- Get more on... CLIL lessons (4x)
- Grammar Summary (tables) –Level 3, level 4
- Check yourself answer key
- Irregular verbs




Workbook Overview

Exam Practice 1-4

Part 2 Reading and Writing

Read the text. Choose the right words and write them on the lines.

Animals and food



When people are hungry, they eat something. They can eat some fruit or a sandwich, ¹ _____ people often cook the food that they eat. They like eating chicken and chips or pasta. But what do animals eat? Well, animals don't ² _____ their food. There are ³ _____ animals that eat meat, for example, lions and tigers. There are other animals that only eat fruit and plants. Birds ⁴ _____ fruit because it is sweet and everyone knows that monkeys love bananas. Elephants are much bigger than monkeys and birds but they ⁵ _____ eat meat! They eat fruit and plants too.

Example is am are
1 so but because
2 cooks cooking cook
3 any no some
4 like likes liking
5 always

Skills Revision / 4

Reading and Writing / 17


Listening / 4

Communication / 4

Your total score / 25

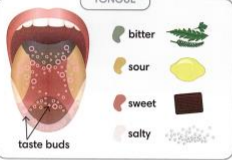
1&2 Get more on Science!

Taste

1  Listen and repeat. Find the words in the picture.

Vocabulary Taste

bitter salty sour sweet taste buds tongue



2 Look at the text. What is it about? Guess. Then read it quickly and check.
The text is about
a the food some people like.
b how people know what food they like.
c how people make their food sweet.

SWEET OR SALTY?

How do you know that biscuits are sweet and chips are salty? Because you've got lots and lots of taste buds. Where are they? Right there – on your tongue.

When you put food in your mouth, it goes on your tongue. The taste buds on your tongue tell you what taste each type of food has.

There are four types of taste buds. Bitter. Food with chocolate or coffee. Sour. Food with lemon juice. Sweet. Food with sugar. Salty. Food with salt.

1 Lemons are sour.

- 3 Read the text again. Complete sentences 1-4 at the bottom of the page. Use words in Exercise 1.
- 4 Read the text again. Answer the questions.
- Where are your taste buds? on your tongue
 - How many different tastes are there? _____
 - What is there in sweet food? _____
 - Are lemons sour or bitter? _____
 - Why do some people like salty food? _____
- 5 What do they like to eat?
chips
milkshake
sweet: jam
salty: _____
sour: _____
bitter: _____
- 6 What is your favourite food?
My favourite _____

Grammar Summary

Unit 3

3.2 Past Simple affirmative and negative

+	-
<i>to be</i>	
I/He/She/It was here.	I/He/She/It wasn't here.
We/You/They were here.	We/You/They weren't here.
Regular verbs	
I/You/He/She/It closed the suitcase.	I/You/He/She/It didn't close the suitcase.
We/You/They closed the suitcase.	We/You/They didn't close the suitcase.
Irregular verbs	
I/You/He/She/It _____	I/You/He/She/It _____

Unit 4

4.2 Past Continuous

+	-
I/He/She/It was studying at 5 p.m.	I/He/She/It wasn't studying at 5 p.m.
You/We/They were studying at 5 p.m.	You/We/They weren't studying at 5 p.m.
Short answers	
Was I/he/she/it studying at 5 p.m.?	Yes, I/he/she/it was . No, I/he/she/it wasn't .
Were you/we/they studying at 5 p.m.?	Yes, you/we/they were . No, you/we/they weren't .

g at four o'clock?
the music video?

***5 Complete the sentences using your own ideas.**

- I _____ last Monday.
- I _____ yesterday.
- In 2017, my favourite film _____.

