

Become a **Go-Getter**

with **GoGetter**

**Judita Tóthová**

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



1/ goes and gets things for other people

2/ energetic, determined and works hard to be successful

3/ enjoys getting new emotions

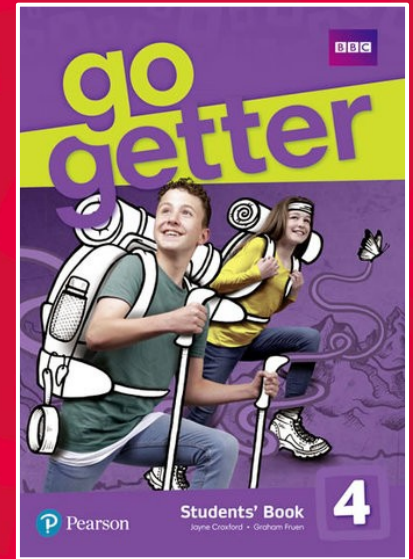
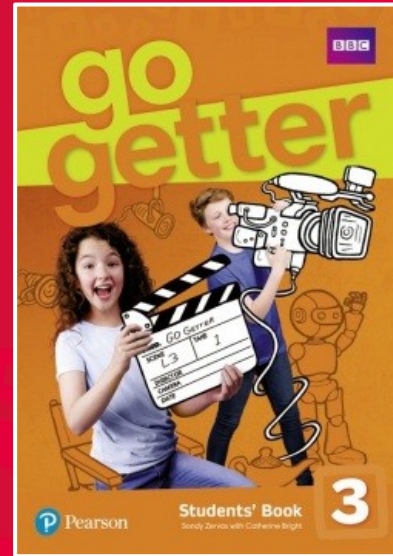
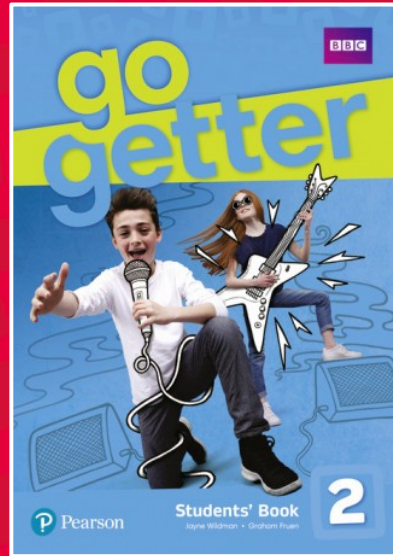
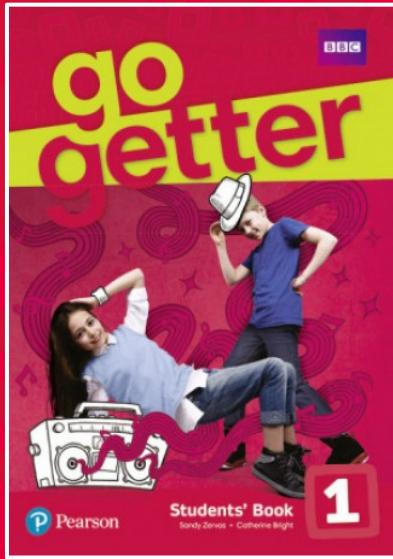
1/ goes and gets things for other people

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

3/ enjoys getting new emotions

# What is GoGetter?

- ❑ a language course for lower-secondary school students at the age of 9-15
- ❑ British English
- ❑ material for 2–5 hours per week (70–120 hours)



**CEFR:** <A1/A1

**GSE:** 17-29

**CEFR:** A1/A2

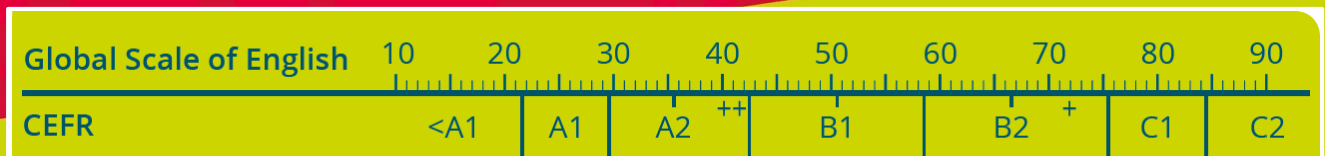
**GSE:** 27-36

**CEFR:** A2/A2+

**GSE:** 33-41

**CEFR:** A2+/B1

**GSE:** 38-46



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

M . T . . A T . . N

. N N . V . T . . N

. E . U . T



**MOTIVATION**

**INNOVATION**

**RESULT**

# Motivation

What **methods** or **techniques** do **you** use  
**to motivate** your students?

# Motivation



**Drama series**



**Grammar animations**



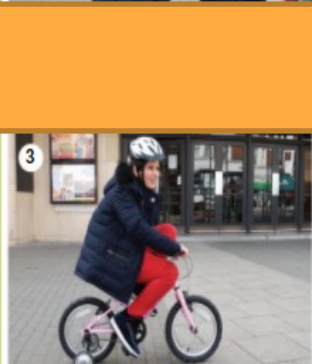
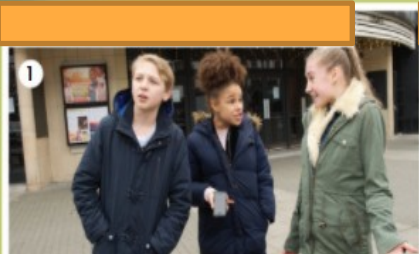
**BBC Get Culture videos**



5.2

Grammar

We were worried about you!



