

1 My day

Structures and grammar

- *What time do you ...? / When do you ...?*
- *I always / sometimes / never ...*
- *at ...*
- *I think ...*
- Recycled: *Do you ...? Yes, I do. / No, I don't., I have / walk / go ..., Let's ..., How many ...?*

Vocabulary

- Core: *wake up, get up, get dressed / undressed, have breakfast / lunch / dinner, go to school, go home, have break, do my / your homework, go to bed*
- Other: *... o'clock, half past ..., morning, evening, millionaire, lucky, escape, believe*
- Content / culture: *baby(ies), teenager(s), adult(s), old person / people, hours, half, sleep, need, about, rest, energy, mood, pay attention, remember, concentrate, relax, healthy, daily routine, before, after, in time, in a hurry, cup of tea, have tea, million*
- Recycled: *wash, brush, teeth, face, have a shower, bath, work, play, see, mum, dad, friends, afternoon, garden, wet, phone, noise, dog, hide, children, magic emerald, good, bad, learn, listen to music / a story, play computer games, eat, drink, watch TV, numbers*

Main receptive language

- *Just ..., well, enough, think of new ideas*

Communicative competence

Understanding

Listening:

- Can understand the time (*o'clock, half past*)
- Can understand the episode of the story
- Can recognise personal daily routines
- Can recognise natural pronunciation in questions
- Can identify how many hours of sleep people need

Reading:

- Can read questions and answers about daily routines
- Can read descriptions of daily routines
- Can read a short text about sleep
- Can read ideas to help you go to sleep
- Can read *My Little Fact File of Sleep*

Speaking

Spoken interaction:

- Can ask and respond to questions about times and daily routines
- Can ask and say how many hours you sleep

Spoken production:

- Can describe your personal daily routine
- Can say what you always, sometimes and never do
- Can say what you do to go to sleep
- Can sing the song *I wake up and get up in the morning*
- Can act out the episode of the story
- Can say the grammar rap *What time do you have breakfast?*
- Can say a tongue twister with /s/

Writing

- Can write about daily routines
- Can write questions and answers about daily routines and times
- Can write sentences about what you always, sometimes and never do
- Can complete *My Little Fact File of Sleep*
- Can write a short text about personal daily routines, following a model

Content links

- *Social sciences*: the role of sleep

Learning strategies and thinking skills

- Formulating personal learning goals
- Making connections between the way different questions are formed
- Predicting
- Using rhythm and music to memorise language patterns
- Using prior knowledge
- Associating vocabulary with real-life experience
- Assessing own learning

Intercultural learning

- Daily routines of children in Britain

Pronunciation

- Tongue twister with /s/

Values and attitudes

- Enjoyment in talking about daily routines
- Interest and curiosity in other people's daily routines
- Awareness of the importance of sleep
- Awareness of similarities and differences between daily routines of children in Britain and in your country

Lesson 1

Vocabulary presentation

Aims:

- To name daily routines
- To ask and say what you do in the morning, afternoon and evening

Key language:

- *Do you ...? Yes, I do. / No, I don't.*
- *wake up, get up, get dressed / undressed, have breakfast / lunch / dinner, go to school, go home, have break, do my / your homework, go to bed*
- *daily routine*
- *in the morning / afternoon / evening*
- *work, play, see, mum, dad, friends, another day*

Materials:

- Pupil's Book page 6
- Activity Book page 4
- Flashcards: wake up, get up, get dressed, have breakfast, go to school, have break, have lunch, go home, do your homework, have dinner, get undressed, go to bed
- Word cards: wake up, get up, get dressed, have breakfast, go to school, have break, have lunch, go home, do your homework, have dinner, get undressed, go to bed
- CD 1

Starting out

Greetings and opening routine

- Greet the pupils. Say, e.g. **How are you?** *I'm fine, thank you. How are you?*
- Say **Let's sing the song Welcome back to Footprints!** Play the song with lyrics (CD 1 track 2 – see Introduction, Lesson 1) or the karaoke version (CD 1 track 3) and the pupils sing the song.

Revision activity

- Ask personal information questions as in the song, e.g. **Where do you live? What's your address / phone number? How old are you? What's your favourite colour / animal?**

- The pupils take turns to ask and answer similar questions in open pairs.

Setting objectives

- Say **Today we're going to name daily routines, sing a song and ask and say what you do in the morning, afternoon and evening.** Elicit or remind the pupils of the meaning of *morning*, *afternoon* and *evening* if necessary.

On the learning trail

Vocabulary presentation (books closed)

- Ask the pupils **What do you do every day?** Give an example of what you mean, e.g. **I wake up every day.** Show the pupils the corresponding flashcard and stick this on the board.
- Listen to the pupils' responses, hold up the corresponding flashcard for a phrase if there is one, and stick it on the board. Get the pupils to repeat the words and phrases with you in chorus.
- Encourage the pupils to tell you any additional things they do every day using other familiar language, e.g. *I brush my teeth / hair, I wash my face / hands, I have a shower.*
- Ask two pupils to the front of the class. Ask them to arrange the flashcards in a logical sequence of when you do things every day. Be ready to be flexible about this, e.g. *have break* is possible before and after lunch.

Follow the footprints. (PB page 6) (books open)

- Ask the pupils to compare the order of the flashcards on the board with the pictures.
- Say **Listen and follow the footprints. Use your finger** and demonstrate this.
- Play the CD (CD 1 track 8). The pupils listen and follow the footprints with their fingers. They stop by each picture as the phrase is said and repeat the phrase.



Follow the footprints: Part 1

wake up ... get up ... get dressed ... have breakfast ... go to school ... have break ... have lunch ... go home ... do your homework ... have dinner ... get undressed ... go to bed

- Say **Now listen to the sentences and name the daily routines.** Play the CD (CD 1 track 9) once.
- The pupils listen to the sentences and name the routines in the pauses. Use the pause button if necessary to give the pupils more time to do this. They listen to each answer to check it is correct before proceeding with the next sentence.



Part 2: Listen and name the daily routines.

- 1 You take off your clothes! ... (get undressed)
- 2 You put on clothes! ... (get dressed)
- 3 You leave school! ... (go home)
- 4 You do work for school! ... (do homework)
- 5 You stop lessons to play with your friends! ... (have break)
- 6 You have a meal in the evening! ... (have dinner)
- 7 You do this before you get up! ... (wake up)
- 8 You have a meal at midday! ... (have lunch)

- Divide the class into pairs. Give each pair one of the word cards.
- Ask the pairs to take turns to come to the front and to stick their word card by the corresponding flashcard on the board. Ask the rest of the class **Is this right?** as they do this.
- Point to the word cards in turn and get the pupils to read them with you, first in chorus and then individually.
- Take the flashcards and word cards off the board.

Listen and sing the song. (PB page 6)

- Say **Let's listen to the song. Why is the singer happy?** Play the CD once (CD 1 track 10). The pupils listen and follow in their books.
- Ask the question again and check the answer (*It's another day*). Be ready to clarify the meaning of *another* if necessary.
- Say **Let's listen again and sing the song.** Play the CD. The pupils follow in their books and join in singing.
- Ask **What does the singer do every day? What does she say?** As individuals respond, e.g. *I wake up / I get up, etc.*, encourage the pupils to count the daily routines in the song and tell you, at the end, how many there are (*seventeen*).

1 My day

Lesson 1

1 Follow the footprints.

2 Listen and sing the song.

I wake up and get up in the morning
I get dressed and have breakfast hey, hey, hey
I go to school and I see my friends
I'm happy it's another day!

I work and have break in the morning
I play and have lunch hey, hey, hey
I go home and I see my mum and dad
I'm happy it's another day!

I do my homework in the evening
I watch TV and have dinner hey, hey, hey
I get undressed and I go to bed
It's the end of another day!

3 Ask and say.

Do you have breakfast in the morning?
Yes, I do!

Lesson 1 Vocabulary presentation

- Ask six pupils to come to the front of the class. Give them two flashcards each and get them to stand in the order of the song.
- Play the CD again. The pupils at the front hold up the flashcards as they hear their routines in the song, and the rest of the class sings.



I wake up and get up in the morning

*I wake up and get up in the morning
I get dressed and have breakfast hey, hey, hey
I go to school and I see my friends
I'm happy it's another day!*

*I work and have break in the morning
I play and have lunch hey, hey, hey
I go home and I see my mum and dad
I'm happy it's another day!*

*I do my homework in the evening
I watch TV and have dinner hey, hey, hey
I get undressed and I go to bed
It's the end of another day!*

Ask and say. (PB page 6)

- Ask the pupils questions about what they do in the morning, afternoon and evening, e.g. **Do you have breakfast in the morning? / Do you watch TV in the afternoon? / Do you do your homework in the evening?** and the pupils respond *Yes, I do* or *No, I don't*.
- Ask individual pupils to ask you questions in the same way. If necessary, get the pupils to practise asking questions in chorus first.
- Divide the class into pairs. The pupils take turns to ask each other three questions.

Look and write. (AB page 4)

- Read the words at the top of the activity while the pupils follow in their books.
- Ask the pupils to look at the pictures and write the phrases. Draw their attention to the example.
- The pupils work individually and write the phrases.
- Check the answers by asking individual pupils to say the phrase which corresponds to one of the pictures.

Key: 1 go to school 2 get dressed 3 get up 4 have break 5 have lunch 6 go home 7 do your homework 8 go to bed.