Extra Online Practice

Unit 5, Video and Grammar
www.myenglishlab.com



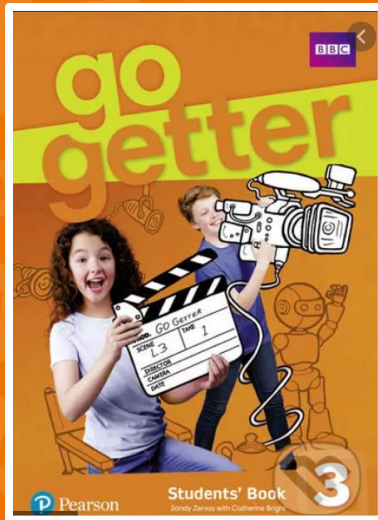
go
getter

BBC

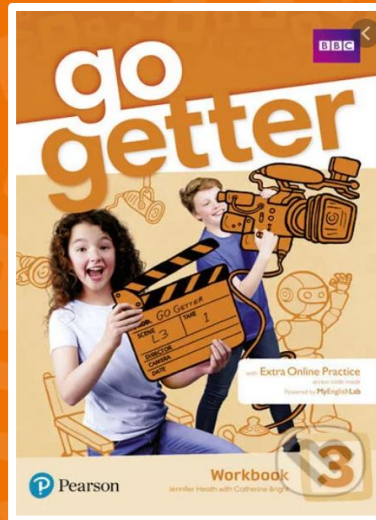
Components

For students

A

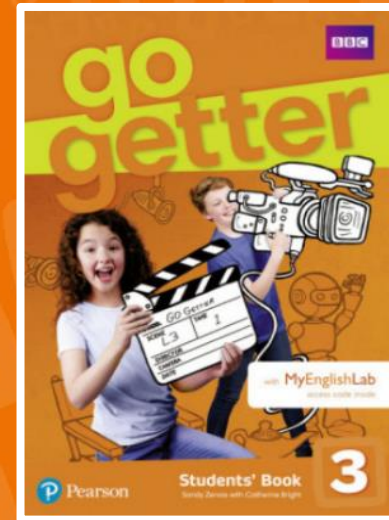


Student's
Book with
eBook
(access code
inside)



Workbook
with Extra
Online
Practice
(access code
inside)

B



Student's
Book with
online
Workbook &
Extra Online
Practice and
eBook
(access code
inside)

For teachers



Teacher's Book
+ online WB & Extra Online Practice
+ eBook
+ Presentation Tool
+ Tests
+ Resources
(access code inside)



Class
Audio CD

Teacher's Book

6.6

In this lesson

Lesson aims:

- Listening for gist and for specific information
- Writing a description
- Using *First, Then and After that* in writing

Resources:

- Tests: Writing Test 6

Homework:

- Workbook Unit 6, p. 96

Assessment for Learning in this lesson

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

Warm-up

- Use the Basketball technique to check which verbs are in Ss Past Simple affirmative list and which ones they should add.
- Set the goals of the lesson. See look at Exercise 4 on page 78. Ask: *What type of text will we learn today? Say: Today we will learn how to write a short text about a day out.*

Lead-in

- (Books closed) Ask: *Where do you like going for a special day out?*

Exercise 1

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

Answer

A. She's eating ice-cream.
B. She's doing the shopping.
C. She's watching a film on the computer.
D. She's having lunch.

Exercise 2 3.1.4

- Ss compare answers in pairs before reporting back to the class.

Answer → student page

Exercise 3 3.1.4

- Give Ss a minute to read through the sentences before they listen again.

Answer → student page

6.6

Listening and Writing

I can understand and write a description of a day out

1 Look at the pictures of Megan in Exercise 2. What is happening in each picture?

2 3.1.1 Listen and put the pictures in the correct order.

3 3.1.4 Listen again and circle the correct answer a or b.

1. Megan bought ...
a. some scones
b. some jeans and a T-shirt.

2. Megan's sister works ...
a. in a cafe
b. in a bookshop.

3. Megan and Loyal ...
a. walked to the park
b. took a bus to the park.

In the evening, Megan and Loyal watched ...
a. TV
b. a film.

5. She went to bed at ...
a. eleven o'clock
b. eight o'clock.

4 Check answers using the Lollipop stick technique.

Answer → student page

Exercise 4

- Give Ss a minute to read the description. Ask different Ss to offer answers.
- Involve Ss by personalising the topic with extra questions, e.g. *Do you like museums/aquariums/Mexican restaurants?*

Answer → student page

Exercise 5

- Make sure Ss understand the words in the box. Ss underline the phrases in the text.
- Follow-up: Ss work using the Think-pair-share technique to write their own examples.

Answer → student page

6.7

Language Revision

I can understand and write a description of a day out

3 Read Matt's description of a day out. What three places did he go to? *The River, Madame Tussaud's, the London Aquarium, a Mexican restaurant.*

A Great Day Out

by Matt

Last Saturday, I went to London with my family. First, we visited Madame Tussaud's. That was really cool. All my favourite actors and singers were there. I took a selfie with Usher Bolt.