What **grammar**

is being presented ?

GoGetter 2

BBC

# We were worried about you!

It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.



After the film...



**Elena:** Where's Lucas? The film starts in five minutes.  
**Amy:** Perhaps he's ill. He wasn't very well at school yesterday.  
**Tom:** He was OK this morning.  
**Elena:** He isn't answering his phone.  
**Tom:** Come on, let's go in.



**Elena:** Happy birthday, Lucas! We were worried about you!  
**Lucas:** Sorry I'm late. There weren't any buses and my phone was out of battery.  
**Tom:** So, is this your new bike?  
**Lucas:** Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.  
**Amy:** Never mind, Lucas. Let's go for a pizza now.

1 Look at the photos. Where are the children? What can you do there?

2 Watch or listen and read. Circle T (true) or F (false).

- 1 Elena phones Lucas. T / F
- 2 Lucas is ill. T / F
- 3 Tom doesn't want to see the film. T / F
- 4 The film isn't very good. T / F
- 5 There's a problem with Lucas's phone. T / F
- 6 Lucas has got a new bike. T / F

3 Listen and expressions in the s

That was awes  
Sorry I'm la

4 Guess! Wh  
pizzeria? Circle th  
Have a class vote.  
a His sister is in th  
c Some of his tea

5 Listen and

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Predictions

Context for grammar

5.2 Grammar I can talk about the past.

We were worried about you!

1 It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.



Elena: Where's Lucas? The film starts in five minutes.  
 Amy: Perhaps he's ill. He wasn't very well at school yesterday.  
 Tom: He was OK this morning.  
 Elena: He isn't answering his phone.  
 Tom: Come on, let's go in.

2 After the film ...



Amy: That was awesome!  
 Tom: The actors were amazing!  
 Elena: It's a shame about Lucas.  
 Amy: Wait a minute. There he is ...



Elena: Happy birthday, Lucas! We were worried about you!  
 Lucas: Sorry I'm late. There weren't any buses and my phone was out of battery.  
 Tom: So, is this your new bike?  
 Lucas: Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.  
 Amy: Never mind, Lucas. Let's go for a pizza now.



Amy: Look, here's the pizzeria.  
 Lucas: Oh no ...

1 Look at the photos. Where are the children? What can you do there?

2 2.43 Watch or listen and read. Circle T (true) or F (false).

- 1 Elena phones Lucas. T / F
- 2 Lucas is ill. T / F
- 3 Tom doesn't want to see the film. T / F
- 4 The film isn't very good. T / F
- 5 There's a problem with Lucas's phone. T / F
- 6 Lucas has got a new bike. T / F

3 2.44 Listen and repeat. Find these expressions in the story.

That was awesome! It's a shame.  
 Sorry I'm late. Never mind.

Say it!

4 Guess! Why does Lucas say "Oh no" about the pizzeria? Circle the answer that you think is true. Have a class vote.

- a His sister is in the pizzeria.
- b The pizzeria is closed.
- c Some of his teachers are in the pizzeria.

5 2.45 Now watch or listen and check.

# Vocabulary practice

3 2.44 Listen and repeat. Find these expressions in the story.

Say it!

That was awesome! It's a shame.  
 Sorry I'm late. Never mind.

4 Guess! Why does Lucas say "Oh no" about the pizzeria? Circle the answer that you think is true. Have a class vote.

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- b The pizzeria is closed.
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5 and check.



Cliff-hanger

GoGetter 2

# Vocabulary practice

**5.2 Grammar** I can talk about the past.

## We were worried about you!

It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.

1  2 

After the film ...

3  4 

**Elena:** Where's Lucas? The film starts in five minutes.  
**Amy:** Perhaps he's ill. He wasn't very well at school yesterday.  
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**Amy:** Look, here's the pizzeria.  
**Lucas:** Oh no ...


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 1 Elena phones Lucas. T/F  
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Say it!

That was awesome! It's a shame.  
 Sorry I'm late. Never mind.

4  **Guess!** Why does Lucas say "Oh no" about the pizzeria? Circle the answer that you think is true. Have a class vote.

- a His sister is in the pizzeria. b The pizzeria is closed.  
 c Some of his teachers are in the pizzeria.

5  **2.5**  **2.45** Now watch or listen and check.