Read and write *Yes, I do or No, I don't*. (AB page 4)

- Read the questions and the pupils respond *Yes, I do* or *No, I don't*, depending on what is true for them.
- Say **Now write answers that are true for you.** The pupils work individually and write answers.
- The pupils take turns to read and answer one of the questions.

Key: 1 Yes, I do. 2 No, I don't. 3 No, I don't. 4 Yes, I do. 5 No, I don't. 6 Yes, I do or No, I don't.

Write sentences about you. (AB page 4)

- Give examples of things you do in the morning, afternoon and evening, e.g. **I get up in the morning. / I go home in the afternoon. / I have dinner in the evening.**
- Ask individual pupils to say sentences about what they do in the morning, afternoon and evening, based on the pictures.

1 My day

Lesson 1

1 Look and write.

go to bed go-to-school do your homework get up
have lunch get dressed have break go home

1 go to school 2 _____
3 _____ 4 _____
5 _____ 6 _____
7 _____ 8 _____

2 Read and write *Yes, I do or No, I don't*.

1 Do you have breakfast in the morning? _____
2 Do you go to bed in the morning? _____
3 Do you get up in the afternoon? _____
4 Do you go home in the afternoon? _____
5 Do you go to school in the evening? _____
6 Do you do your homework in the evening? _____

3 Write sentences about you.

Morning

i wake up. _____

Evening

Lesson 1 Vocabulary presentation

- Ask the pupils to write the sentences about what they do in the morning and evening. Draw their attention to the example.
- Check the answers by asking individual pupils to take turns to say one of the sentences.

Key: *Morning:* I wake up. I get dressed. I have breakfast. I go to school. *Evening:* I do my homework. I watch TV. I have dinner. I go to bed.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (name daily routines, sing the song *I wake up and get up in the morning*, ask and say what they do in the morning, afternoon and evening). Praise the pupils for their efforts.

Goodbye and closing routine

- Ask the pupils to put away their books and say goodbye. Say, e.g. **Goodbye everyone. See you on ...** Encourage the pupils to respond in the same way.

Lesson 2

Language input and story

Aim:

- To understand and act out episode 1 of the story

Key language:

- What time do you ...?*
- I always ... at ... o'clock.*
- Let's ...*
- Do you ...?*
- wake up, get up, get dressed / undressed, have breakfast / lunch / dinner, go to school, go home, have break, do your homework, go to bed*
- millionaire, magic emerald, meet, garden, wet, phone, noise, dog, children, hide, lucky, escape*

Materials:

- Pupil's Book page 7
- Activity Book page 5
- Flashcards: as for Lesson 1
- Word cards: as for Lesson 1
- CD 1

Starting out

Greetings and opening routine

- Greet the pupils. Say, e.g. **How are you?** *I'm fine, thank you. How are you?*
- Say **Let's sing** *I wake up and get up in the morning*. Play the song with lyrics (CD 1, track 10 – see Lesson 1) or the karaoke version (CD 1 track 11) and the pupils sing the song.

Revision activity

- Give out the flashcards and word cards for Unit 1 randomly to individual pupils.
- Ask one pupil to stand up, hold up their card and name the routine or read the card (depending on whether they have a flashcard or word card). The pupil who has the corresponding word or flashcard responds by jumping up, holding up their card and doing the same.
- Repeat until all the flashcards and word cards have been matched and everyone is standing up.



- In turn, the pupils name the routine or read the card they have got before sitting down again.

Setting objectives

- Say **Today we're going to listen to and act out episode 1 of the story.**

On the learning trail

Listen and act out the story.

Episode 1: 'At Davina's house' (PB page 7)

Before the story (books closed)

- Recap on the introductory episode of the story. Encourage the pupils to tell you as much of the story as possible (**Sam, Jack and Emily go to an exhibition of treasure from an old pirate ship. They see the magic emerald. It's beautiful. Davina Danger and Freddie Fish are at the exhibition. They've got a plan. Suddenly the lights go out. The lights go on again. The magic emerald isn't there. Davina and Freddie have got the magic emerald. They run away. Rusty barks and bites Davina's bag and her name and address card falls on the floor.**)

- Write the following questions on the board and ask them in turn. Use mime and gesture to clarify meaning, and encourage the pupils to predict the answers: **1) What do Sam, Jack and Emily decide to do? 2) Who phones Davina? 3) Who gets wet?** Elicit or remind the pupils of the meaning of *wet*.

During the story (books open)

- Say **Now listen to the story and find out.**
- Play the CD (CD 1 track 12) and the pupils follow in their books.
- Ask the questions on the board in turn again and check the answers (*1 go to Davina's house 2 Freddie 3 Davina*).
- Say **Listen again and repeat the story.** Play the CD again. Pause after each sentence and the pupils repeat the story.



Episode 1: At Davina's house

Picture 1

Narrator: *Sam, Jack and Emily have breakfast. They read Davina's card and decide what to do.*

Sam: *Do you want to go to Davina's house?*

Jack: *Yes, I do!*

Emily: *So do I! Come on! Let's find the magic emerald!*

Rusty: *Woof.*

Picture 2

Narrator: *Sam, Jack and Emily go to Davina's house.*

Emily: *Look! There's Davina!*

Davina: *Well, Suki. Freddie and I have got the magic emerald. We're millionaires now!*

Picture 3

Narrator: *Suddenly the phone rings.*

Davina: *Hello, Freddie. We need to talk urgently. Let's meet.*

Picture 4

Freddie: *What time do you have lunch?*

Davina: *I always have lunch at ...*

Rusty: *Woof!*

Davina: *... o'clock*

Freddie: *Fine. Let's meet at ...*

Rusty: *Woof!*

Davina: *... o'clock then. Bye.*

Picture 5

Rusty: *Woof, woof!*

Davina: *What's that noise? Aha, I know. It's that dog and those children! Come on, Suki. Let's find them!*

Picture 6

Jack: *Oh, no! Here's Davina!*

Emily: *Quick! Hide!*

Sam: *Be quiet, Rusty, please!*

Picture 7

Jack: *Look at Davina! She's wet!*

Emily: *Phew! A lucky escape!*

Sam: *Yes! But what time is Davina meeting Freddie for lunch?*

Narrator: *Count the flowers in Davina's garden to find the answer!*

After the story

- Ask questions about each picture as follows:
1) What do Sam, Jack and Emily decide to do? (*go to Davina's house*) **What do they want to find?** (*the magic emerald*) **2) Who is Davina talking to?** (*her cat, Suki*) **Is she happy?** (*yes*) **Why?** (*She and Freddie have got the magic emerald.*) **Are they millionaires?** (*Yes, they are.*) **3) Who phones Davina?** (*Freddie*) **What do they need to do?** (*talk*) **What does Davina suggest?** (*Let's ... (meet).*) **4) What does Freddie ask Davina? What time** (tap your watch to convey meaning) **do you ...** (*have lunch?*) **What's Davina's answer?** (*We don't know.*) **Why not?** **Rusty** (*barks*). **What time** (tap your watch again) **do they agree to meet?** (*We don't know.*) **Why not?** **Rusty** (*barks*). **5) Does Davina recognise Rusty?** (*yes*) **What does Davina decide to do?** (*find Rusty and the children*) **6) What do Sam, Jack, Emily and Rusty do?** (*hide; be quiet*) **7) Does Davina find them?** (*no*) **What happens?** **Davina gets** (*wet*). **It's a lucky escape!**

Do the Footprints adventure puzzle.

- Read the Footprints adventure puzzle clue. Explain to the pupils that they have to count the flowers in Davina's garden in order to find out what time Davina and Freddie are planning to meet.

- Divide the class into pairs. The pupils work with their partner and count the flowers in the story to find out the time.
- Check the answer (*twelve o'clock*). Draw a simple clock on the board to show the time.

Act out the story.

- Divide the class into six groups (or seven with Rusty) and assign roles: Narrator, Sam, Jack, Emily, Davina, Freddie (or Rusty).
- Read the story on page 7 of the Pupil's Book. Then follow the remaining steps for *Act out the story* on page 30 of the Teacher's Book.

Option: The pupils can act out their parts *either* with *or* without their books, depending on how confident and familiar they are with this episode.

Read and circle. (AB page 5)

- Say **Read the sentences and circle True or False**. Draw the pupils' attention to the example.
- The pupils work individually, read the sentences and circle the words.
- Check the answers by asking individual pupils to take turns to read one of the sentences and say if it is true or false.

Key: 1 True 2 False 3 True 4 False 5 True 6 False

Read and write the story summary. (AB page 5)

- Read the words at the top of the activity and the pupils follow in their books.
- Read the story summary and the pupils supply the missing words.
- Say **Now read and write the missing words**. Draw the pupils' attention to the example.
- The pupils work individually and write the missing words.
- Check the answers by asking individual pupils to read one of the sentences from the summary.

Key: 1 breakfast 2 house 3 millionaires 4 lunch 5 garden 6 wet


Circle, write and say.

- Say **Look at the clocks** and read the time on each one.