Then, we went to the London Aquarium. We walked under the water and we watched the sharks. My brother was scared, but I wasn't.

After that, we went to a Mexican restaurant. We ate tacos and drank milkshakes.

We were tired, but happy!

5 Find *First, Then and After that* in the text.

First, we visited Madame Tussaud's. **Then**, we went to the London Aquarium. **After that**, we went to a Mexican restaurant.

6 3.1.10 Write a description of a day you did.

Find ideas

- Think what you did, with whom, what happened, first, then and after that. Make notes.

Draft

Write a description of a great day that you had. *Last week, I ... / A week ago, I ... First, ... Then, ... After that, ... It was a really fun/interesting/great day!*

3.1.11 Check and write

- Check the use of *first, then and after that* in your text.

Fast finishers

- Add three more sentences to your text.

6.6

In this lesson

Lesson aims:

- Listening for gist and for specific information
- Writing a description
- Using *First, Then and After that* in writing

Resources:

- Tests: Writing Test 6

Homework:

- Workbook Unit 6, p. 96

Assessment for Learning in this lesson

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

Warm-up

- Use the Basketball technique to check which verbs are in Ss Past Simple affirmative list and which ones they should add.
- Set the goals of the lesson. See look at Exercise 4 on page 78. Ask: *What type of text will we learn today? Say: Today we will learn how to write a short text about a day out.*

Lead-in

- (Books closed) Ask: *Where do you like going for a special day out?*

Exercise 1

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

Answer

A. She's eating ice-cream.
B. She's doing the shopping.
C. She's watching a film on the computer.
D. She's having lunch.

Exercise 2 3.1.4

- Ss compare answers in pairs before reporting back to the class.

Answer → student page

Exercise 3 3.1.4

- Give Ss a minute to read through the sentences before they listen again.

Answer → student page

6.7

Language Revision

I can understand and write a description of a day out

4 Complete the sentences with the Past Simple form of the verbs in the box. Tick (✓) the sentences that are true for you.

3.1.6 Complete the sentences with verbs in the wordsnake. Then listen and check. There are two extra verbs.

Last Saturday Tom **had** a football match. After the match he **lost** his friends, and they **went** to a cafe. They **ate** hamburgers and **drank** milkshakes. Tom **took** a lot of photos of his friends. It was a fun day!

3.1.8 Listen and repeat: /I/, /I/ or /I/?

3.1.9 Write a description of a day you did.

Find ideas

- Think what you did, with whom, what happened, first, then and after that. Make notes.

Draft

Write a description of a great day that you had. *Last week, I ... / A week ago, I ... First, ... Then, ... After that, ... It was a really fun/interesting/great day!*

3.1.11 Check and write

- Check the use of *first, then and after that* in your text.

Fast finishers

- Add three more sentences to your text.

matching, then discussing the jobs they do everyday.

Answer → student page

Exercise 3 3.1.15

- Ss repeat as a class.
- Follow-up: Ss find regular verbs in LB.2 and say which sound they are.

Exercise 4

- Ss work individually and then compare answers in pairs.
- Ss answer as a class using their response cards.
- Ask different Ss to write their answers on the board.

Answer → student page

Exercise 5

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

Answer

have, make, go, take, drink, eat, meet, come

Exercise 6 3.1.16

- Ss work individually and then compare answers in pairs. They're recording for Ss to check.

Answer → student page

Exercise 7

- Ss work individually. Check answers before Ss practise in pairs.

Answer → student page

Extra activity

- Ss work in pairs and roleplay a dialogue with their own ideas similar to the dialogue in Exercise 7.

Finishing the lesson

- Remind Ss that this box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (Books closed) Encourage Ss to give feedback on the unit and assess their own learning. Ask: *Have you got a list of Past Simple affirmative verbs in your notebooks? What letters do you add to regular verbs in the Past Simple affirmative? Can you remember the irregular verbs? What words do you connect with the different jobs?*

Fast finishers

- Make a wordsnake with jobs.

Fast finishers

- Ss make a wordsnake with jobs.

