

2nd edition

Got it!

S

Starter

Teacher's Book

Sheila Dignen

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Welcome

Vocabulary

- Classroom language
- The alphabet
- Numbers 1–100
- Colors
- Classroom objects
- Days, months, and seasons
- Animals
- Parts of the body

Aim

To present classroom language, practice the alphabet, and review numbers from 1–100

Classroom language

page 4

Warm-up

- Say the word *classroom* and point to the room around you. Write the word on the board. Pick up a book and say: *book*. Write this word on the board. Teach the words *dictionary* and *window* in the same way.
- Point to the items again and elicit the words.
- Remove one or two letters from each word on the board and practice again.
- Continue in this way, removing letters from the words until nothing (or almost nothing) remains on the board and students can say the words from memory.

Exercise 1

1-02

- Read through the words in the box. If your students have no English at all, teach the meaning of the words by miming them or giving a translation.
- Students work individually or in pairs to match the words with the pictures.
- Play the audio. Students listen and check.
- Check the answers with the class.
- Play the audio again, pausing after each phrase for students to repeat, chorally and individually.

Audioscript Teacher's Book p.108

Exercise 2

- Go through the *Look!* box with the class. Indicate through mime or translation what the two phrases mean.
- Do one or two examples of writing opposite instructions with the whole class. Students then work individually or in pairs to write the opposites.

W Welcome

Classroom language

1 102 Match the words with the pictures. Listen and check.

Close your book. Don't talk. Don't write.
Listen. Look. Open your book. Read.
Repeat. Sit down. Stand up.



Listen.



1 Don't talk.



2 Close your book.



3 Look.



4 Don't write.



5 Sit down.



6 Stand up.



7 Open your book.



8 Repeat.



9 Read.

Look!

positive	negative
Talk	Don't talk

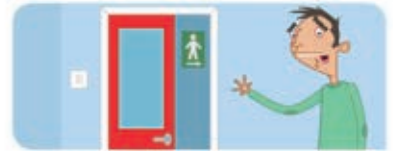
2 Write the opposite of the classroom language in exercise 1.

Don't listen.

4 four

3 103 Match the questions with the pictures. Listen and check.

Can I close the window? Can I go to the bathroom?
Can I open the window? Can I use a dictionary?



Can I go to the bathroom?



1 Can I close the window?



2 Can I use a dictionary?



3 Can I open the window?

4 104 Listen to the questions and answers. Write a check (✓) for a positive answer. Write a cross (X) for a negative answer. Listen and check.

1 2 3

- Check the answers with the class, asking students to read out their answers.

ANSWERS

- Talk.
- Don't close your book.
- Don't look.
- Write.
- Don't sit down.
- Don't stand up.
- Don't open your book.
- Don't repeat.
- Don't read.

Exercise 3

1-03

- Read through the questions and check that students understand them.
- Students work individually or in pairs to match the questions with the pictures.
- Play the audio. Students listen and check.

- Check the answers with the class. Play the audio again, pausing after each question for students to repeat, chorally and individually.

Audioscript Teacher's Book p.108

Exercise 4

1-04

- Check that students understand yes and no.
- Explain the task to students, in their own language if necessary.
- Play the first question and answer and point out the example answer.
- Play the rest of the audio, pausing after each one for students to write a check or a cross.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book p.108

Vocabulary and speaking

I can say the names of countries and their nationalities. (p.12) **A1**

1 Choose the correct words.

I'm from Brazil / Brazilian.

- Chicago is in the U.S. / American.
- Lily is China / Chinese.
- The students are from Mexico / Mexican.
- We're Spain / Spanish students.
- Are you from Canada / Canadian?

___ / 5

I can greet people. (p.14) **A1**

2 Complete the dialogue with the words in the box. Then practice the dialogue.

bad Bye How later morning well

Lucy Hi, Tom! How are you?
Tom I'm very well, thanks. And you?
Lucy Not bad. Oh, Here's Mr. Lee.
Bye, Tom.
Tom Bye. See you later. Hello, Mr. Lee.
Mr. Lee Good morning, Tom.

___ / 5

I can give personal information about myself and others, and talk about my favorite things. (p.17) **A1**

3 Reorder the words and write sentences.

- name / Daniel / is / my
 My name is Daniel.
 1 is / years / brother / 13 / my / old
 2 color / blue / favorite / is / his
 3 Tokyo / students / the / in / are
 4 Vancouver / from / are / in / they / Canada
 5 animals / our / are / dogs / favorite

___ / 5

I can identify people in a family. (p.20) **A1**

4 Reorder the letters and write the family words. Then say true sentences to your partner.

- Holly is my sister. (i r e t s s)
 Harry is my uncle. (l c e n u)
 Emily is my grandma. (d a r m a n g)
 Diego is my cousin. (i c u n o s)
 Fiona is my aunt. (t n a u)
 Sam and Ana are my parents. (n a s p r e t)

___ / 5

I can ask and tell the time. (p.22) **A1**

5 Complete the dialogues. Then practice the dialogue.

- A** What time is it?
B It's ten 'o' clock.
A 'What' time is math?
B It's 'at' eleven fifteen.
A What 'time' is PE?
B It's at ten 'oh' five.