Lesson 2

4 Read and circle.


1 Davina has got a cat.	<input checked="" type="radio"/> True	<input type="radio"/> False
2 Freddie is at Davina's house.	<input type="radio"/> True	<input type="radio"/> False
3 Freddie phones Davina.	<input type="radio"/> True	<input type="radio"/> False
4 Freddie and Davina arrange to meet for dinner.	<input type="radio"/> True	<input type="radio"/> False
5 Davina hears a noise in the garden.	<input type="radio"/> True	<input type="radio"/> False
6 Sam, Jack and Emily get very wet.	<input type="radio"/> True	<input type="radio"/> False



5 Read and write the story summary.





millionaires lunch breakfast garden wet house

At Davina's house




Sam, Jack and Emily have (1) breakfast and go to Davina's (2) _____. Davina and Freddie have got the magic emerald. They're (3) _____. Freddie phones Davina and they arrange to meet for (4) _____. Suddenly Davina hears Rusty in the (5) _____. Sam, Jack, Emily and Rusty hide. Davina looks for them but she gets very (6) _____. It's a lucky escape!

6 Circle, write and say.

 eleven o'clock
 twelve o'clock
 one o'clock
 two o'clock

Freddie: What time do you have lunch?
Davina: I always have lunch at _____.
Freddie: Fine. Let's meet at _____ then. Bye.



Lesson 2 Language Input and story

- Say **Can you remember the adventure puzzle clue? How many flowers are in Davina's garden? Circle the correct clock and write the time in the dialogue.**
- The pupils work individually and complete the dialogue.
- Check the answer by asking two pupils to act out the dialogue.
- The pupils say the dialogue in pairs.

Key: twelve o'clock

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (understand and act out 'At Davina's house'). Praise the pupils for their efforts.

Goodbye and closing routine

- Ask the pupils to put away their books and say goodbye. Say, e.g. **Goodbye everyone. See you on ...** Encourage the pupils to respond in the same way.

Lesson 3

Communication and grammar

Aims:

- To identify times (*o'clock*, *half past*)
- To ask and respond to questions about daily routines and times
- To say sentences using *always*, *sometimes* and *never* in a grammar rap

Key language:

- *What time / When ...?*
- *At ... o'clock / At half past ...*
- *I always / sometimes / never ...*
- *wake up, get up, get dressed / undressed, have breakfast / lunch / dinner, go to school, go home, have break, do my / your homework, go to bed*

Materials:

- Pupil's Book pages 7 and 8
- Activity Book page 6
- Flashcards: as for Lesson 1
- CD 1

Starting out

Greetings and opening routine

- Greet the pupils. Say, e.g. **How are you?** *I'm fine, thank you. How are you?*
- Say **Let's sing I wake up and get up in the morning!** Play the song with lyrics (CD 1 track 10 – see Lesson 1) or the karaoke version (CD 1 track 11) and the pupils sing the song.

Revision activity

- Ask **Can you remember what happens in the story?** Listen to the pupils' response. Encourage them to tell you as much as they can before asking them to open their books.
- Ask the pupils to open their Pupil's Books at page 7. Briefly reconstruct the story, getting the pupils to supply key words. Say, e.g. **Sam, Jack and Emily have ... (breakfast) and go to Davina's ... (house). Davina is talking to her ... (cat, Suki). Davina says she and Freddie have got the**

Lesson 3

5 Look and say.

seven o'clock half past nine half past twelve ten o'clock

6 Listen and say the grammar rap.

What time do you have breakfast?
At half past eight.
I always have breakfast at half past eight.

What time do you have lunch?
At half past twelve.
But I sometimes have lunch at one o'clock.

When do you have dinner?
At seven o'clock.
And I never have dinner at half past six.

7 Ask and say.

8 Look and learn.

What time	do you	wake up?	At	seven o'clock.
When	do you	get up?		half past seven.
	always	have lunch		half past twelve.
I	sometimes	go to bed	at	nine o'clock.
	never	do my homework		three o'clock.

Lesson 3 Communication and grammar

... (magic emerald). **They're ... (millionaires).** **Freddie phones Davina. They need to ... (talk) urgently. Freddie and Davina arrange to meet but Rusty barks (demonstrate meaning). Davina hears a ... (noise) and goes to look for ... (Rusty) and the ... (children) in the ... (garden). Sam, Jack and Emily ... (hide). Sam tells Rusty to be ... (quiet). But suddenly the water comes on and Davina gets very ... (wet). It's a lucky escape!**

- Play the CD (CD 1 track 12 – see Lesson 2). The pupils listen and follow the story in their books.

Setting objectives

- Say **Today we're going to practise asking and answering questions about our daily routines.**

On the learning trail

Look and say. (PB page 8)

- Say **Look at the clocks** and read the time below each one.
- Draw the pupils' attention to the difference between ... *o'clock* and *half past* ...
- Ask the pupils to say the time on each clock in chorus.

- Repeat, asking individual pupils to say the times.
- Draw several more clocks on the board showing different times (on the hour and half past the hour only). The pupils say the times.

Listen and say the grammar rap. (PB page 8)

- Explain that in every unit there is a grammar rap to help the pupils learn and remember the key language.
- Ask **What are the questions in the rap? How many different times can you hear in the rap? What are they?** Play the CD once (CD 1 track 13). The pupils listen and follow in their books.
- Ask the questions again and check the answers (*What time do you have breakfast / lunch / dinner? There are five different times: half past eight, half past twelve, one o'clock, seven o'clock, half past six*).
- Play the CD again. The pupils listen and say the rap.
- Use the sentences in the rap to elicit or explain the difference between *always* (every day), *sometimes* (e.g. two or three days a week) and *never* (not at all).
- Divide the class into two groups. Assign questions or answers in the rap to each group. Play the CD again. The pupils say their part of the rap with their group. Change roles and repeat.



What time do you have breakfast?

What time do you have breakfast?

At half past eight.

I always have breakfast at half past eight.

What time do you have lunch?

At half past twelve.

But I sometimes have lunch at one o'clock.

When do you have dinner?

At seven o'clock.

And I never have dinner at half past six.

Ask and say. (PB page 8)

- Stick the flashcards on the board. Ask questions as in the example, and using the flashcards.
- Get the pupils to ask you questions in chorus using the flashcards as prompts in the same way.

- Ask the pupils to ask and answer similar questions in open pairs, using the flashcards as prompts.
- Divide the class into pairs. The pupils take turns to look at the flashcards on the board and ask and answer questions with their partner.

Grammar Footprints: Look and learn. (PB page 8)

- Hold up the Pupil's Book and point to the table. Explain to the pupils that in every unit there is a *Grammar Footprints* table to help them learn and remember key language patterns.
- Read the *Grammar Footprints* table. Draw the pupils' attention to the fact that we can say *What time ...?* or *When ...?* to ask about daily routines. Elicit or remind them of the difference between *always*, *sometimes* and *never* (which they will practise in the next lesson).

Option: If appropriate, ask the pupils to learn the patterns in the table for homework, once they have completed Lesson 4.

Look and write the times. (AB page 6)

- Ask the pupils to say the time on each clock.
- Say **Now write the times.** Draw the pupils' attention to the examples.
- The pupils work individually and write the times.
- Check the answers by asking individual pupils to say the time on one of the clocks.

Key: 1 seven o'clock 2 half past nine 3 eight o'clock
4 half past ten 5 twelve o'clock 6 half past three

Look, write and say the grammar rap. (AB page 6)

- Explain to the pupils that you want them to look at the picture prompts and times and write a grammar rap like the one in the Pupil's Book. Draw their attention to the example.
- The pupils work individually and write the rap.
- Check the answers by asking individual pupils to take turns to ask and answer one of the questions in the rap.
- Divide the class into pairs. The pupils practise saying the rap with their partner.
- Ask one or two pairs to say the rap to the rest of the class.

Key: get up?; seven o'clock; get up at seven o'clock; do you go to school; eight o'clock; go to school at half past eight; do you go to bed; nine o'clock; go to bed at half past twelve

Write questions and answers. (AB page 6)

- Ask individual pupils to ask one of the questions and give a true answer.
- Say **Now write the questions and answers.** Make sure the pupils understand that they should write answers which are true for them.
- The pupils work individually and write the questions and answers.
- Check the answers by asking individual pupils to take turns to ask and answer one of the questions.
- Divide the class into pairs. The pupils take turns to ask and answer the questions with their partner.

Key: Pupils' own answers.

Ending the lesson

Lesson review


- Briefly ask the pupils what they can do as a result of the lesson (identify times, e.g. on the hour and half past the hour, ask and answer questions about their daily routines). Praise the pupils for their efforts.

Goodbye and closing routine


- Ask the pupils to put away their books and say goodbye. Say, e.g. **Goodbye everyone. See you on ...** Encourage the pupils to respond in the same way.


Lesson 3

7 Look and write the times.





1 seven o'clock






2 half past nine





3 _____




4 _____

5 _____

6 _____


8 Look, write and say the grammar rap.



What time do you get up?

At _____


I always _____



What time _____?

At _____

But I sometimes _____



When _____?

At _____

And I never _____

9 Write questions and answers.

1 (get up) What time do you get up? At _____

2 (have breakfast) When _____? At _____

3 (have break) _____? _____

4 (have lunch) _____? _____

5 (go home) _____? _____

6 (go to bed) _____? _____

Lesson 3 Communication and grammar

Lesson 4

Communication, grammar and pronunciation

Aims:

- To listen and identify times and daily routines
- To say sentences about what you always, sometimes and never do
- To say a tongue twister

Key language:

- *I always / sometimes / never ...*
- *at ... o'clock*
- *at half past ...*
- *I believe / don't believe you!*
- *wake up, get up, get dressed / undressed, have breakfast / lunch / dinner, go to school, go home, have break, do my / your homework, go to bed*
- *daily routine*
- *cycle, Saturday, sister*

Materials:

- Pupil's Book page 9
- Activity Book page 7
- Flashcards: as for Lesson 1
- Word cards: as for Lesson 1
- CD 1

Starting out

Greetings and opening routine

- Greet the pupils. Say, e.g. **How are you?** *I'm fine, thank you. How are you?*
- Say **Let's say the grammar rap** *What time do you have breakfast?* Play the rap with lyrics (CD 1 track 13 – see Lesson 3) or the karaoke version (CD 1 track 14) and the pupils say the rap.