Digital Support

on Pearson English Connect
via Pearson English Portal

Create an account at Pearson English Portal

www.english-dashboard.pearson

Pearson English Connect

- Interactive Student's Book
- Interactive Workbook
- Extra Online Practice
- Online Practice = online Workbook
- Presentation Tool
- Teaching Notes
- Resources
- Tests
- Test Generator
- Gradebook
- Virtual Classroom

Pearson English Connect

The screenshot shows the Pearson English Connect user interface. At the top left is the Pearson logo and the text 'Pearson | English Connect'. On the right side of the top bar, there are settings for 'Dark mode' (a toggle switch), 'Font scale' (set to 100%), a search icon, the user's name 'Tothova Judita', and icons for profile, email, and a UK flag. Below the top bar is a navigation menu with items: Home, My Content (which is underlined), Groups, Assignments, Test Generator, Gradebook, Pearson English Portal, and Apps & Help. The main content area is titled 'My Content' and has a sub-menu with 'ALL' (selected), 'FAVOURITES', 'NOTES', and 'PRIVATE COLLECTIONS'. Below this, there are four content cards for 'GoGetter 2' materials: 'GoGetter 2 – Extra Online Practice', 'GoGetter 2 – Online Practice', 'GoGetter 2 – Resources', and 'GoGetter 2 – Student’s Book'. Each card includes a small thumbnail image of the 'go getter 2' book cover and the Pearson logo. The fifth card, 'GoGetter 2 – Workbook', is partially visible on the right edge.

Create an account at Pearson English Portal
www.english-dashboard.pearson

Pearson English Connect

The screenshot displays the GoGetter 2 software interface for a lesson page. At the top, the Pearson logo and 'gogetter 2' are visible. The lesson title '1.1 Vocabulary' is in the top right. Below the title, there's a 'Lesson page' indicator with a progress bar at 69%. A navigation bar includes icons for chat, document, grid, and a 'Go to page' field with page numbers 1 through 6. A toolbar with various drawing and editing tools is positioned above the main content area. The main content is divided into several sections: a 'Vocabulary' section with a list of school subjects and items, a 'Vocabulary School' section with a list of school subjects and items, and a 'Vocabulary' section with a list of school subjects and items. The interface also features a timer, a 'Score' indicator, and a 'Remember that!' callout box. The bottom right corner of the screenshot shows a book cover for 'GoGetter 2 - Student's Book' by Pearson.

gogetter 2 1.1 Vocabulary

Lesson page 69%

Close Cursor Zoom Pen Mark Erase Hide Area Color Stroke Undo Redo Reset Note Clock Timer

Vocabulary

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

Vocabulary School

School subjects
Art Computer Studies English French Geography History Maths Music PE Science

School items
calculator dictionary laptop map points
pencil case rubber ruler scissors trainers

1.18 Listen and match the school subjects to the days.

1 Maths a Monday
2 Art b Tuesday
3 PE c Wednesday
4 History d Thursday
5 English e Friday

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.

1.17 Listen and circle the correct answer.

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

Exam Spot Write the school subjects.

1 We can do experiments. It's interesting. Science
2 We can learn about the past. _____
3 We can play football. _____
4 We can play computer games. _____
5 We can play the piano and the guitar. _____
6 We can learn about _____

1 Sophie: Art, ...

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

GoGetter 2 – Student's Book
Pearson

Pearson English Connect


gogetter 2 1.1 Vocabulary

Lesson page Go to page >

Close Cursor Zoom Pen Mark Erase Hide Area Color Size Undo Redo Reset Note Clock Timer Score

1.1 Vocabulary

1 Look at the picture. Write the school items.




1 dictionary _____ 5 _____
 2 _____ 6 _____
 3 _____ 7 _____
 4 _____ 8 _____

3 Complete the words.

1 I've got a new dictionary for English.
 2 Where are my textbooks? We have PE next.
 3 There are ten laptops in the Computer Science classroom.
 4 A: Is there any green paper?
 B: Yes, there's some in the art box.
 5 My favourite subject is History because we learn about the past.
 6 I play the piano in my Music lesson.
 7 Your math is good. Is it your Geography homework?
 8 A: Where's my pencil case?
 B: Is it in your bag?

4 Read about Karen and complete the information.



My name is Karen. I'm 11 years old. My favourite subjects are PE, and Computer Studies. I have PE on Monday and Wednesday and Computer Studies on Friday.