Cliff-hanger



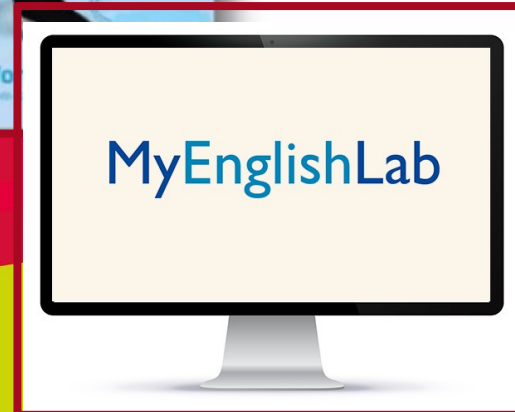
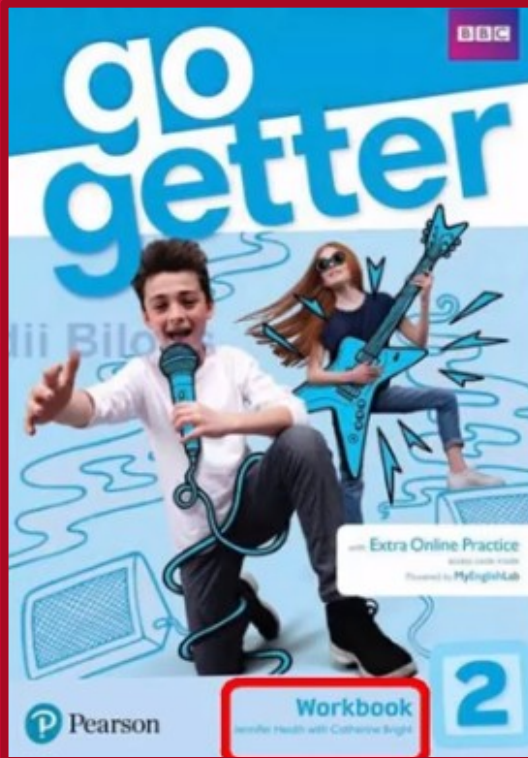
GoGetter 2

# Innovation

What **innovative teaching techniques**  
do **you** use?



# MyEnglishLab



# Result

MyEnglishLab



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



1 jam

2 cream

3 **chocolate**

4 fish

5 chicken

6 yoghurt



1 sausages

2 **tomatoes**

3 vegetables

4 biscuits

5 chips

6 strawberries

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

## PROJECT

- 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.

### A journey around ...

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



- Write the text of the presentation.
- Put your texts and photos together.
- Share your presentation with the class. Which is your favourite presentation? Why?

# Exam Spot

# Student's Book Overview

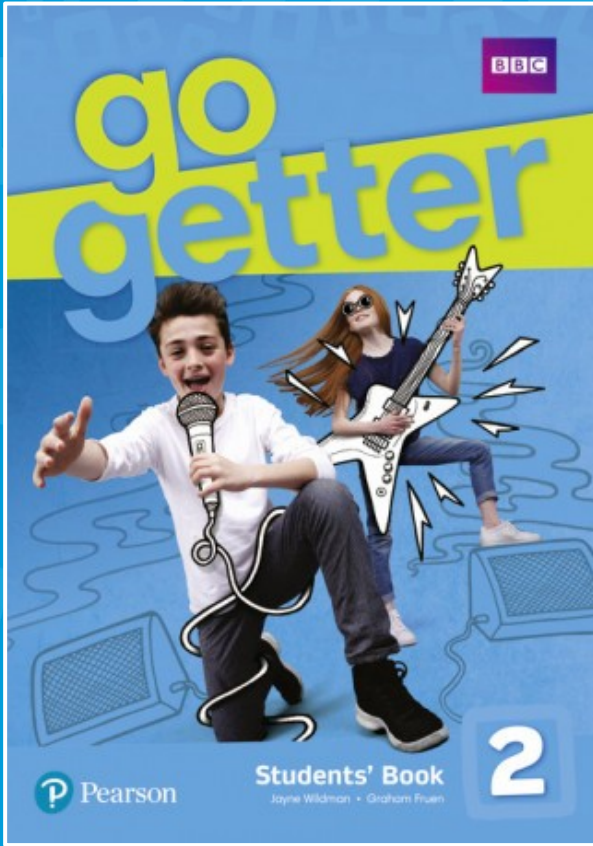
- Starter unit + 8 units
- Get Culture! BBC culture video (4x)
- Skills Revision (4x)

## 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



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.



# 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.



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



**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 ...



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



**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

### 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!



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	<b>listen</b> to music.
You	<b>listen</b> to music.
He/She/It	<b>listens</b> to music.
We	<b>listen</b> to music.
You	<b>listen</b> to music.
They	<b>listen</b> 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



## 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!...*



# City Creatures The new hobby



**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.



**Big Al:** Does Rocco paint pictures?  
**Carla:** No, he doesn't.  
**Big Al:** Does he play sport?  
**Carla:** Yes, he does. He does karate.



**Carla:** Where's Al? And where are my paints?  
**Rocco:** I don't know.

**Big Al:** Hi guys. Do you like my picture? Painting is my new hobby.  
**Carla:** It's, er, very ... interesting.



**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?

**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

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?

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.



# 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?

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

Do you play football in your free time?



don't = do not doesn't = does not

Where **do** you **paint**? When **do** they **paint**? How often **does** she **paint**?

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



# 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.

- 1 Where is Tom?
- 2 Why is he there?

**LOOK!** Email addresses  
 @ = "at" .com = "dot com"  
 Telephone numbers  
 0 = "oh" or "zero"  
 33 = "double three"

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

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

- 4 In your notebook, write questions to these answers.
- 1 Diego Alvarez  
What's your name?
  - 2 D-I-E-G-O A-L-V-A-R-E-Z
  - 3 17 North Road, Oxford
  - 4 It's diego@xnet.com

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?