___ / 5

I can ask and answer information questions. (p.25) **A1**

6 Write the questions. Then write true answers. Practice the questions.

- What / name?
 What's your name? My name's Ben.
 1 Where / from?
 2 How old?
 3 What / favorite / color?
 4 Who / best friend?
 5 When / your birthday?

___ / 5

Reading, listening, and writing

- I can read and answer basic information questions about people. (p.16) **A1**
- I can understand basic information about people. (p.17) **A1**
- I can write a profile page with personal information. (p.17) **A1**
- I can read and answer questions about different people. (p.24) **A1**
- I can understand descriptions of people. (p.25) **A1**
- I can write about a person in my family. (p.25) **A1**

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- If students did not do well, write a list of prompts on the board: *Name, Age, Nationality, Favorite color.*
- Ask students to write information about someone they know. Ask individual students questions, e.g., *What's his / her name?* Write the answers on the board.
- Repeat exercise 3 on page 29 as a class, eliciting the correct answers.

ANSWERS

- 1 My brother is 13 years old.
- 2 His favorite color is blue.
- 3 The students are in Tokyo.
- 4 They are from Vancouver in Canada.
- 5 Dogs are our favorite animals.

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice saying sentences about their families in pairs.
- If students did not do well, tell them you will test them on the vocabulary in the next class.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, write some lesson times on the board, e.g., *English 2:15.* Ask: *What time is English?* You can repeat this review at the start of classes.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class.
- Students practice asking and answering the questions in pairs again.

ANSWERS

- 1 Where are you from? I'm from ...
- 2 How old are you? I'm ...
- 3 What's your favorite color? My favorite color is ...
- 4 Who's your best friend? My best friend is ...
- 5 When's your birthday? My birthday is ...

Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

My progress A page 29

Aim

To review the language and skills learned in Units 1 and 2

Vocabulary and speaking

Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 12. Point to the countries, and write on the board: *I'm from ...* Elicit some endings, e.g., *I'm from Spain.* Point to the nationalities, and write: *I'm ...* Elicit some endings, e.g., *I'm Spanish.*
- Repeat exercise 1 on page 29 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 14.
- Play the audio again. Say to students: *Hi. How are you?* Elicit the replies: *I'm very well, thanks / Not bad.* Wave and say: *See you later.* Elicit the reply: *Bye / Goodbye.*
- Repeat exercise 2 on page 29 as a class, eliciting the correct answers.

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.

Vocabulary and speaking

I can identify objects and rooms in a house. (p.32) **A1**

1 Complete the words.

There's a new sink in our kitchen.

- There are yellow curtains in my bedroom.
- The TV is in the living room.
- There's a shower in the bathroom.
- Our books are in the bookcase.
- My clothes are in the closet in my bedroom.

_/5

I can talk about location. (p.34) **A1**

2 Complete the dialogue with the words in the box. Then practice the dialogue.

between me next on opposite Where

- A Excuse me. Where are the restrooms?
 B They're on the second floor. They're next to the bedroom and opposite the office.
 A And where are the stairs?
 B They're between the living room and the kitchen.
 A Thanks.

_/5

I can describe a house. (p.37) **A1**

3 Write the sentences in the correct order.

apartment / my / is / an / house

My house is an apartment.

- third / it / the / on / is / floor
- six / are / rooms / there
- yard / isn't / there / a
- kitchen / any / there / in / aren't / the / chairs
- bedrooms / are / a / two / there / living room / and

_/5

I can talk about people's possessions. (p.40) **A1**

4 Complete the words with a, e, i, o, or u.

My favorite possession is my cell phone.

- Tim has a cool new skateboard.
- Her favorite thing is her digital camera.
- Is this tablet new?
- Maria's guitar is awesome!
- Where is my laptop?

_/5

I can talk about dates. (p.42) **A1**

5 Complete the dialogue. Then practice the dialogue.

A What's the date today?

B It's March 3rd. It's my brother's birthday.

A My birthday's in August.

B What date?

A It's on August 4th. When's your birthday?

B It's on December 25th.

_/5

I can ask questions about a family member. (p.45) **A1**

6 Complete the questions.

Whose skateboard is that?

- What's your cousin's name?
- Where's her home?
- Who is she?
- When's her birthday?
- What are her interests?