Name: Karen
 Age: _____
 Favourite subjects: _____

2 Find and circle eight school subjects. Then complete the sentences.

A	F	R	E	C	H	H	I	E
A	R	T	N	F	M	A	T	N
G	E	O	G	R	A	P	H	Y
O	N	M	L	A	T	H	I	L
G	C	O	I	N	H	I	S	I
R	H	E	S	S	T	S		
A	I	O	H	H	I	S	O	H
P	M	U	S	I	C	Y	R	M
S	C	I	E	N	C	E	Y	A

1 I paint pictures of flowers in Art.
 2 We learn to say Bonjour in _____.
 3 I learn about different countries in _____.
 4 In _____ we can use a calculator for problems.
 5 We do cool experiments in _____.

5 Complete the information about you. Then write.

Name: _____
 Age: _____
 Favourite subjects: _____

I remember that!

My name is _____

GoGetter 2 –
Workbook

Pearson




Pearson English Connect

gogetter 2 1.1 Vocabulary

Exercise 1 < Home 1 2 3 4 5 >

Vocabulary

Look at the pictures. Write the English items.



1. *dictionary*

2.

3.

4.

5.

6.


7.

8.

Result | 0% Attempts | 0 Errors | 0

GoGetter 2 –
Online Practice

Pearson



Pearson English Connect

gogetter 2 1.2 Video and Grammar


Overview 0%

Overview

GRAMMAR


- Exercise 1
- Exercise 2, part 1
- Exercise 2, part 2
- Report

Extra Online Practice



GoGetter 2 –
Extra Online
Practice

Pearson



Pearson English Connect

GoGetter 2 – Resources

Assessment Package

Audio

Video

Photocopiable Resources

Flashcards

Teacher's Book pdfs

Phonetic chart

GSE Teacher Mapping Booklets PDFs

Mobile App

GoGetter 2 –
Resources

Pearson



Pearson English Connect

Assignments

CREATE ASSIGNMENT



SELECT ALL

MARK AS DONE

UNARCHIVE

REMOVE

There is no data

Tests: Test Bank

TEST BANK

QUESTION BANK

MY TESTS

TEST GENERATOR

No. Icon Title

1  GoGetter 1 – Test Generator

2  GoGetter 2 – Test Generator

Gradebook

Select group



Courses

Tests

Assignments

Groups

MY STUDENTS


MY GROUPS


 Please enter new group name to add group

ADD GROUP

IMPORT

#	Name	Members	Code	Actions
1	Test 1	0	UAKXEJ9P	

 DASHBOARD

 GRADEBOOK

 VIRTUAL CLASSROOM



Pearson English Connect

Demo code valid for 60 days

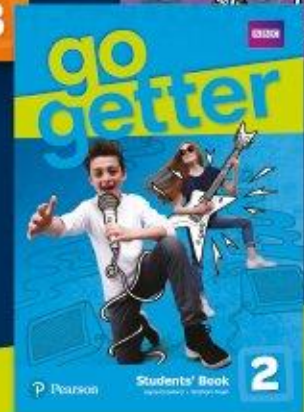
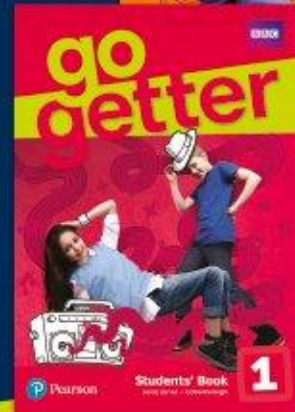
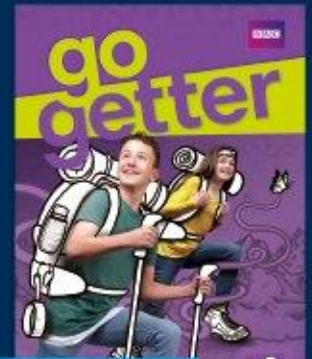
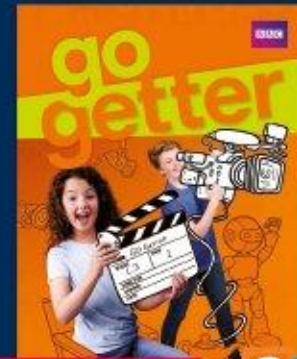
EESYPE-FUSIL-ROVEN-WASTE-BUSBY-TAXES

Create an account at Pearson English Portal

www.english-dashboard.pearson

go getter

*Teenage Learners
who Celebrate Achievement*



The Czech Republic

katerina.mysakova@venturesbooks.com

vlasta.dohnalova@venturesbooks.com

The Slovak Republic

judita.tothova@venturesbooks.com