Revision activity

- Give out the flashcards and / or word cards (one to each child).
- Ask the pupils to take turns to ask the person next to them a question based on the card they've got,

e.g. *What time do you have dinner?*, listen to the answer, e.g. *At eight o'clock* and then exchange cards.

- Demonstrate that the pupils should repeat the procedure and ask another pupil near them a question using the new word card or flashcard they have got.
- The pupils take turns to ask and answer questions and exchange the word cards and flashcards with the pupils sitting near them. Stop the activity after the pupils have had between three to five turns each.

Setting objectives

- Say **Today we're going to listen and identify daily routines and times and practise saying things we always, sometimes and never do. We're also going to practise pronunciation.**

On the learning trail

Listen, look and repeat. (PB page 9)

- Draw the pupils' attention to the key at the top of the activity.
- Elicit or remind the pupils of the difference in meaning between *always*, *sometimes* and *never*. Give a few examples to clarify this by saying sentences about yourself, e.g. **I always have breakfast at half past seven.**
- Ask the pupils to predict what Davina says (*I always have lunch at 12 o'clock*). Ask them to use the colour code and to predict what the other characters say. Listen to their suggestions. Ask, e.g. **What does Freddie say in number 2?** (*I sometimes have breakfast at half past nine.*)
- Say **Let's listen and check if you're right.** Play the CD once (CD 1 track 15). At the end, compare what the characters say with the pupils' predictions in the previous stage.
- Say **Now listen again and repeat what the characters say.** Play the CD again. This time, use the pause button and the pupils repeat the sentences in chorus.
- Ask, e.g. **What does Jack say in number 3?** and the pupils say the sentences following the colour code.



Listen, look and repeat.

- 1 Davina: *I always have lunch at twelve o'clock.*
- 2 Freddie: *I sometimes have breakfast at half past nine.*
- 3 Jack: *I never go to school at eleven o'clock.*
- 4 Emily: *I sometimes do my homework at half past five.*
- 5 Sam: *I never go to bed at eight o'clock.*
- 6 Davina: *I always wake up at half past five.*
- 7 Freddie: *I sometimes watch TV at half past ten.*
- 8 Emily: *I always go home at four o'clock.*
- 9 Sam: *I never have dinner at half past eight.*

Play a game. (PB page 9)

- Explain that the name of the game is *I don't believe you!* and elicit or explain the meaning of *believe*.
- Ask the pupils to think of three sentences: one to say what they always do, one to say what they sometimes do, and one to say what they never do. Explain that two of the sentences should be true and one of the sentences should be false.
- Explain that the aim of the game is for the pupils to take turns with a partner to say their sentences and to guess which of their partner's sentences is false. If they think a sentence is true, they say *I believe you!* and if they think a sentence is false, they say *I don't believe you!*
- Demonstrate the game by thinking of three sentences yourself, e.g. **I always get up at seven o'clock.** / **I sometimes go home at six o'clock.** / **I never go to bed at twelve o'clock.** Say the sentences to the class in turn and encourage them to respond *I believe you!* or *I don't believe you!* to each one. As soon as a pupil responds *I don't believe you!* to the sentence that is false, invite them to the front to have the next turn.
- Repeat the game several times with the whole class.
- Divide the class into pairs. The pupils take turns to play with their partner in the same way.

Lesson 4

9 Listen, look and repeat.

= never = sometimes = always

10 Play a game.

11 Listen and say.

Pronunciation gem

Say the tongue twister!

I sometimes cycle to school with my sister on Saturday.

Lesson 4 Communication, grammar and pronunciation

Pronunciation gem: Listen and say. (PB page 9)

- Explain that a *gem* is a valuable, precious stone like the magic emerald in the story. Explain that there is a 'Pronunciation gem' in Lesson 4 of every unit which is valuable in another way – by helping the pupils learn to pronounce English clearly and correctly.
- Write the letter 's' on the board and make the sound /s/ as in *six*, *seven* and *school*.
- Read the tongue twister slowly while the pupils follow in their books. Use the picture to clarify the meaning of *cycle* and explain that we also pronounce this word with the initial sound /s/.
- Say **Listen and say the tongue twister.** Play the CD (CD 1 track 16).
- Ask pairs of pupils to say the tongue twister.
- The pupils practise saying the tongue twister with a partner. If you like, ask them to time each other and see how many times they can say the tongue twister in a minute. At the end, ask a few pairs to report back.



Pronunciation gem: Listen and say.

I sometimes cycle to school with my sister on Saturday.

I sometimes cycle to school with my sister on Saturday.

I sometimes cycle to school with my sister on Saturday.

Listen, colour and write. (AB page 7)

- Draw the pupils' attention to the key at the top of the activity. Say **Listen to what the characters say and colour the clocks.**
- Play the CD (CD 1 track 17). Pause, if necessary, to give the pupils time to colour the clocks.
- Say **Now write what the characters say.** Draw the pupils' attention to the example. The pupils work individually and write what the characters say.
- Check the answers by asking individual pupils to read one of the sentences.

Key: The clocks should be coloured as follows:

1 green 2 orange 3 red 4 orange 5 red 6 green



Listen, colour and write.

- I always get up at seven o'clock.*
- I sometimes have lunch at half past one.*
- I never go home at three o'clock.*
- I sometimes watch TV at half past seven.*
- I never wake up at twelve o'clock.*
- I always have dinner at half past nine.*

Write true and false sentences about you. (AB page 7)

- Read the example sentences. Ask individual pupils to say true and false sentences about themselves, as in the game in the Pupil's Book.
- The pupils work individually and write two true and two false sentences about themselves.
- When they are ready, ask individual pupils to take turns to read one of their sentences, and the rest of the class listens and guesses whether the sentence is true (*I believe you!*) or false (*I don't believe you!*).

Key: Pupils' own answers.

Pronunciation gem: Order, write and say. (AB page 7)

- Ask the pupils to order and write the words to make the sentence in the tongue twister.

Lesson 4

10 Listen, colour and write.

red = never orange = sometimes green = always

1 *I always get up at 7 o'clock.*

2 *I _____*

3 *I _____*

4 *I _____*

5 *I _____*

6 *I _____*

11 Write true and false sentences about you.

True	False
<i>I always go to school at half past eight.</i>	<i>I sometimes go to bed at one o'clock.</i>
_____	_____
_____	_____

12 Order, write and say.

sometimes / sister / school / on / cycle / my / Saturday / with / to

Lesson 4 Communication grammar and pronunciation

- Check the answer by asking the pupils to say the tongue twister.
- The pupils practise saying the tongue twister in pairs.

Key: I sometimes cycle to school with my sister on Saturday.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (listen and identify times and daily routines, say what they always, sometimes and never do, say a tongue twister). Praise the pupils for their efforts.

Goodbye and closing routine

- Ask the pupils to put away their books and say goodbye. Say, e.g. **Goodbye everyone. See you on ...** Encourage the pupils to respond in the same way.

Lesson 5

Content and personalisation

Aims:

- To read and understand why we need sleep
- To listen and identify how many hours of sleep different people need
- To ask and say how many hours you sleep

Key language:

- *What time / When do you ...?*
- *How many ...?*
- *fact, file*
- *I think ... needs ...*
- *go to bed, wake up*
- *... o'clock, half past ...*
- *baby, child, teenager, adult, old person, hours, half, sleep, rest, grow, stay healthy, remember, learn, pay attention, concentrate, energy, mood, tired, feel*
- *about*
- numbers

Materials:

- Pupil's Book page 10
- Activity Book page 8
- Flashcards: as for Lesson 1
- Word cards: as for Lesson 1
- CD 1

Starting out

Greetings and opening routine

- Greet the pupils. Say, e.g. **How are you?** *I'm fine, thank you. How are you?*
- Say **Let's say the grammar rap What time do you have breakfast?** Play the rap with lyrics (CD 1 track 13 – see Lesson 3) or the karaoke version (CD 1 track 14) and the pupils say the rap.

Revision activity


- Say a true sentence about your daily routine, e.g. **I always wake up at seven o'clock.** Explain and demonstrate that if the sentence is true for a pupil,

Footprints fact file:

Lesson 5 Why do we need sleep?

12 Read, listen and answer.


Sleep
Everybody needs sleep – babies, children, teenagers, adults and old people. When you sleep, you rest. Sleep gives you energy for the next day. Sleep helps you pay attention, remember what you learn and think of new ideas. Sleep also helps you grow and stay healthy. When you have enough sleep, you feel in a good mood. When you don't have enough sleep, you feel tired and in a bad mood. It is difficult to concentrate or play sport when you are tired.



- 1 Who needs sleep?
- 2 What does sleep help you do?
- 3 When is it difficult to play sport?

13 Guess, listen and say.

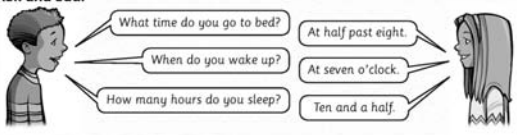
How many hours of sleep a day do they need?