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

Name of student: Kate <sup>1</sup> \_\_\_\_\_

Name of Club: Art Club

Day: <sup>2</sup> \_\_\_\_\_

Time: <sup>3</sup> \_\_\_\_\_

Where: Room <sup>4</sup> \_\_\_\_\_

## 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.

- 1 Where is Tom?
- 2 Why is he there?


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?


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.

Fun Spot

## 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.

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### 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 \_\_\_\_\_.
- After lunch, we play in the \_\_\_\_\_.
- We do P.E. in the \_\_\_\_\_.
- I sometimes do my homework in the \_\_\_\_\_.

Lesson 5 Reading

# 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 M onday                      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   

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. Y

**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.

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     


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

Interviewer: <sup>4</sup> \_\_\_\_\_ your friend Rocco paint?  
Big Al: No, he <sup>5</sup> \_\_\_\_\_. He does karate.

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



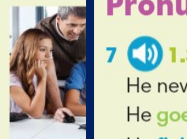
1 Maths



2 G



3 S

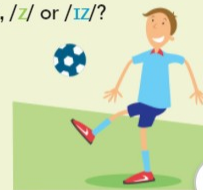


4 C

## Pronunciation

7 1.35 Listen and repeat: /s/, /z/ or /ɪz/?

He never **gets** up late.  
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## Communication

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

Receptionist: <sup>1</sup> What's your name?  
Paula Krantz.  
Receptionist: How do you <sup>2</sup> \_\_\_\_\_ that?  
K-R-A-N-T-Z.  
Receptionist: What's your phone <sup>3</sup> \_\_\_\_\_?  
\_\_\_\_\_?

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

### School Uniforms in the UK

Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.

**Josh**  
Hi, I'm Josh and I'm twelve. At my school, we wear a light blue shirt with a blue and yellow tie, and a dark blue jumper. We also wear grey trousers and black shoes. Girls wear the same clothes. I don't like my uniform. It's expensive, and the shirt and tie aren't very comfortable.

1 *blue and yellow tie*

2

3

**Sara**  
Hi, I'm Sara and I'm thirteen. I wear a green and purple skirt and a cream shirt. There's also a green jacket, but I don't always wear it. With the skirt, I wear black tights and black shoes. I think school uniform is good because it's comfortable, and because we think about our lessons, not our clothes.

4

5

6

7

1 **1.36** Read and listen to the texts about school uniforms in the UK. Label Josh's and Sara's uniforms with the words in bold.

2 Who says these things? Read the sentences and write J (Josh), S (Sara), or J and S (Josh and Sara).

- 1 My uniform isn't comfortable.   J
- 2 I sometimes wear a jacket.
- 3 Boys and girls wear trousers.
- 4 I wear a shirt.
- 5 I like wearing a uniform.
- 6 I don't like wearing a uniform.

3 **1.37** Listen to two more children. What clothes do they wear to school? Are they for or against school uniforms?

Name	Clothes	School uniform - for or against
Martha, Australia	<i>a white shirt, ...</i>	
Ivan, America		

4 Discuss the questions in pairs.

- 1 What do you wear to school?
- 2 What do you wear at the weekend?
- 3 Do you think school uniforms are good or not?

## Secondary schools in the UK

BBC

▶



A **▶ 7** 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 **▶ 7** 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

C Which things are the same in your country? Which things are different? Discuss your answers as a class.

## PROJECT

### Our Ideal School Uniform

- The boys wear ... and ...
- The girls wear ...
- The shoes are ...
- The uniforms are cool/great/comfortable.



- Work in groups. Make a digital presentation about an ideal school uniform.
- Write a description of the ideal uniform. Use these questions to help you.
  - What do the girls and boys wear?
  - What are the colours?
  - What shoes do they wear?
  - Are the uniforms cool and comfortable?
- Use a computer programme to draw the uniform, or take photos/videos of your friends in the uniform, using clothes from home.

- Put the text and the drawings/photos/videos together.
- Share your presentation with the class. Which is your favourite uniform? Why?

## School Uniforms in the UK

Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.

**Josh**

Hi, I'm Josh and I'm twelve. At my school, we wear a light blue shirt with a **blue and yellow tie**, and a **dark blue jumper**. We also wear **grey trousers** and black shoes. Girls wear the same clothes. I don't like my uniform. It's expensive, and the shirt and tie aren't very comfortable.

2

3

**Sara**

Hi, I'm Sara and I'm thirteen. I wear a **green and purple skirt** and a **cream shirt**. There's also a green jacket, but I don't always wear it. With the skirt, I wear **black tights** and **black shoes**. I think school uniform is good because it's comfortable, and because we think about our lessons, not our clothes.

