

1 Things we're good at

Structures and grammar

- What are you good at?
- Are you / Is he / she good at art / ...ing?
- I'm / He's / She's (not) (very) good at art / ...ing.
- ... five / ten / twenty / quarter past / to ...
- He / She enjoys ...ing.
- It helps me learn when ...
- Recycled: What ... do you ...?, What's your favourite ...? It's ... must ..., Do you like ...ing?, I love / like / hate ...ing., He / She loves / likes / hates ...ing., How about ...ing ...? Good idea., ... but ..., What time / When ...?, It's at ... o'clock, half past ..., I do / have ..., He / She has ..., on ... at ..., I think ..., Why ...? ... because ..., They lived ... / used ... / were ...

Vocabulary

- Core: mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE
- Other: subject, software, language, invent, create, calculate, Viking, captain, prisoner, sail, double (maths), act, mime
- Content / culture: same, different, aware, logical, nature, rhythm, solve problems, observe, share ideas, on my / your / our / their own, people, RE (religious education), experiment, violin, optional, instrument, do exercise
- Recycled: English, Spanish, lesson, exercise, race, use, world, days of the week, break, lunch, interesting, boring, brilliant, fantastic, teacher, learn, find out, read, write, listen, use a computer, sports, activities, village, sea, house, clothes, path, watch, bush, slow, hard, tell lies, paint, draw, sing, walk, school, scared, people, words, body, myself

Main receptive language

- It is important ..., as this can ..., personal preferences, talents

Communicative competence

Understanding

Listening:

- Can recognise school subjects
- Can understand questions and answers about times
- Can understand the episode of the story
- Can understand what people are and aren't good at and what they enjoy doing

Reading:

- Can read a school timetable
- Can read questions and answers about what people are good at and a short text about what we're good at and enjoy
- Can read about learning English and about school subjects children in Britain do
- Can read My Little Fact File of Things I'm Good At
- Can read a cultural fact and a joke

Speaking

Spoken interaction:

- Can ask and respond to questions about subjects you do at school, about what you and other people are good at, and about school subjects and times

Spoken production:

- Can name school subjects and say when you have different subjects
- Can say what you're good or not very good at and which subjects and other things you enjoy doing
- Can talk about things that help you learn
- Can sing The subject song
- Can act out the episode of the story
- Can say the grammar rap What are you good at?
- Can say tongue twisters with /t/ and /θ/

Writing

- Can write school subjects, and questions and answers about school subjects and times, and about what you and other people are and aren't good at
- Can complete the Unit 1 little fact file
- Can write a short text about school subjects you enjoy or don't like and give reasons, following a model

Content links

- Social sciences: things we're good at and enjoy

Learning strategies and thinking skills

- Formulating personal learning goals
- Deducing and using prior knowledge
- Using rhythm and music to memorise language patterns
- Associating language with what you're good at and enjoy
- Categorising
- Reflecting on personal preferences
- Assessing own learning

Intercultural learning

- School subjects that children in Britain do

Pronunciation

- Tongue twisters with /t/ and /θ/

Values and attitudes

- Enjoyment in talking about things you're good at and enjoy doing
- Interest and curiosity in what other people are good at and enjoy doing
- Awareness of things which help you learn
- Awareness of similarities and differences between school subjects in Britain and in your country

1 Things we're good at

Lesson 1 Vocabulary presentation

Aims:

- To name school subjects
- To ask and say what subjects you do at school
- To ask and say what your favourite school subject is

Key language:

- *What subjects do you do at school? I do ...*
- *What's your favourite subject? It's ...*
- *mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE*
- *learn, calculate, invent, create, act, mime, paint, draw, read music, sing, talk, past time, places, exercise, race, computers, software*

Materials:

- Pupil's Book page 6
- Activity Book page 4
- Flashcards: mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE
- Word cards: mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE
- 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 We love having adventures.** 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

- Challenge the class to tell you, e.g. ten, twelve or even twenty things (depending on time and the level of difficulty you wish to create) that you must and mustn't do in class, e.g. *You must work*

quietly. / You mustn't eat sweets. (See page 3 of the Activity Book for more ideas.)

- Count up the ideas as individual pupils take turns to contribute sentences and say, e.g. **fantastic!** if they get to, or surpass, the number you say.