1 baby 2 child 3 teenager 4 adult 5 old person

I think a baby needs about fifteen hours of sleep.

14 Ask and say.



What time do you go to bed? At half past eight.

When do you wake up? At seven o'clock.

How many hours do you sleep? Ten and a half.

10 Lesson 5 Content and personalisation

they should say *Me, too!* and then say another true sentence about their daily routine, e.g. *I sometimes have breakfast at nine o'clock.*

- The pupils take turns to say sentences and respond in the same way for several turns. Use the flashcards and / or word cards as prompts for the pupils' sentences, if necessary.

Setting objectives

- Explain that in every unit the pupils are going to learn about different subjects through English using the Footprints fact file. Check the pupils understand the meaning of *fact* and *file* and explain if necessary.
- Say **Today we're going to read about sleep in the Footprints fact file.** Use mime to clarify the meaning of *sleep*. Say **We're also going to talk about how many hours we sleep.** Elicit or remind the pupils of the meaning of *hours* and use fingers to suggest *How many ...?*

On the learning trail

Read, listen and answer. (PB page 10)

- (Books closed) Ask **Does everybody need sleep?** Listen to the pupils' response and then ask in turn,

e.g. **Do babies / children / teenagers / adults / old people need sleep?** Elicit or use mime to remind the pupils of the meaning of each word as you do this.

- Read the question **Why do we need sleep?** Give an example answer, e.g. **Sleep helps you grow.** Listen to the pupils' suggestions and use this as an opportunity to introduce or remind them of vocabulary in the text, e.g. *rest, remember, pay attention, learn, stay healthy, concentrate.*
- Ask the pupils to open their Pupil's Books at page 10. Read the text or play the CD (CD 1 track 18).
- Ask the three comprehension questions in turn. Use the pupils' answers to check understanding and clarify meaning as necessary, e.g. **Who needs sleep?** (*babies, children, etc.*) **What does sleep help you do?** (*pay attention, remember what you learn, think of new ideas, grow, stay healthy*) **When is it difficult to play sport?** (*when you are tired*).
- Ask additional questions as appropriate, e.g. **How do you feel when you have enough sleep?** (*in a good mood*) **How do you feel when you don't have enough sleep?** (*tired, in a bad mood*). Use mime to clarify the meaning of *good* and *bad mood* and check understanding.
- Ask further questions to encourage a personal response to the text, e.g. **Does sleep give you energy, do you think? Is it difficult for you to concentrate when you're tired?** and listen to the pupils' responses.



Read, listen and answer.

Sleep

Everybody needs sleep – babies, children, teenagers, adults and old people. When you sleep, you rest. Sleep gives you energy for the next day. Sleep helps you pay attention, remember what you learn and think of new ideas. Sleep also helps you grow and stay healthy.

When you have enough sleep, you feel in a good mood. When you don't have enough sleep, you feel tired and in a bad mood. It is difficult to concentrate or play sport when you are tired.

Guess, listen and say. (PB page 10)

- Say **Look at the photos** and ask, e.g. **How many hours of sleep does a baby need every day, do you think? Eight? Ten? Twelve? Fifteen? Twenty?** Encourage the pupils to predict the answer, e.g. (*I think*) *a baby needs (about) ten*

hours of sleep. / Me, too! / No, I think it needs (about) twelve hours. Use the pupils' answers to introduce the word *about* to express that a number is approximate. Listen to the pupils' suggestions and note the most popular answer on the board.

- Repeat the procedure, asking about a child, a teenager, an adult and an old person in turn and noting the most popular answer for each one on the board in the same way.
- Say **Now listen and find out if you're right!** Play the CD (CD 1 track 19).
- Check the answers by asking, e.g. **How many hours of sleep does a baby need?** and the pupils respond. Make the point that everybody varies in the number of hours of sleep they need and that these answers may not apply to everyone. For example, some pupils who are eight years old need twelve hours of sleep and some adults only need five or six hours of sleep.
- Play the CD again as a final check.

Key: 1: 15; 2: 10; 3: 9; 4: 8; 5: 7



Guess, listen and say.

How many hours of sleep a day do they need?

- How many hours of sleep does a baby need?
A baby needs a lot of sleep. In fact babies need about 15 hours of sleep a day.*
- What about a child?
A child needs a lot of sleep too. Children who are eight years old need about ten hours of sleep a day.*
- And a teenager?
A teenager needs less sleep. Teenagers need about nine hours of sleep a day.*
- How many hours of sleep does an adult need?
An adult needs about eight hours of sleep a day.*
- And an old person needs about seven hours of sleep a day.*

Ask and say. (PB page 10)

- Ask one pupil **What time do you go to bed?** and **When do you wake up?** Listen to the answers and get the whole class to work out with you how many hours the pupil sleeps. Introduce *half* in the answer if appropriate.
- Ask the pupils to individually note down the time they go to bed and the time they wake up, and to work out how many hours they sleep. Monitor and be ready to help with this if necessary.

- When they are ready, ask individual pupils **What time do you go to bed? When do you wake up? How many hours do you sleep?** and the pupils respond.
- Get individual pupils to take turns to ask each other in the same way.
- Divide the class into pairs. The pupils take turns to ask and answer the questions with their partner.
- At the end, ask a few pairs to report back to the class, e.g. *I sleep ten hours. / And I sleep nine and a half hours.*

Read and match. (AB page 8)

- Read the first part of each sentence and the pupils identify the second part.
- Say **Now read and match to make sentences.** Draw their attention to the example.
- The pupils work individually and match the two parts of each sentence.
- Check the answers by asking the pupils to take turns to read one of the sentences.

Key: 1 e 2 d 3 f 4 b 5 c 6 a

Look and write. (AB page 8)

- Ask, e.g. **How many hours of sleep do babies need?** and listen to the pupils' replies.
- Say **Now complete the sentences.** Draw their attention to the example.
- The pupils work individually and complete the sentences.
- Check the answers by asking individual pupils to take turns to read one of the sentences.
- Ask the pupils what they notice about the answers. Use their response to point out that as we grow up and change into adults, we generally need less sleep.

Key: 1 fifteen 2 ten 3 nine 4 eight 5 seven

Ask, write and say. (AB page 8)

- Read the questions and draw a similar grid on the board.
- Demonstrate writing answers in the first row of the grid for yourself. Refer back to activity 14 in the Pupil's Book as you do this.
- Ask the pupils to write answers in the first row for themselves in the same way. Give them time to do this and monitor.

Lesson 5

13 Read and match.

- Everybody ...
- Sleep gives you energy ...
- Sleep helps you remember ...
- Sleep helps you stay ...
- When you have enough sleep, ...
- When you don't have enough sleep, ...

- you feel tired.
- healthy.
- you feel in a good mood.
- for the next day.
- needs sleep.
- what you learn.

14 Look and write.

ten eight nine fifteen seven

- Babies need about fifteen hours of sleep a day.
- Children need about _____ hours of sleep a day.
- Teenagers need about _____ hours of sleep a day.
- Adults need about _____ hours of sleep a day.
- Old people need about _____ hours of sleep a day.

15 Ask, write and say.

Name	When do you go to bed?	What time do you wake up?	How many hours do you sleep?
Me	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Lesson 5 Content and personalisation

- Divide the class into groups of four. Using the grid on the board, explain and demonstrate that the pupils should write the names of the members of their group in the column on the left.
- Use one group to demonstrate that the pupils should ask the other members of their group the questions, and note the answers in the grid.
- At the end ask, e.g. **Who sleeps ten hours? Who sleeps eight hours?** and the pupils report back.

Key: Pupils' own answers.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (understand why you need sleep, identify how many hours of sleep different people need, ask and say how many hours you sleep). Praise the pupils for their efforts.

Goodbye and closing routine

- Ask the pupils to put away their books and say goodbye. Say, e.g. **Goodbye everyone. See you on ...** Encourage the pupils to respond in the same way.

Lesson 6

Content and personalisation

Aims:

- To read and understand ideas to help you go to sleep
- To say what you do to help you go to sleep
- To make a *Little Fact File of Sleep*
- To review *My key words*

Key language:

- *I always / sometimes / never ...*
- *read a book, listen to music / a story, have a shower, watch TV, eat, drink, go, have*
- *banana, glass of milk, warm, before*
- *rest, energy, healthy, relax, concentrate, pay attention, good / bad mood*

Materials:

- Pupil's Book page 11
- Activity Book pages 9, 13 and 95
- CD 1
- Scissors and stapler
- A prepared little fact file for Unit 1

Starting out

Greetings

- Greet the pupils. Say, e.g. **How are you?** *I'm fine, thank you. How are you?*

Revision activity

- Ask the pupils **Can you remember who needs sleep? How many hours do they need?** and listen to their responses (*Babies need fifteen hours, children need ten hours, teenagers need nine hours, adults need eight hours, old people need seven hours*).
- Divide the class into two teams. Say sentences about sleep and ask individual pupils from each team to take turns to say the missing words, e.g. **When you sleep, you ... (rest). Sleep gives you ... (energy) for the next day. Sleep helps you pay ... (attention) and remember what you ... (learn),** etc. Keep a score of the points on the board. The team that supplies most missing words wins.

Sleep
Lesson 6
Social sciences

15 Listen, read and answer.
Ideas to help you go to sleep
It is sometimes difficult to go to sleep. Here are some ideas to help:
To sleep well, always:
• go to bed at the same time every day.
• do an activity to relax before you go to bed.
• keep your bedroom quiet and dark.
Just before you go to bed, never:
• eat a big dinner.
• drink cola or other fizzy drinks.
• play computer games.
• do sport.