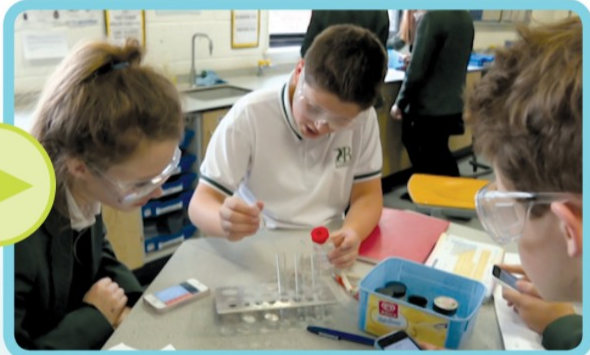
5

6

4

## Secondary schools in the UK

BBC



**7** 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

## PROJECT

- Work in groups. Make a digital presentation about an ideal school uniform.
- Write a description of the ideal uniform. Use these questions to help you.
  - What do the girls and boys wear?
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### Our Ideal School Uniform

- The boys wear ... and ...
- The girls wear ...
- The shoes are ...
- The uniforms are cool/great/comfortable.



- Put the text and the drawings/photos/videos together.
- Share your presentation with the class. Which is your favourite uniform? Why?



## Reading and Writing



### A Day in the Life of a Basketball Player

Michael plays basketball for the Liverpool Tigers. What <sup>1</sup> \_\_\_ basketball players do in a typical day?

Michael wakes up at 7 a.m. For breakfast, he has eggs, toast and <sup>2</sup> \_\_\_ fruit. After breakfast, Michael practises basketball. He runs and he <sup>3</sup> \_\_\_ 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 <sup>4</sup> \_\_\_ water does he drink? A lot! But he <sup>5</sup> \_\_\_ 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. <sup>6</sup> \_\_\_ 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.



- 1  Paul
- 2  Alex
- 3  Anna
- 4  Sam
- 5  Lily
- 6  Daisy



## 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
Art	canteen
Computer Studies	classroom
English	computer room
French	gym
Geography	hall
History	library
Maths	playground
Music	staff room
PE	
Science	

School items	Food and drink
calculator	bread
dictionary	butter
laptop	cereal
map	cheese
paints	chicken
pencil case	chips
rubber	chocolate
ruler	egg
scissors	fish
trainers	flour
	fruit
	ham
	lemon
	meat
	milk
	orange juice
	pancakes
	pasta
	potatoes
	rice
	salad
	sandwiches
	sausages
	strawberry
	sugar
	tomatoes
	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

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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. <sup>6</sup> \_\_\_ 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

### School items

calculator  
dictionary  
laptop  
map  
paints  
pencil case  
rubber  
ruler  
scissors

### 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

## Asking for personal information

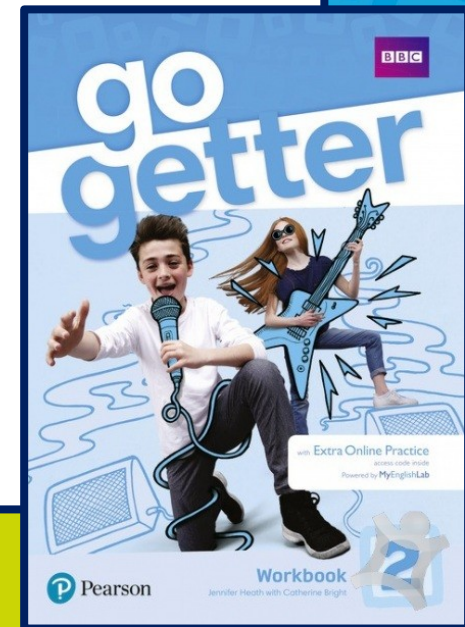
What's your name?  
How do you spell that?  
Where do you live?  
What's your email address?  
What's your phone number?

## 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!
- CLIL Word blog - Get more on... (4x)
- Skills Revision (4x)
- Exam Practice (2x)
- Grammar Summary (tables)
- Check yourself answer key
- Irregular verbs