Setting objectives

- Say **Today we're going to name school subjects and sing a song. We're also going to ask and say what subjects we do at school and our favourite school subjects.** Give examples or elicit the names of school subjects the pupils already know, e.g. *English, history.*

On the learning trail

Vocabulary presentation (books closed)

- Cover the flashcards in turn with a piece of plain paper and gradually reveal the pictures. The pupils guess the subjects using English or L1 and repeat the words with you. Be ready to explain that *ICT* stands for *Information and Communication Technology* and refers to lessons using computers, *PE* stands for *Physical Education* and includes gym and sport. You may also like to explain that *mathematics* is frequently called *maths* for short.
- Stick the flashcards in a row on the board. Point and say **mathematics and music and ...** The pupils repeat the words with you.
- Repeat, saying **and** questioningly as a prompt each time and eliciting the words from the pupils.
- Point to different flashcards in random order and ask individual pupils, e.g. **Do you like maths?** / **Do you do drama?** and the pupils respond *Yes, I do. / No, I don't.*

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

- Say **Listen and follow the footprints.** Play the CD (CD 1 track 7). The pupils listen and follow the footprints. They point to each picture as the word is said and repeat the word.



Follow the footprints: Part 1.

mathematics ... music ... science ... ICT ... history ... geography ... art ... design ... French ... Chinese ... drama ... PE

- Say **Now listen to the sentences and name the school subjects.** Play the CD once (CD 1 track 8).
- The pupils listen to the sentences and name the school subjects 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 school subjects.

- 1 You do this subject in the gym. (PE)
 - 2 In this subject you learn about the past. (history)
 - 3 You go to the computer room to do this subject. (ICT)
 - 4 You learn about different countries in this subject. (geography)
 - 5 You sing and play musical instruments in this subject. (music)
 - 6 You draw and paint pictures in this subject. (art)
 - 7 You add and take away in this subject. (mathematics)
 - 8 This subject is a language with different writing. (Chinese)
- 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)

- (Books closed) Say **Let's listen to the song. How many subjects can you hear in the song? What are they?** Play the CD once (CD 1 track 9).
- Ask the questions again and check the answers (twelve; mathematics, design, ICT, Chinese, drama, history, geography, PE, art, science, music, English). But don't worry if the pupils can't remember all the subjects.
- Ask the pupils to open their books at page 6. Say **Let's listen again and sing the song.** Play the CD. The pupils follow in their books and join in

Things we're good at

Lesson 1

1 Follow the footprints.

2 Listen and sing the song.

In mathematics we learn to calculate
In design we learn to invent and create
In ICT we use computers and software. Too
In Chinese we learn a language that's new
In drama we learn to act and mime
In history we learn about past time
In geography we learn about different places
In PE we do exercise and run races
In art we learn to paint and draw
In science we learn about the world – and more
In music we learn to read music and sing
And in English we talk about everything!

你好

3 Ask and say.

What subjects do you do at school?
I do mathematics.
What's your favourite subject?
It's science.

Lesson 1 Teaching presentation

singing. At the end, get them to name any subjects they didn't remember after the first listening.

- Say a sentence from the song, e.g. **We do exercise and run races** and the pupils identify the school subject, e.g. *It's PE.*
- Ask individual pupils to say sentences from the song and respond in the same way.
- Ask six pupils to come to the front of the class. Give them two flashcards each (or in the case of English, a copy of *Footprints 4*) 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 the subjects in the song and the rest of the class sings.



The subject song

*In mathematics we learn to calculate
In design we learn to invent and create*

*In ICT we use computers and software, too
In Chinese we learn a language that's new*

*In drama we learn to act and mime
In history we learn about past time*

*In geography we learn about different places
In PE we do exercise and run races*

*In art we learn to paint and draw
In science we learn about the world – and more*

*In music we learn to read music and sing
And in English we talk about everything!*

Ask and say. (PB page 6)

- Ask individual pupils what subjects they do at school (ask them to name two or three subjects only if all the pupils are at the same school). Use this to clarify differences between the subjects the pupils do at school and the unit vocabulary, and to introduce the names of any relevant additional subjects, e.g. *social sciences, environment, citizenship*.
- Ask a few individual pupils **What's your favourite subject?** and get them to respond.
- Ask a few pupils to take turns to ask each other what their favourite subject is in open pairs across the class.
- Divide the class into groups of four to six pupils. Explain and demonstrate that the pupils should take turns to ask each other *What's your favourite subject?* and to note the answers for their group.
- Ask the groups to take turns to report back. As they do this, keep a tally of their favourite subjects on the board.
- At the end, ask the pupils to count up to find the most popular subject.