16 Play a game.
Play computer games! Never!

17 Make and complete My Little Fact File of Sleep. (AB p95)

My key words

rest	concentrate
energy	good mood
healthy	bad mood
relax	pay attention

Before I go to sleep, I always read a book.

Before I go to sleep, I always have a warm shower.

Lesson 6 Content and personalisation

Setting objectives

- Say **In this lesson we're going to read ideas to help us go to sleep, and say things we do to help us go to sleep. We're also going to make a Little Fact File of Sleep and review My key words.** Use L1 to clarify what you mean if necessary.

On the learning trail

Listen, read and answer. (PB page 11)

- (Books closed) Ask **Do you always want to go to bed? Is it sometimes difficult to go to sleep?** and listen to the pupils' responses.
- Say **Let's listen to and read some ideas to help you go to sleep. Which of these ideas do you do?**
- Play the CD (CD 1 track 20) while the pupils follow in their books. Ask the question again and listen to the pupils' responses, e.g. *I always go to bed at the same time. / I never eat a big dinner (just before I go to bed).* Use the pupils' responses to clarify and / or check understanding of vocabulary, e.g. *relax, fizzy drinks.*
- Ask **What other things do you do to help you go to sleep?** Give one or two personal examples to

clarify what you mean, e.g. **I always read a book. / I sometimes have a warm shower. / I never watch a scary TV programme.** Ask the pupils to say sentences about what they do in the same way.



Listen, read and answer.

Ideas to help you go to sleep

It is sometimes difficult to go to sleep. Here are some ideas to help:

To sleep well, always: go to bed at the same time every day, do an activity to relax before you go to bed, keep your bedroom quiet and dark.

Just before you go to bed, never: eat a big dinner, drink cola or other fizzy drinks, play computer games, do sport.

What do you do to help you sleep?

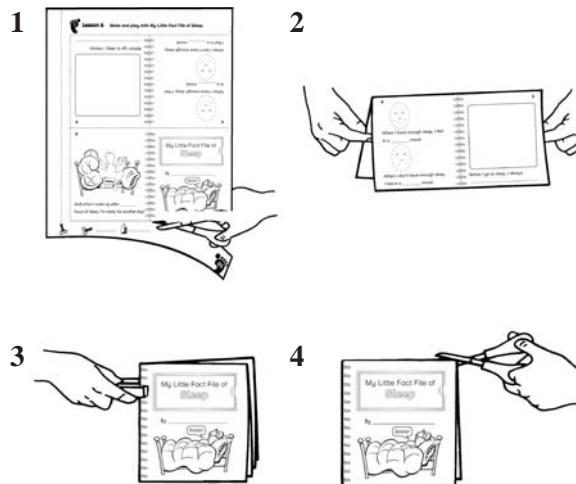
Play a game. (PB page 11)

- Say **Let's play a game!** Explain and demonstrate that you are going to say things you might do just before you go to sleep. The pupils should respond in chorus *always!* if it is something you should always try to do to help you go to sleep, and *never!* if it is something that you should never do.
- Say different ideas in turn and the pupils respond. Use the ideas from the text in activity 15 as well as others that came up in that activity or which use familiar language, e.g. **listen to loud / quiet music, read a book, use your computer**, etc.
- Play the game with the whole class and the pupils respond *always!* or *never!*
- If the pupils are confident, you can also ask them to take turns to say different ideas instead of you, and the rest of the class listens and responds in the same way.

Make and complete *My Little Fact File of Sleep* (PB page 11 and AB page 95)

- Hold up your Pupil's Book and point to the pictures of the children with their little fact files. Say **Let's make a Little Fact File of Sleep** and show the pupils the little fact file about sleep that you have prepared.
- Ask the pupils to open their Activity Books at page 95. Say **Cut and fold the pages like this.** Demonstrate what you mean (diagrams 1 and 2). Point out the difference between the dashed lines (cutting lines) and the dotted lines (folding lines).
- Staple the pupils' little fact files together as soon as they have folded the pages correctly (diagram

3). Then say **Now cut here** and demonstrate cutting along the dotted line at the top to separate the pages (diagram 4). (NB This is the only dotted line that should be cut.)



- Go through the little fact file page by page. Read the text and elicit examples of what the pupils can write and draw to complete each page. The pupils work individually and complete their fact files.
- Once they are ready, divide the class into pairs. The pupils take turns to read each other their little fact files and compare how they have completed each page.

Key: page 2: child, 10; page 3: e.g. half past eight, half past seven, 11; page 4: good, bad; page 5: e.g. read a book; page 6: e.g. listen to music; page 7: e.g. play computer games; page 8: e.g. 11

My key words (PB page 11 and AB page 13)

- Explain to the pupils that in every Footprints fact file there is a list of words called *My key words*, related to the fact file topic. Read the key words while the pupils follow in their books. Check the pupils understand the meaning of each one.
- Say sentences including words from the list in random order. Either whistle or say **beep!** where the words should go, and the pupils supply them, e.g. **When you sleep enough, you feel in a beep (good mood). Sleep gives you beep for the next day (energy).**
- Ask pupils to take turns to say sentences of their choice using the key words, e.g. *When I sleep, I rest. / When I don't sleep, I feel in a bad mood.*
- *Either* ask the pupils to write sentences in their notebooks using the key words *or* write sentences such as the above on the board with gaps and the pupils copy and complete them.

- Ask the pupils to complete the *My key words* section for Unit 1 in *My bilingual dictionary* on page 13 of their Activity Books. They write the words in L1.

Read and write *Always* or *Never*. (AB page 9)

- Say **Look at the ideas to help you go to sleep.** Give the pupils time to read the ideas and to respond *Always* or *Never*.
- Say **Now read the ideas again and write *Always* or *Never*.** Draw the pupils' attention to the example. The pupils work individually, read the ideas and write *Always* or *Never* before each one.
- Check the answers by asking individual pupils to read one of the ideas.

Key: 1 Always 2 Never 3 Never 4 Always 5 Never 6 Always

Listen, match and write. (AB page 9)

- Say **Let's listen to what Jack and Emily say they do to help them go to sleep. Match what Jack and Emily say to their pictures.** Draw the pupils' attention to the example.
- Play the CD once (CD 1 track 21). At the end, ask, e.g. **Who says *I always read a book in bed*?** (Jack) Repeat for the remaining sentences.
- Say **Now listen and write whether they say *always*, *sometimes* or *never*.** Draw the pupils' attention to the example.
- Play the CD again. Use the pause button to give the pupils time to write the missing words.
- Check the answers by asking pupils to say what each character says.

Key: Jack: 1 always 2 sometimes 5 never 6 sometimes; Emily: 3 always 4 always 7 sometimes 8 never



Listen, match and write.

Adult: What do Jack and Emily do to help them go to sleep? What do you do to help you go to sleep, Jack?

Jack: Well, I always read a book in bed. And I sometimes have a glass of milk. I never watch TV just before I go to bed. But I sometimes play computer games.

Adult: And what about you, Emily?

Emily: Oh, I always listen to quiet music. And I always have a warm shower. I sometimes eat a banana, too. But I never listen to a story.

Lesson 6

16 Read and write *Always* or *Never*.

- Always* do an activity to relax before you go to bed.
- drink cola or other fizzy drinks.
- eat a big dinner.
- keep your bedroom quiet and dark.
- play computer games.
- go to bed at the same time every day.

17 Listen, match and write.

What do Jack and Emily do to help them go to sleep?

1 *I always read a book in bed.*

3 *I listen to quiet music.*

5 *I watch TV.*

7 *I eat a banana.*

2 *I have a glass of milk.*

4 *I have a warm shower.*

6 *I play computer games.*

8 *I listen to a story.*

18 Write sentences about you. Use *always*, *sometimes* or *never*.

- I always drink a glass of milk.*
- _____
- _____
- _____
- _____
- _____

Lesson 6 Content and personalisation

Write sentences about you. Use *always*, *sometimes* or *never*. (AB page 9)

- Ask **What do you do to help you go to sleep?** and the pupils say true sentences using *always*, *sometimes* and *never*.
- Say **Now write true sentences about you.** Establish that the pupils should write sentences using the picture prompts and writing *always*, *sometimes* or *never*, depending on what is true for them. They work individually and write sentences.
- At the end, ask individual pupils to take turns to say one of their sentences to the class. The other pupils listen and respond *Me, too!* if they have written the same.

Key: Pupils' own answers.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (understand ideas to help you go to sleep, say what you do to help you go to sleep, make a *Little Fact File of Sleep*, review *My key words*). Praise the pupils for their efforts.

Goodbye and closing routine

- Follow the *Goodbye and closing routine* on page 48 of the Teacher's Book.

Lesson 7

Intercultural learning

Aims:

- To listen and read about daily routines of children in Britain
- To be aware of differences in children's daily routines in Britain and in your country
- To describe your daily routine
- To understand a joke and a fact about British culture related to the theme

Key language:

- *I always / sometimes / never ...*
- *... o'clock / half past ..., after*
- *wake up, get up, get dressed / undressed, have breakfast / lunch / dinner, have a snack, go to school, go home, have break, do my / your homework, go to bed*
- *daily routine*
- *morning, afternoon*
- *million, (cup of) tea*
- *in time, in a hurry*

Materials:

- Pupil's Book page 12
- Activity Book page 10
- Flashcards: as for Lesson 1
- CD 1

Starting out

Greetings and opening routine

- Follow the *Greetings and opening routine* on page 40 of the Teacher's Book.