_/5

Reading, listening, and writing

I can read and answer questions about people's houses. (p.36) **A1**

I can understand someone talking about their home. (p.37) **A1**

I can write about my partner's home. (p.37) **A1**

I can understand an article about people's favorite things. (p.44) **A1**

I can understand people talking about their favorite things. (p.45) **A1**

I can write an e-mail giving personal information. (p.45) **A1**

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

forty-nine 49

- Go through the chart with the class, and elicit some possible answers. Review the language. Ask students to write three sentences about their home.
- Repeat exercise 3 on page 49 as a class, eliciting the correct answers.

ANSWERS

- It is on the third floor.
- There are six rooms.
- There isn't a yard.
- There aren't any chairs in the kitchen.
- There are two bedrooms and a living room.

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice saying sentences about their possessions in pairs.
- If students did not do well, tell them you will test them on the vocabulary in the next lesson.
- In the next lesson, write some jumbled words for possessions on the board, and ask students to reorder the letters.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, write some dates as numbers on the board, e.g., 28/02. Point to each and say: *What's the date?*
- You can repeat this review at the beginning of classes to make sure that students have learned the language.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class. Ask the questions to individual students in the class and elicit a range of answers.
- Students ask and answer the questions in pairs again.

Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

My progress B page 49

Aim

To review the language and skills learned in Units 3 and 4

Vocabulary and speaking

Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 32.
- Ask them to study the page, then write five sentences about what is in the rooms in their house.
- Repeat exercise 1 on page 49 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 34.
- Allow students time to look at the picture, then play the audio again for them to hear the prepositions in context.
- Repeat exercise 2 on page 49 as a class, eliciting the correct answers.

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 37.

Asking and answering personal questions

Aim

To present and practice asking and answering personal questions

Warm-up

- Review the letters of the alphabet by asking students to say them around the class, with each student saying a letter in turn.
- You could do this as a game, with students standing up at the start and sitting down if they make a mistake or don't know the next letter.
- Repeat the activity once or twice more, speeding up each time.

Exercise 1 2.15

- Read through the questions in the box, and check that students understand everything.
- Students read the dialogue and complete it with the questions.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the *Look!* box with the class. Write a few phone numbers and e-mail addresses on the board for extra practice, and get students to say them.

Audioscript Teacher's Book p.112

Exercise 2 Pairwork

- Read through the *Learn it, use it!* chart.
- Ask students to find the phrases in the dialogues. Check that they understand them.
- Students work in pairs to write their own dialogue.
- Monitor and help as necessary, and encourage them to self-correct any mistakes that you notice.

ANSWERS

Students' own answers.

Exercise 3

- Read the information in the *My speaking skills* box with the class.
- Students work in pairs to practice their dialogues. They then swap roles and practice again.
- Monitor and help as necessary.
- Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some pairs to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

6 Communication

Asking and answering personal questions

1 2.15 Lucas is at a language school in Washington, D.C. Complete the dialogue with the questions in the box. Listen and check. Then listen and repeat.

Do you have an e-mail address? How do you spell that?
 How old are you? What languages do you speak? What's your address?
 what's your cell phone number? What's your first name
 what's your last name? where are you from? Where do you live

Receptionist What's your first name _____, please?
Lucas It's Lucas.
Receptionist OK, and 'what's your last name?'
Lucas It's Teixeira.
Receptionist 'How do you spell that?'
Lucas T-E-I-X-E-I-R-A.
Receptionist Thanks. 'How old are you _____, Lucas?'
Lucas I'm 14.
Receptionist And 'where are you from?'
Lucas I'm from Brazil.
Receptionist 'Where do you live _____ in Brazil?'
Lucas I live in Recife.
Receptionist 'What's your address?'
Lucas It's 39, Rua dos Navigantes, Recife.
Receptionist And 'what's your cell phone number?'
Lucas It's (817) 009 - 0014.
Receptionist 'Do you have an e-mail address?'
Lucas Yes, I do. It's lucast@hooya.br.
Receptionist Great! One final question. 'What languages do you speak?'
Lucas Umm ... I speak Portuguese and English.



Look!

Notice how we say an address, a phone number, and an e-mail address in English:

an address:
 45, Campbell Street,
 Boston
a phone number:
 (832) 559 2002 = eight,
 three, two, five, five, nine,
 two, oh, oh, two
an e-mail address:
 sallyb @ (at) coolmail .
 (dot) com

Learn it, use it!

You ask	You answer
What's your first name / last name / address / cell phone number?	It's Lucas. / It's Teixeira. / It's ... / It's (817) 009 - 0014.
How do you spell that?	T-E-I-X-E-I-R-A.
How old are you?	I'm 14.
Where are you from?	I'm from Brazil.
Where do you live in Brazil?	I live in Recife.
Do you have an e-mail address?	Yes, I do. It's lucast@hooya.br.
What languages do you speak?	I speak Portuguese and English.