Read and write. (AB page 4)

- Ask the pupils to read the sentences and write the names of the subjects. Draw their attention to the example.
- The pupils work individually and read the sentences and write the names of the subjects.
- Check the answers by asking individual pupils to take turns to read the sentences and name the subjects.

Key: 1 history 2 mathematics 3 ICT 4 drama
5 geography 6 PE 7 art 8 music

Listen, circle and write. (AB page 4)

- Read the instruction and encourage the pupils to predict the answers for 1 to 6. Then ask the pupils to guess Jack and Emily's favourite school subjects.

Things we're good at

Lesson 1

1 Read and write.

music drama art history geography PE ICT mathematics

- You learn about past time.
- You learn to calculate.
- You use computers and software.
- You learn to act and mime.
- You learn about different places.
- You do exercise and run races.
- You learn to paint and draw.
- You learn to read music and sing.

2 Listen, circle and write.

Jack and Emily do (1) _____ English
(2) _____ and maths. They also do
(3) _____ and (4) _____ history and
(5) _____ They also do
(6) _____ art and (7) _____
Emily's favourite subject is (7) _____
Jack's favourite subject is (8) _____

3 Read the questions and write about you.

What subjects do you do at school?
I do _____
Which's your favourite subject?
It's _____

Lesson 1 Vocabulary presentation

- Say **Now listen and find out if you're right. Circle the subjects Jack and Emily do, but don't complete the sentences yet. Draw the pupils' attention to the example.**
- Play the CD once (CD 1 track 11). Check the answers.
- Ask the pupils to work in pairs and complete the sentences in their books in pencil.
- Play the CD again. The pupils listen and check they have completed the sentences correctly and make any necessary adjustments.
- Ask individual pupils to take turns to read their completed sentences.

Key: 1 English 2 science 3 PE 4 geography
5 design 6 French 7 history 8 ICT



Listen, circle and write.

- Adult:** *What subjects do you do at school, Jack and Emily?*
- Jack:** *Well, we do English, science and maths of course.*
- Emily:** *We also do ICT and PE.*
- Adult:** *Do you do history and geography?*

- Jack: *Yes, we do. And we also do design and art. Is that all, Emily?*
- Emily: *No, silly. We also do French.*
- Jack: *Oh, yes, of course.*
- Adult: *And what's your favourite subject, Emily?*
- Emily: *It's history. I love learning about the past.*
- Adult: *And what about you, Jack? What's your favourite subject?*
- Jack: *Oh, my favourite subject is ICT. I love using computers.*

**Read the questions and write about you.
(AB page 4)**

- Read the questions in turn and ask a few individual pupils to answer.
 - Write the names of any subjects the pupils do which are not included in the unit vocabulary, e.g. *social sciences, environment, citizenship*, on the board.
 - Ask the pupils to read the questions and write true sentences about themselves.
 - Ask the pupils to take turns to ask and answer the questions in pairs and compare their answers.
- Key:** Pupils' own answers.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (name school subjects, sing *The subject song*, ask and say what subjects they do at school and what their favourite subject is). Elicit in what ways the activities helped them to learn. Praise the pupils for their efforts as appropriate.

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.

1 Things we're good at

Lesson 2

Language input and story

Aims:

- To understand and act out episode 1 of the story
- To listen, read and order the Time Travel notes

Key language:

- I'm good at ...*
- I'm not very good at ...*
- Are you good at ...?*
- What time is it? It's quarter past six / midday.*
- How about ...ing ...? Good / Brilliant idea.*
- We must ...*
- mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE*
- Viking, village, sea, path, bush, prisoner, boat, captain, sail, slow, fast, magic emerald, spin, escape, make, want, work, follow, take, jump, throw*

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 The subject song.** Play the song with lyrics (CD 1 track 9 – see Lesson 1) or the karaoke version (CD 1 track 10) and the pupils sing the song.

Revision activity

- Give out the flashcards and word cards for Unit 1 randomly to individual pupils.
- Say a sentence to describe one of the subjects, e.g. *You use computers and software in this subject.*



Explain and demonstrate that the two pupils with the corresponding flashcard and word card should stand up as fast as they can and say *It's ICT!*

- Repeat, saying sentences about different subjects in turn and the pupils respond in the same way (see *The subject song* on page 6 of the Pupil's Book, and page 4 in the Activity Book for ideas for sentences).

Setting objectives

- Say **Today we're going to listen to and act out episode 1 of the story. We're also going to listen to, read and order the Time Travel notes.** Explain that the Time Travel notes contain historical facts about where Sam, Jack and Emily go to in the story.