Revision activity

- Stick the flashcards on the board in turn and the pupils name the routines.
- Remove the flashcard showing, e.g. wake up.
- Point to the flashcards in turn and to the place where the flashcard of 'wake up' was, and the pupils say all the routines. Remove the flashcard showing 'get up'.

- Repeat in the same way until the pupils are naming all the routines from memory.

Setting objectives

- Explain that in every unit the pupils are going to read Jack and Emily's scrapbook *Children in Britain* in order to learn about different aspects of British culture. Explain that by *culture*, you mean children's way of life and things they do in their everyday lives.
- Say **Today we're going to listen and read about the daily routines of children in Britain. We're also going to describe our daily routine.**

On the learning trail

Listen, read and answer. (PB page 12)

- Read the introductory sentences and check understanding. Elicit an initial response from the pupils as to whether these times are similar or different in their country.
- Say **Look at Oliver, Daisy, Leo and Amy. They live and go to school in Britain. In every unit we're going to learn something about children in Britain and compare it to life in your country.**

- Explain to the pupils that they are going to read texts by the different children. Ask them to find the text written by Amy (but not to read it). Ask, e.g. **What does Amy write?** and they point to Amy's text. Repeat for the texts of the remaining children.
- Ask **What time does Leo go to school?** Explain that the pupils should look at what Leo says as fast as they can to find the answer (*at half past eight*).
- Repeat with a different question each for Oliver, Daisy and Amy (asking about them in random order), e.g. **When does Daisy have lunch?** (*at twelve o'clock*) **When does Oliver have a snack?** (*at four o'clock*). Explain that *have a snack* means have something small to eat and drink, e.g. a glass of milk and a sandwich or biscuits.
- Say **Now listen to and read about Leo, Daisy, Oliver and Amy carefully. Answer the questions.** Play the CD (CD 1 track 22). The pupils listen to and read the texts and then answer the questions in their notebooks. Give them time to do this.
- The pupils check and compare their answers in pairs.
- Check the answers by asking individual pupils one of the questions. Ask **Are the children's daily routines the same or different in your country?** and briefly listen to the pupils' answers.
- Ask the pupils to use the texts to compare the daily routines of children in Britain with their own, e.g. *We always go home at five o'clock. We never go home at half past three.* Establish the main similarities and differences between school times, meal times and bed times in Britain and in their country.

Key: 1 Oliver and Amy 2 Daisy 3 Leo 4 Amy
5 Oliver 6 Daisy



Listen, read and answer. Learn about their daily routines!

For many children in Britain the school day starts at 9 o'clock and finishes at half past three. Many children have dinner at about 6 o'clock and go to bed at about half past eight.

Leo: *I always wake up at 7 o'clock. I get dressed and have breakfast at half past seven. I go to school at half past eight and I go home at half past three. I have dinner at 6 o'clock. I sometimes watch TV after dinner. I go to bed at 9 o'clock.*

Daisy: *I never wake up in time! And I always have breakfast in a hurry! I go to school*

at 8 o'clock and I have lunch at 12 o'clock. I'm always hungry! I go home at 3 o'clock. After school I have dinner and do my homework and I sometimes play on my computer. I go to bed at half past eight.

Oliver: *I get up and have breakfast at 8 o'clock every day. I go to school at half past eight. At school, I always have morning break at half past ten, lunch at half past twelve and afternoon break at half past two. I go home and have a snack at 4 o'clock. I sometimes play football after school.*

Amy: *I get up at half past seven and have breakfast at 8 o'clock. I go to school at half past eight. At school I have morning break at 11 o'clock, lunch at 1 o'clock and afternoon break at 3 o'clock. After school I always go to computer club. I go home at half past four. I have dinner at half past six and go to bed at 8 o'clock.*



Citizenship box: Remember!

Read the *Remember!* note and check understanding. Ask, e.g. **How do good daily routines help you to be healthy and happy?** Listen to the pupils' suggestions, prompting and recasting them in English as necessary, e.g. *If you sleep enough, you're not tired, you're in a good mood, you do your homework, you have time to watch TV, you can play and do sport, etc.* If appropriate, you may like to point out that it is important for the pupils themselves to be aware of and begin to be responsible for their own daily routine. Ask, e.g. **What's good about your daily routine?** and listen to the pupils' response.



Do you know?

- Explain that in every unit there is a fact about British culture related to the theme. Read the *Do you know* fact. Elicit or explain the meaning of *cup of tea* and *million*. If you like, explain that this fact means that on average, people in Britain drink three cups of tea each as part of their daily routine.
- Ask the pupils if there is a drink in their country which is popular in the same way as tea in Britain, and listen to their response.



Joke

- Explain the meaning of *joke*. Explain that most pupils in Britain like jokes.

- Read the joke and give the pupils time to work it out for themselves. If they don't get it, be ready to explain.
- Ask the pupils if they like jokes and if they know any similar jokes in their language. Briefly listen to their response. If you like, make the point that many jokes are similar in different cultures and languages.

Read, write and act out. (AB page 10)

- Ask the pupils to keep their Pupil's Books open at page 12. Ask one (confident) pupil to pretend to be Leo. Ask the questions in the Activity Book and get the pupil to respond, e.g. **What time do you wake up?** *At seven o'clock.*
- Say **Now write Leo's answers.** Draw the pupils' attention to the example. The pupils work individually and write Leo's answers.
- Check the answers by asking individual pupils to take turns to ask and answer one of the questions.
- Divide the class into pairs. The pupils take turns to ask the questions and pretend to be Leo, and act out the dialogue.

Key: 1 At seven o'clock. 2 At half past seven.
3 At half past eight. 4 At half past three.
5 At six o'clock. 6 At nine o'clock.

Read and write. (AB page 10)

- Read what Amy says and the pupils say the missing words.
- Say **Now write what Amy says.** Draw their attention to the example. The pupils work individually and write the missing words.
- Check the answers by asking individual pupils to take turns to read what Amy says.

Key: 1 breakfast 2 school 3 morning break 4 lunch
5 afternoon break 6 computer club 7 home 8 dinner
9 bed

Write about your day. Draw a picture. (AB page 10)

- Ask the pupils to write a description of their daily routine and draw a picture. Explain that they should use Amy's description in the previous activity (or the descriptions by Leo, Daisy and Oliver on page 12 of the Pupil's Book) to help them as a model. If appropriate, build up the daily routine of one pupil with the whole class on the board first.

Lesson 7

19 Read, write and act out. Look at Pupil's Book page 12.

1 What time do you wake up, Leo?
At seven o'clock.


3 When do you go to school?

5 What time do you have dinner?

2 When do you have breakfast?

4 What time do you go home?


6 What time do you go to bed?



Leo


20 Read and write.

bed breakfast school computer club morning break
dinner afternoon break lunch home



I get up at 7.30 and have (1) breakfast at 8 o'clock.
I go to (2) _____ at 8.30. At school I have
(3) _____ at 11 o'clock, (4) _____
at 1 o'clock and (5) _____ at 3 o'clock.
After school I always go to (6) _____.
I go (7) _____ at 4.30. I have (8) _____
at 6.30 and I go to (9) _____ at 8 o'clock. By Amy.

21 Write about your day. Draw a picture.



I get up at _____

10 Lesson 7 Intercultural learning

- The pupils work individually and write their descriptions. Monitor and give help and encouragement as appropriate. When they are ready, the pupils draw a picture to illustrate their description (but for pupils who work more slowly this can be done outside class time).
- At the end, invite a few pupils to read their descriptions and show their pictures to the class.

Key: Pupils' own descriptions and drawings.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (listen to, read and understand the daily routines of children in Britain, be aware of differences in daily routines of children in Britain and in their country, write a description of their daily routine, understand a joke and a fact about British culture). Praise the pupils for their efforts.

Goodbye and closing routine

- Follow the *Goodbye and closing routine* on page 48 of the Teacher's Book.

Lesson 8

Unit review / About My World
Portfolio Booklet

Aim:

- To review learning in Unit 1

Key language:

- Language structures and vocabulary from Lessons 1–7

Materials:

- Pupil's Book pages 12 and 13
- Activity Book pages 10–13
- Flashcards: as for Lesson 1
- Word cards: as for Lesson 1
- About My World Portfolio Booklet pages 6 and 7
- CD 1
- Grammar Footprints stickers for Unit 1
- Achievement sticker for Unit 1

Starting out

Greetings and opening routine

- Greet the pupils. Say, e.g. **How are you?** *I'm fine, thank you. How are you?*
- Say **Let's sing I wake up and get up in the morning!** Play the song with lyrics (CD 1 track 10 – see Lesson 1) or the karaoke version (CD 1 track 11) and the pupils sing the song.

Revision activity

- Ask the pupils to open the Pupil's Book at page 12.
- Ask a pupil to pretend to be Leo. Ask the questions on page 10 of the Activity Book and get the pupil to respond, e.g. **What time do you wake up?** *At seven o'clock.*
- Repeat the procedure, asking different pupils in turn to pretend to be Amy, Oliver and Daisy. The pupils can also ask the questions instead of you.
- Divide the class into pairs. The pupils choose to pretend to be one of the four children and act out a dialogue with their partner. They then change roles.

Lesson 8
19 Listen, read and say.

Now act out your own dialogues!