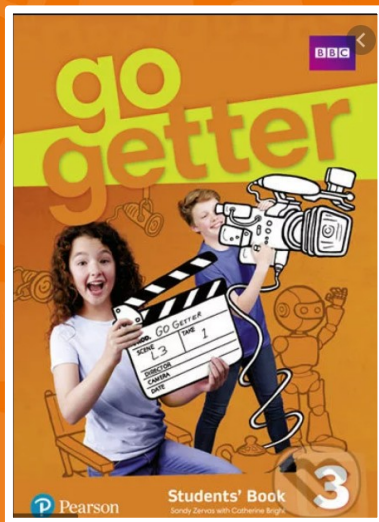


# go getter

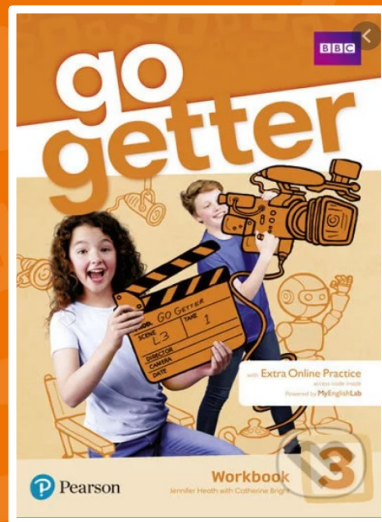


## Components

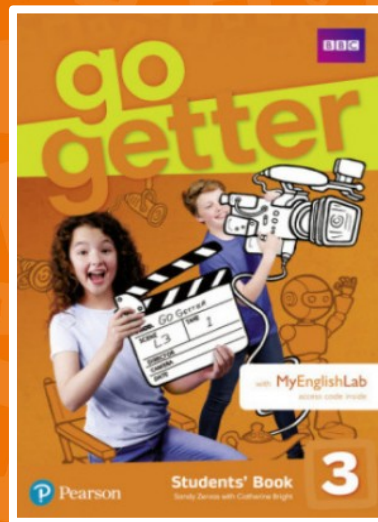
# For students



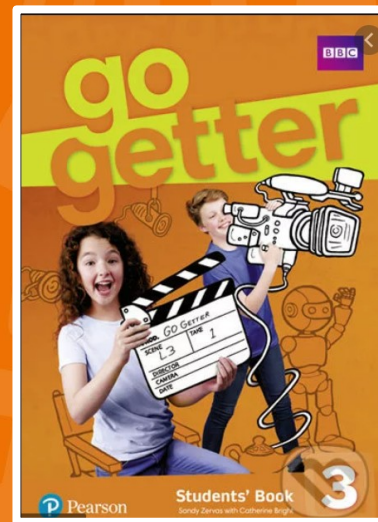
Student's  
Book



Workbook  
with Extra  
Online  
Practice  
(access code  
inside)

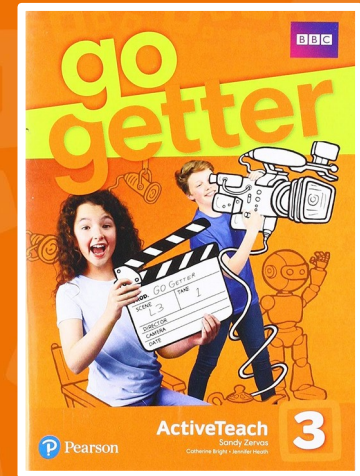
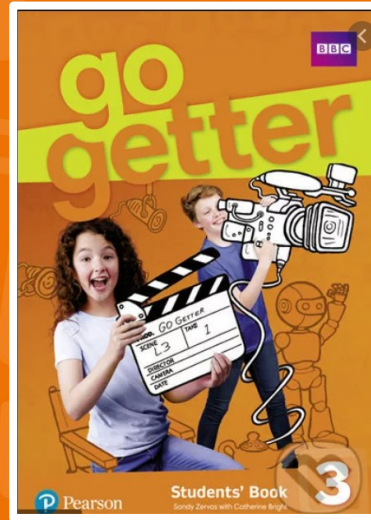


Student's  
Book with  
MyEnglishLab  
online  
Workbook &  
Extra Online  
Practice  
(access code  
inside)



Student's  
eBook  
(access code  
on demand)

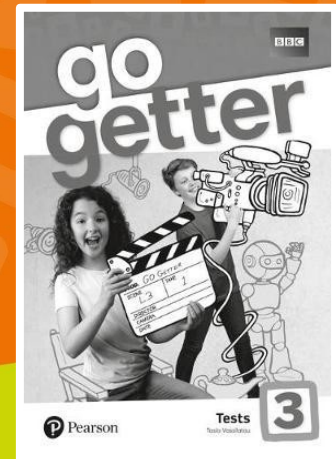
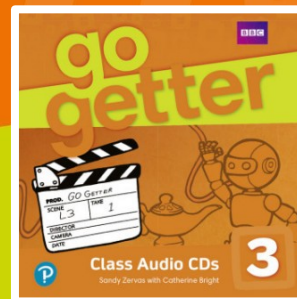
# For teachers



Active Teach

Teacher's  
Book with  
MyEnglishLab  
& Extra  
Online  
Practice  
(access code  
inside) + DVD  
ROM

Student's  
eBook  
(access code  
on demand)



Tests

# Digital Support

- ❑ Active Teach Disc/USB (Presentation Tool)
- ❑ MyEnglishLab (on Pearson English Portal)
- ❑ eBook (on Pearson English Portal)

# Active Teach (on disc/USB)

## 1.2 Grammar

[Answer](#) [Click here to watch](#)

### 1 Watch and read. Answer the questions.

1 How old is Jen and Alex's granny today?

2 Who is Jason?

Today is Sophie's birthday. She is seventy years old.  
Sophie is Jen and Alex's grandmother. They are all at her birthday party.



Alex: It's aunt Megan!  
Megan: Hello, Alex! Hold this, please!  
Be careful! It's Granny's birthday cake.  
Alex: It's OK. I've got it!

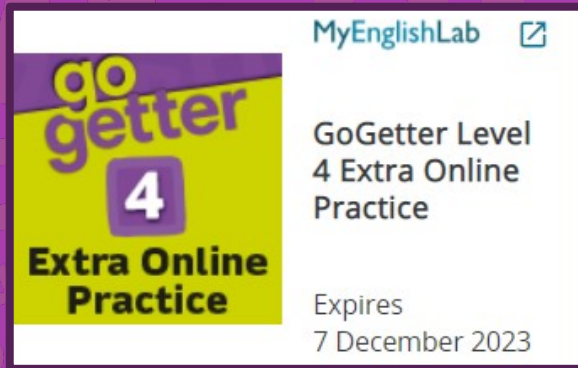
Sophie: It's an honour you're here.