My speaking skills

Role play
 When you do a role play activity with your partner, practice the dialogue twice. First choose your roles and practice the dialogue. Then change roles and practice the dialogue again.

2 Pairwork You are a student and you want to enroll at a language school. Write the dialogue between the student and the receptionist at the language school. Use the dialogue in exercise 1 to help you.

A What's your first name, please?

B It's ...

3 Practice your dialogue. Then change roles and practice it again.

Receptionist What's your first name, please?

You It's ...

64 sixty-four

Workbook p.36

Extra practice online

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could use the contact details of friends and family members on their cell phones to practice saying phone numbers and e-mail addresses.

Workbook p.36

Online Workbook Extra practice

Grammar page 65

Question words + Simple present

Aim

To present and practice question words with the simple present, and object pronouns
Grammar PowerPoint presentation Unit 6

Warm-up

- Ask students to write down their three favorite school subjects, without showing anyone else.
- Tell students they are now going to guess the subjects that their classmates like. Demonstrate the activity by asking a student: (*Maria*), *do you like music?* The student answers with *Yes, I do / No, I don't*.

Review D

Grammar

can (ability), yes / no questions and short answers

Degrees of ability

Imperatives

Present progressive (affirmative, spelling variations, negative, yes / no questions and short answers)

Question words + Present progressive

Vocabulary

Sports

Clothes and prices

Review D page 88

Vocabulary

Exercise 1

ANSWERS

swimming, tennis, biking, basketball, soccer, track and field, baseball, gymnastics, field hockey, skiing, karate

Exercise 2

ANSWERS

- 1 dress
- 2 boots
- 3 T-shirt / top
- 4 hat
- 5 jacket
- 6 skirt
- 7 shoes
- 8 sweater
- 9 shirt
- 10 pants
- 11 T-shirt / top
- 12 hoodie
- 13 shorts
- 14 sneakers

Grammar

Exercise 3

ANSWERS

- 1 Elena can't sing at all.
- 2 My brother can play tennis quite well.
- 3 Miguel can't dance very well.
- 4 Grandma can draw very well.
- 5 I can't play the guitar very well.

Exercise 4

ANSWERS

- 1 Can Gabriel play tennis?
No, he can't.
- 2 Can you sing?
Yes, I can. / Yes, we can.
- 3 Can Maria dance?
Yes, she can.

D

Review



Vocabulary

1 Look at the squares of the same color and find eleven sports.

KAN	is	sw	vol	im	CER	te
CKEY	ra	tics	BIK	bas	te	DFI
SOC	TRAC	ball	ng	BA	ming	gym
ket	ll	FIE	ELD	nn	sk	LDHO
nas	SEB	ley	ING	ka	ball	ALL

volleyball

2 Look at the pictures. Then write the clothes.
1 dress


3 Reorder to make sentences.
Dad / very / cook / can't / well
Dad can't cook very well.
1 sing / all / Elena / can't / at
2 quite / tennis / play / my brother / well / can
3 can't / well / dance / very / Miguel
4 very / Grandma / draw / can / well
5 very / play / I / well / can't / the guitar

4 Write questions. Then write affirmative (✓) or negative (X) short answers.
Robbie / ski? (✓)
Can Robbie ski?
Yes, he can.
1 Gabriel / play tennis? (X)
2 you / sing? (✓)
3 Maria / dance? (✓)
4 Lily and Tom / speak English? (✓)
5 your little sister / read? (X)

5 Complete the sentences with the affirmative (✓) or negative (X) forms of the verbs in the box.
eat go listen look read watch

Don't eat that now! Dinner is ready. (X)
1 Listen to this song! It's fantastic! (✓)
2 Don't read my diary! It's private! (X)
3 Don't watch TV. Do your homework! (X)
4 Go to bed! It's late! It's 11 p.m.! (✓)
5 Look at this photo. It's of us! (✓)

6 Follow the lines and write sentences in the Present progressive.
Mark is riding a bike.



1 Mark _____ have lunch
2 Matt and Lily _____ talk to a friend
3 The students _____ ride a bike
4 Lucy _____ study
5 Tom _____ play tennis

7 Look at the underlined words in the answers. Then write the questions. Use short forms.
What's he eating?
He's eating a sandwich.
1 What's she doing?
She's doing her homework.
2 Where are they going?
They're going to the park.
3 What's she watching?
She's watching Teen Wolf on TV.
4 What's he wearing?
He's wearing green pants.
5 Who are you writing to?
I'm writing to my cousin.

- 4 Can Lily and Tom speak English?
Yes, they can.
- 5 Can your little sister read?
No, she can't.

Exercise 6

ANSWERS

- 2 Matt and Lily are playing tennis.
- 3 The students are having lunch.
- 4 Lucy is talking to a friend.
- 5 Tom is studying.

Songs

We Are The Champions, by Queen (sports)

Little Black Dress, by One Direction (clothes)

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