20 Listen and do the Footprints quiz.

- Name three daily routines.
- Say what you always do.
- Say what you sometimes do.
- Say what you never do.
- What time do you go to bed?
- When do you do your homework?
- When do you have dinner?
- Ask someone when they have breakfast.
- Ask someone when they go home.
- Who needs sleep?
- What does sleep help you do?
- How many hours do you sleep?
- Say two ideas to help you go to sleep.
- Say two things you always do before you go to sleep.
- Say two things you sometimes do before you go to sleep.
- Say two things you never do before you go to sleep.

Lesson 8 Unit review / About My World Portfolio Booklet 13

Setting objectives

- Say **Today we're going to review what we've learnt in Unit 1.** Clarify or remind the pupils what you mean if necessary.

Listen, read and say. (PB page 13)

- Say **Look at Davina and Freddie. Listen to and read the dialogue.**
- Play the CD once (CD 1 track 23). The pupils listen and follow in their books.
- Divide the class into two groups. Say **Now listen again and say the dialogue.** Play the CD again. The pupils say their part of the dialogue with their group.
- Say **Now I want you to act out your own dialogues.** Draw the pupils' attention to the parts of the dialogue which are in blue. Explain that you want them to substitute these daily routines and times in order to create their own dialogues.
- Demonstrate what you mean by choosing a confident pupil and getting them to act out a dialogue with you, substituting the daily routines and times in the dialogue in their books, e.g.
T: **What time do you wake up?**
P: *I wake up at seven o'clock, etc.*

- Ask pairs of pupils to take turns to create and act out parallel dialogues to the rest of the class, substituting daily routines and times of their choice. Use the flashcards and / or word cards as prompts for this if necessary.
- If you like, the pupils can also create and act out dialogues in pairs.
- At the end, ask the pupils how confident they feel creating dialogues using the language of the unit and listen to their response.



Listen, read and say.

- Freddie: *What time do you get up?*
 Davina: *I get up at half past seven.*
 Freddie: *And when do you have breakfast?*
 Davina: *I have breakfast at about eight o'clock.*
 Freddie: *And what time do you have dinner?*
 Davina: *Well, I sometimes have dinner at half past eight. And I sometimes have dinner at nine o'clock.*
 Freddie: *When do you go to bed?*
 Davina: *I always go to bed at half past eleven. I never go to bed at twelve o'clock.*

Listen and do the **Footprints quiz**. (PB page 13)

- Say **Let's do the Footprints quiz for Unit 1**.
- Divide the class into two teams. Assign a name or the pupils choose a name related to the unit for their team, e.g. The big breakfast team / The super bedtime team.
- Write the names of the teams on the board in preparation for scoring in the quiz.
- Give the pupils a few minutes to look through the unit and prepare answers to the questions in the quiz individually, but not to write the answers down. If you are short of time, ask some pupils to prepare answers to questions 1 to 4, others 5 to 8, etc. in order to ensure that all the questions are covered.
- Explain the scoring system for the quiz: two points for correct answers, one point for partially correct answers. Emphasise that the pupils should put up their hands to answer and must not call out. If necessary, you can introduce a negative scoring system to prevent this. For example, anyone who

calls out loses a point for their team. Explain that if a pupil answers incorrectly or only partially, then the question passes to the other team.

- Play the CD (CD 1 track 24) or read out the questions. Pause and ask a different pupil from each team in turn to answer. Use the flashcards and / or word cards as prompts for the pupils' answers as necessary. Give the pupils maximum points if their answers are both correct and accurate. Keep a record of each team's score on the board.
- Add up the score for each team. The team with the most points is the winner.



Listen and do the **Footprints quiz**.

(**Note:** Example answers are in brackets after each question below but are not on the CD.)

- 1 *Name three daily routines.* (e.g. wake up, have breakfast, go to school)
- 2 *Say what you always do.* (e.g. I always have dinner at seven o'clock.)
- 3 *Say what you sometimes do.* (e.g. I sometimes watch TV after dinner.)
- 4 *Say what you never do.* (e.g. I never have lunch at twelve o'clock.)
- 5 *What time do you go to bed?* (e.g. I go to bed at nine o'clock.)
- 6 *When do you do your homework?* (e.g. I do my homework at half past five.)
- 7 *When do you have dinner?* (e.g. I have dinner at half past six.)
- 8 *Ask someone when they have breakfast.* (e.g. What time do you have breakfast?)
- 9 *Ask someone when they go home.* (e.g. When do you go home?)
- 10 *Who needs sleep?* (e.g. everybody; babies, children, teenagers, adults, old people)
- 11 *What does sleep help you do?* (e.g. grow, stay healthy, pay attention, remember what you learn)
- 12 *How many hours do you sleep?* (e.g. nine and a half)
- 13 *Say two ideas to help you go to sleep.* (e.g. Always go to bed at the same time. Never eat a big dinner before you go to bed.)
- 14 *Say two things you always do before you go to sleep.* (e.g. I always read a book. I always have a warm drink.)
- 15 *Say two things you sometimes do before you go*

to sleep. (e.g. I sometimes have a warm shower. I sometimes listen to a story.)

16 Say two things you never do before you go to sleep. (e.g. I never play video games. I never watch scary films.)

Look and write the dialogue. (AB page 11)

- Say **Look at the pictures and write the dialogue.** Draw the pupils' attention to the example.
- The pupils work individually and write the dialogue.
- Check the answers by asking two pupils to read the dialogue.

Key: What time do you go to school? Oh, I go to school at half past eight. / And when do you have break? I have break at eleven o'clock. / And what time do you have lunch? Well, I sometimes have lunch at half past twelve. And I sometimes have lunch at one o'clock. / When do you go home? Oh, I always go home at four o'clock. I never go home at half past three.

Put on the *Grammar Footprints* stickers. (AB page 11)

- Make sure the pupils have the stickers for Unit 1 ready.
- Draw the pupils' attention to the main language learning points of the unit.
- Say **Put on the *Grammar Footprints* stickers for Unit 1.** The pupils can either do this individually or in pairs. (If you're concerned that pupils may put the stickers on incorrectly, you may like to build up the grammar table on the board with the whole class first.)
- Check the answers by asking individual pupils to take turns to read part of the completed table.
- At the end, you may also like to suggest that the pupils learn the language patterns in the table when they revise for the Unit 1 test.

Key: The stickers should be in the following order in the table: When / do you / get up? / At / half past seven. / always / go to bed / three o'clock.

Write the answers to the *Footprints* quiz. (AB page 12)

- Read the questions in the *Footprints* quiz and ask individual pupils to answer them.
- Say **Now write the answers.** Draw the pupils' attention to the example.

Lesson 8
22 Look and write the dialogue.

23 Put on the *Grammar Footprints* stickers.

What time	wake up?	seven o'clock.
I	sometimes	at half past twelve.
never	do my homework	nine o'clock.

Lesson 8 Unit review

- The pupils work individually and write the answers.
- Check the answers by asking individual pupils to read and answer one of the questions or instructions.

Key: 1 get up, wake up, have breakfast, go home, have dinner. go to bed

Example answers: 2 I always go to school at half past eight. 3 I sometimes get up at nine o'clock. 4 I never eat a big dinner before I go to bed. 5 At eight o'clock. 6 At half past nine. 7 What time do you have breakfast? 8 What time do you go to school?

Assess your work. (AB page 12)

- Explain to the pupils that in this activity they assess their work in the unit.
- Ask them to look through their work in the unit and to give themselves a score out of ten. Be ready to encourage the pupils to have a positive view if they are too hard on themselves.
- Ask the pupils to then write an adjective or phrase to assess their work, e.g. *excellent*, *(very) good*, *OK*, *not very good*, *poor*, and complete the sentence about what they need to do to get better, e.g. *practise the questions*, *learn the*

words. Alternatively if you prefer, the pupils can complete the sentences in L1.

- Once the pupils have completed their self-assessment, they can put on the achievement sticker for Unit 1.
- At an appropriate moment, collect in or look at the pupils' Activity Books to see if you agree with their self-assessment. If possible, try and find time to talk to the pupils individually about their work in Unit 1. As an endorsement of the self-assessment of their work in the unit, you may also like to add an encouraging comment and your own signature and the date.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (use the language and vocabulary they've learnt in Unit 1). Praise the pupils for their efforts.

Goodbye and closing routine

- Ask the pupils to put away their books and say goodbye. Say, e.g. **Goodbye everyone. See you on ...** Encourage the pupils to respond in the same way.

About My World Portfolio Booklet




The pupils complete Unit 1 of their *About My World* Portfolio Booklets. They complete their learning journey by colouring the sections on the path to show what they can do. If you like, the pupils can also sign this page, and you can endorse this by adding your own signature and the date.

My bilingual dictionary

- The pupils finish completing their bilingual dictionary for Unit 1 on page 13 of their Activity Books, and add any extra words that they particularly want to remember.

24 Write the answers to the Footprints quiz.

1 Name six daily routines.

!  get up   ?

? 2 Write a sentence about what you always do. !

! 3 Write a sentence about what you sometimes do. !

? 4 Write a sentence about what you never do. !

? 5 What time do you get up? ?

? 6 When do you go to bed? ?

! 7 Write a question to ask someone when they have breakfast. !

? 8 Write a question to ask someone when they go to school. ?


Assess your work.


My Unit 1 score is: / 10


My work is: _____

I need to: _____

Unit 1 Date: _____

 Well done!

 Woof!

 Lesson 8 Unit review