- Grammar video
- Get Grammar Activities
- Communication video
- Get Cultural video
- Video script part
- Video script whole



# MyEnglishLab (on Pearson English Portal)

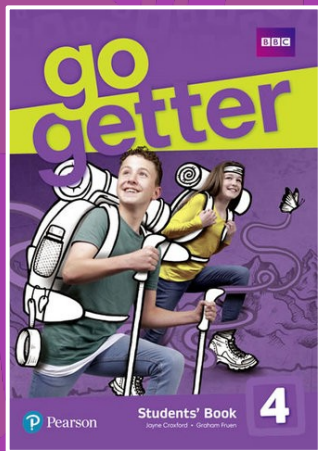
Now accessed via  
English  
Portal



access code in **WB**



access code in **SB**



access code in **TB**

# MyEnglishLab

The screenshot shows the MyEnglishLab interface. At the top right, there are links for 'English', 'Help', and 'Sign out'. Below these, it says 'Signed in as **bv, teacher**'. A navigation bar contains 'ASSIGNMENTS', 'COURSE' (highlighted), 'GRADEBOOK', 'MESSAGES', and 'SETTINGS'. Below the navigation bar, there are three course cards: 'GoGetter Level 4', 'GoGetter Level 4 Extra Online Practice', and 'GoGetter Level 2'. To the right of these cards are two buttons: 'Create course' and 'Add product'. At the bottom right of the course cards area is a link for 'All courses'.

## Students

- Online hints, tips
- Immediate feedback
- Automated marking
- Course videos
- Audio records
- Online messaging tool

## Teachers

- Assign activities online
- Instant marking and reports
- Saving preparation and marking time
- Diagnostics of students' progress
- Teacher resources
- Tests
- Online messaging tool

# eBook (access code on demand)



## 1.2 Grammar I can use the Past Simple.

### Where did I put my jumper?

Josh had a great summer. Yesterday was the first day back at school. Things didn't start well. First, he forgot to set his alarm.



Mum: Get up, Josh! It's eight o'clock.

Then, he got dressed ... well, he tried to get dressed.



Josh: Where did I put my school jumper?  
Mum: Did you put it in the washing machine?  
Kate: No, he didn't, Mum. He never puts anything in the washing machine.

Dad: I saw a jumper on that chair five minutes ago.  
Kate: That was mine, Dad.

He finished breakfast, then he looked everywhere. Finally, he found it ... in his school bag!



Dad: Did you leave it in your bag all summer, Josh?  
Josh: Yes, I did.  
Mum: Oh dear, you left your dirty sports socks in your bag too!  
Kate: That's gross!  
Mum: Well, you can't wear this jumper.



Josh: And where is my summer writing project?  
Mum: Your summer writing project?  
Josh: I wrote it yesterday and I left it here. I put it on the table ...  
Kate: Oh, here it is, under the leaflet! And it's wet.  
Josh: Oh, no! This is the worst day of my life! I don't have a jumper and I don't have my homework! I can't go to school!

1 1.15 Watch or listen and read. What day is it? What's the problem?

2 1.16 Watch or listen again. Read the sentences. Circle true (T) or false (F). Correct the false sentences.

- 1 Josh hasn't got an alarm clock. T/F
- 2 Josh forgot to set his alarm clock. T/F
- 3 Kate's jumper was on the kitchen chair. T/F
- 4 Josh's jumper was the only thing in his bag. T/F
- 5 Josh's writing project is in the bathroom. T/F

3 1.16 Listen and repeat. Find these expressions in the story.

That's gross!  
This is the worst day of my life!



4 Guess! Does Josh go to school? Have a class vote.

5 1.17 Now watch or listen and check.

### Grammar Past Simple

Regular verbs	Irregular verbs
+ I finished breakfast.	I found it in my bag.
- I didn't finish breakfast.	I didn't find it in my bag.
? Did you finish breakfast?	Did you find it in your bag?
? Yes, I did. / No, I didn't.	Yes, I did. / No, I didn't.
When did he finish breakfast?	Where did he find it?

Three expressions  
yesterday, the day before yesterday  
last week, last month, last year  
a minute ago, an hour ago, two days ago

### 4 Get Grammar!



Fluffy had a great holiday. She went camping.

9 Read Adam's notes. Write about his holiday.

6 Find the Past Simple forms of these verbs. Which are regular and which irregular?

find finish forget get have leave look lose put see try write

find - found - irregular verb

7 I know that! Choose a verb below and write an irregular verb.



8 Complete Josh's summer writing project. Write the simple form of the verbs. Which three?

### My holiday by Josh

This summer we **had** (have) a family holiday in Cornwall. We **played** (play) with my cousins in a hostel near the beach. The weather is always great there. There's lots to do in Cornwall. In the morning, we **go** (go) swimming in the sea and I **try** (try) surfing. In the afternoon, I **read** (read) my book. I also **met** (meet) some new friends. One day, we **had** (had) Newquay and I **got** (get) my own surfboard. I also **ate** (eat) a tasty Cornish pasty (a traditional meat pie). Yum! What a great holiday!

11 **Exam Spot** In pairs, ask and answer about your last summer holiday. Use the questions in Exercise 10.

A: Where did you go?  
B: I went to France.