On the learning trail

Listen and act out the story. Episode 1: 'The Viking boat' (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 are at Sam's house. They see a photo of Rusty and the magic emerald in the newspaper. A detective phones to thank them for helping the police to catch the gem thieves. The detective invites them to come to the police station to see the magic emerald. The detective says he also wants to give them a present. At the police station, Emily turns the magic emerald in her fingers and it starts spinning. Suddenly Sam, Jack, Emily and Rusty start spinning, too. They disappear into a tiny hole. They're travelling through time to a Viking village.)

- 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) Who takes Sam, Jack, Emily and Rusty prisoner? 2) Where do they take them? 3) What do Sam, Jack and Emily make? Elicit or explain the meaning of *prisoner*.

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 *two tall, strong Vikings* 2 *They take them to see the captain of the Viking boat.* 3 *They make a sail for the Viking boat.*)
- Say **Listen again and repeat the story.** Play the CD again. Pause after each sentence and the pupils repeat the story.
- **Note:** There is more story text on the CD than appears on the Pupil's Book page. This text is marked with an asterisk * in the audio script below. The pupils repeat the whole story, including language which does not appear in their books.



Episode 1: The Viking boat

Picture 1

Narrator: Sam, Jack, Emily and Rusty find themselves near a village by the sea.*
 Sam: Look at our clothes! Where are we?
 Jack: I don't know. I'm not very good at geography.
 Emily: But I'm good at history! I think it's a Viking village.

Picture 2

Narrator: *The children follow the path to the Viking village.*
 Emily: *What time is it?*
 Jack: *Well, by my watch ... it's quarter past six.*
 Sam: *But look at the sun! I think it's midday.*

Picture 3

Narrator: *Suddenly, two tall, strong Vikings jump out from behind the bushes.*
 Viking 1: *Aha.* Prisoners! You're coming with us!*
 Emily: *But we aren't Vikings ...*
 Viking 2: *Don't tell lies!* Be quiet! And start walking.*
 Jack: *Oh, no. I'm scared.**

Picture 4

Narrator: *The Vikings take them to see the captain of their boat.*
 Captain: *This boat is very slow and we want to sail fast. If you can help us, you can go free. If not ...*

Picture 5

Sam: *Come on. Let's think.* Are you good at design, Jack?*
 Jack: *Oh.* Yes, I am.*
 Emily: *Well, I'm not very good at design, but I am good at history.* I remember that the Vikings had sails on their boats.* How about making a sail for the boat?*
 Jack: *Brilliant idea!*
 Rusty: *Woof!**

Picture 6

Narrator: *They work very hard and make a sail. The boat sails out to sea very fast. The Vikings are happy.**
 Captain: *These prisoners are good at making sails!*
 Viking 2: *Yes, but we've got a sail now. Let's throw them in the sea!*
 Viking 1: *Good idea!**
 Jack: *Oh, no! We must escape!*

Picture 7

- Jack: *Where's the magic emerald? Start spinning, Emily!*
- Emily: *Yes, OK! But where are we off to now?*
- Adult: *Arrange the letters to say where to!*

After the story

- Ask questions about each picture as follows:
 1) Where are Sam, Jack, Emily and Rusty? (near a village by the sea) How does Emily know it's a Viking village? (Because she's good at history.) 2) What's the time by Jack's watch? (It's quarter past six.) What's the time by the sun? (It's midday.) 3) Who jumps out from behind the bushes? (two tall, strong Vikings) Where do they want to take Sam, Jack, Emily and Rusty? (to their boat) What does Emily say? ('We aren't Vikings.') Do the Vikings believe them? (No, they don't.) How does Jack feel? (He's scared.) 4) Where do the Vikings take Sam, Jack, Emily and Rusty? (to see the captain of their boat) What is the matter with the boat? (It's very slow.) What does the captain want to do? (sail fast) What does the captain say? If Sam, Jack and Emily can ... (help), they can ... (go free). 5) What's Jack good at? (design) Who is good at history? (Emily) What's her idea? (to make a sail for the boat.) 6) What do Sam, Jack and Emily do? (They work hard and make a sail for the boat.) Does the boat sail fast? (Yes, it does.) Are the Vikings happy? (Yes, they are.) But what does one Viking say? ('Let's throw them in the sea!') Who hears? (Jack) What must they do? (escape) 7) How do they escape? (Emily starts spinning the magic emerald.)

Do the Footprints adventure puzzle.

- Read the Footprints adventure puzzle clue. Explain to the pupils that they have to arrange the letters in the time travel vortex to find out where the characters go next.
- Divide the class into pairs. The pupils work with their partner and arrange the letters to spell the name of the place. As a prompt, you may like to draw their attention to the capital 'W's and explain that the name of the place is two words both beginning with 'W'.
- Check the answer. (Wild West)

Act out the story.

- Divide the class into seven groups (or eight with Rusty) and assign roles: Narrator, Sam, Jack,

Lesson 2

4 Write the answers. Look at Pupil's Book page 7.

- Where are Sam, Jack, Emily and Rusty? They're near a Viking village.
- Who jumps out from behind the bushes?
- Where do the Vikings take them?
- What is the problem with the Viking boat?
- What does the captain want?
- What is Jack good at?
- What is Emily's brilliant idea?

5 Read and write the story summary.

make want work are follow escape take find jump sail

Sam, Jack and Emily (1) find themselves near a Viking village by the sea. They (2) find the path to the Viking village. Suddenly two tall, strong Vikings (3) jump out from behind the bushes. The Vikings (4) take them to see the captain of the Viking boat. Sam, Jack and Emily (5) work hard and (6) make a sail for the Viking boat. The boat (7) sails out to sea very fast and the Vikings (8) are happy. The Vikings (9) throw Sam, Jack, Emily and Rusty in the sea. But luckily they (10) escape.



6 Listen, read and number the Time Travel notes.

The Vikings

- ☐ They lived in the north of Europe.
- ☐ They used metal helmets, shields and swords.
- ☐ The Vikings wore salmon and soldiers.
- ☐ In the 9th century the Vikings started to look for new land.
- ☐ They used long, wooden boats with square sails.
- ☐ They were the first people from Europe to discover America.
- ☐ The Vikings were tall, fair and strong.



Lesson 2 Language input and story

Emily, Viking 1, Viking 2, Captain (and Rusty).

- Read the story on page 7 of the Pupil's Book. Point to or stand by each group and join in miming and saying their part with them every time their character speaks.
- Repeat the procedure, this time encouraging the groups to say their parts and mime independently.
- Ask seven (or eight) confident pupils to come to the front of the class (one from each group). The pupils act out the story to the rest of the class.
- Ask the pupils, e.g. Do you like this episode of the story? Would you like to go to a Viking village / sail on a Viking boat? and listen to their responses.

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.

Write the answers. (AB page 5)

- Read the questions in turn and the pupils answer orally.
- Say Now write the answers. Draw the pupils' attention to the example.

1 Things we're good at

Lesson 3 Communication and grammar

Aims:

- To ask and respond to questions about what you're good at
- To say what other people are and aren't good at

Key language:

- What are you good at? I'm (not) (very) good at art / ...ing.
- Are you good at art / ...ing? Yes, I am. / No, I'm not.
- He's / She's good at ... (but ...)
- He / She isn't (very) good at ...
- mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE
- learn, draw, read, paint, sing, play tennis

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 The subject song**. Play the song with lyrics (CD 1 track 9 – see Lesson 1) or the karaoke version (CD 1 track 10) 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 them to

Lesson 3

5 Listen and say the grammar rap.

What are you good at?
I'm good at maths and music.
I'm good at learning new facts, too.
Are you good at geography?
No, I'm not. What about you?
I'm good at English and history.
And I'm good at writing, too.
But I'm not very good at maths.
It's hard for me to do.

6 Ask and say.

What are you good at?
Are you good at art?
I'm good at science.
No, I'm not.

7 Play a chain game.

I'm good at ICT.
David's good at ICT and
Suzanna's good at drawing and I'm good at science.

8 Look and learn.

What	are	you	good	at?	I'm	very	good	at	art.
What	is	she	good	at?	I'm	not	very	good	at
Are	you	good	at	art?	Yes, I am.	Yes, they	are.	Yes, for	she
Is	she	good	at	art?	No, I'm not.	No, they	aren't.	No, for	she
What	is	your	name	on	Monday?	It's	not	good	now
What	time	is	it	now?	It's	not	good	now	now