Edit

Page 16

**Explorers**

Note

discoverer


Cancel Save

## 1.3 Grammar I can use the Past Continuous and the Past Simple.

### The Explorers Princess Zara

Pops, Mac and Eva are in Egypt. They want to find the lost tomb of Princess Zara.

**1 Pops's Diary**  
Monday 1st September, Egypt  
What a day! At 9 a.m. we left home to look for the tomb. At 5 p.m. we were still looking for it! Then we had some luck. We were cycling through the desert when we finally saw it!



**2**  
Eva: Look at these shoes ... and this necklace!  
Pops: Yes, Princess Zara loved clothes.  
Mac: What happened to her?  
Pops: It's a sad story.



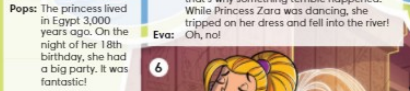
**3**  
Eva: Was she wearing this necklace?  
Pops: Yes, she was! The princess wasn't wearing casual clothes, of course! She was wearing a very special dress. It was really long and that's why something terrible happened.



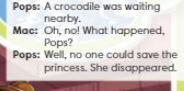
**4**  
Eva: How awful! But the necklace is beautiful. Help me put it on, Mac. Ooh, your hands are cold!  
Mac: Those aren't my hands - it's Princess Zara! RUN!



**5**  
Pops: The princess lived in Egypt 3,000 years ago. On the night of her 18th birthday, she had a big party. It was fantastic!  
Eva: Oh, no!  
Mac: Oh, no! What happened, Pops?  
Pops: Well, no one could save the princess. She disappeared.



**6**  
Pops: A crocodile was waiting nearby.  
Mac: Oh, no! What happened, Pops?  
Pops: Well, no one could save the princess. She disappeared.



**7**  
Eva: How awful! But the necklace is beautiful. Help me put it on, Mac. Ooh, your hands are cold!  
Mac: Those aren't my hands - it's Princess Zara! RUN!



### Grammar Past Continuous and Past Simple

<b>Past Continuous</b>	<b>Past Simple</b>
I was waiting.	I wasn't waiting.
They were waiting.	They weren't waiting.
Was she waiting?	Yes, she was. / No, she wasn't.
Were they waiting?	Yes, they were. / No, they weren't.
What was she wearing?	

These expressions  
(yesterday) at five o'clock, yesterday morning, yesterday evening

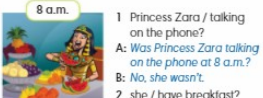
**Past Continuous and Past Simple**  
We were cycling when we saw the lost tomb of Princess Zara. While Princess Zara was dancing, she fell into the river.

**5 Get Grammar!**  
At four o'clock Fluffy was having a party. Max and Anna were dancing. Hammy was eating a cake.



- 3 Say what Pops, Eva and Mac were and weren't doing yesterday morning at 8.30.
- 1 Pops, Eva and Mac / have / breakfast. X  
Pops, Eva and Mac weren't having breakfast.
  - 2 Pops / clean / his boots. ✓
  - 3 Eva / ride / her bike. X
  - 4 Eva and Mac / play cards. X
  - 5 Mac / pack / his backpack. ✓
  - 6 Eva / read / a book about Egypt. ✓
- 4 Look at the pictures. Then ask and answer in pairs.
- 5 Circle the correct answer. Then circle true (T) or false (F).
- 1 Pops, Mac and Eva cycled / were cycling through the desert when they saw the tomb. T / F
  - 2 While Eva looked / was looking at clothes, Pops started to tell a story. T / F
  - 3 The princess had / was having an accident while she was dancing. T / F
  - 4 A snake was watching them when the princess fell / was falling into the river. T / F
  - 5 Eva was putting / put on the necklace when Princess Zara appeared. T / F
- 6 **Exam Spot** 1.20 Complete Princess Zara's diary. Use one word in each gap. Then listen and check.

**8 a.m.**  
1 Princess Zara / talking on the phone?  
A: Was Princess Zara talking on the phone at 8 a.m.?  
B: No, she wasn't.



**12 p.m.**  
2 she / have breakfast?  
3 Princess Zara and her pet scorpion / play / football?  
4 they / play chess?



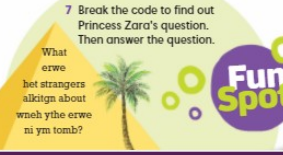
**5 p.m.**  
5 Princess Zara / read / a book?  
6 she / sleep?



Yesterday 'WAS an interesting day! I had visitors. I was sleeping? they arrived. While they exploring my tomb, I woke up. An old man and a boy were microspynics and a girl putting on my necklace. I was trying to help her the boy saw me and screamed! It was strange because I trying to scare them! I wanted to help.

**7 Break the code to find out Princess Zara's question. Then answer the question.**

What erwe bet strangers alkign about wseh yhe erwe ni ym tomb?



**Fun Spot**

Navigation icons: Eraser, Pencil, Eraser, Plus, Text, Square, Circle, Line, Undo, Redo, Delete, Close, Back, Colour, Size, Opacity.

COLOUR SIZE 8pt OPACITY 80%

5 Who is helping Eva with the necklace?

# go getter

*Teenage Learners  
who Celebrate Achievement*



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