Lesson 3 Communication and grammar

supply key words. Say, e.g. **Sam, Jack, Emily and Rusty find themselves near ... (a Viking village by the sea). They follow a ... (path to the village). Suddenly ... (two tall, strong Vikings) jump out from behind the bushes. Sam, Jack and Emily are ... (prisoners)! The Vikings take them to see ... (the captain of their boat). The boat is ... (very slow) and the captain wants to ... (sail fast). The captain says that if Sam, Jack and Emily can ... (help), they can ... (go free). Jack is good at ... (design) and Emily has a brilliant idea to make ... (a sail for the boat). Sam, Jack and Emily work ... (very hard) and make ... (a sail for the boat). The boat sails ... (very fast) and the Vikings ... (are happy). But one Viking wants to throw Sam, Jack, Emily and Rusty ... (in the sea). Sam says they must ... (escape). Emily spins the ... (magic emerald) and off they go!**

- 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 what we're good at.**

On the learning trail

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

- Explain to the pupils that in every unit there is a grammar rap to help them learn and remember the key language.
- Explain that there are two speakers in this rap. Each speaker is good at three things. Ask **What are they good at?** Play the CD once (CD 1 track 14). The pupils listen and follow in their books.
- Ask the question again and check the answers (*Speaker 1 is good at maths, music and learning new facts. Speaker 2 is good at English, history and writing.*)
- Play the CD again. The pupils listen and say the rap.
- Ask **What is speaker 1 not good at?** (*geography*) **What is speaker 2 not good at?** (*maths*). Check understanding of the phrase *It's hard for me to do*.
- Use the sentences in the rap to elicit or explain that we can say we are *good at* school subjects (or other nouns, e.g. *football*) and also doing other things such as *singing, writing, dancing*, etc. and that in this case we use the *...ing* form of the verbs.
- Divide the class into two groups. Assign a role 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 are you good at?

What are you good at?

I'm good at maths and music.

I'm good at learning new facts, too.

Are you good at geography?

No, I'm not. What about you?

I'm good at English and history.

And I'm good at writing, too.

But I'm not very good at maths.

It's hard for me to do.

Ask and say. (PB page 8)

- Stick the flashcards on the board. Ask individual pupils 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 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 the questions with their partner.

Play a chain game. (PB page 8)

- Elicit other things people can be good at apart from school subjects, e.g. *reading, writing, singing, dancing, drawing, playing football / basketball / the piano, swimming, riding a bike*, etc.
- Ask a pupil to say a sentence about something they're good at, e.g. *I'm good at ICT*.
- Name the pupil and add another sentence about yourself, e.g. *Jon's good at ICT and I'm good at drawing*.
- Invite other pupils to continue the 'chain' in the same way. If someone forgets what has been said, everybody can help to remember the 'chain'. Depending on the size of the class, either stop the game after 7 to 10 sentences or when everyone has had a turn. If you like, the pupils can play again in groups.
- Repeat the game, this time asking a pupil to start the chain by naming something they're not very good at, e.g. *I'm not very good at playing football. / Maria isn't very good at playing football and I'm not very good at swimming*, etc. Stop as previously and, if you like, the pupils can also play a round of the game in groups.

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

- Explain that in every unit there is a *Grammar Footprints* table to help the pupils learn and remember key language patterns.
- Read the *Grammar Footprints* table. Draw the pupils' attention to the fact that we can say *I'm (very) good at ...* or *I'm not (very) good at ...* to show the degree of how good we are at things. Remind them also that we can say *good at* followed by nouns, e.g. school subjects as in *I'm good at art*, or verbs, using the *...ing* form as in *I'm good at swimming*.

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

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 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 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: What are you good at? I'm good at science and English. I'm good at history, too. / Are you good at art? / No, I'm not. What about you? / I'm good at ICT and design. And I'm good at Chinese, too. But I'm not (very) good at drama. It's hard for me to do.

Write questions and answer about you: Yes, I am. or No, I'm not. (AB page 6)

- Ask individual pupils to take turns to ask the questions and give true answers. Encourage them to have a positive view of what they are good at.
- 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 pupils to take turns to ask and answer the questions.
- Divide the class into pairs. The pupils take turns to ask and answer the questions with their partner.

Key: (answers personalised as in rubric)

1 Are you good at singing? 2 Are you good at playing tennis? 3 Are you good at writing? 4 Are you good at painting / art? 5 Are you good at geography? 6 Are you good at maths?

Write about your friends. (AB page 6)

- Refer back to the 'chain' game on page 8 of the Pupil's Book and elicit sentences about what the pupils are and aren't good at, e.g. *Mario says he's good at music. Alicia says she isn't good at swimming.*

Lesson 3
7 Look, write and say the grammar rap.

What are you good at?

I'm good at science and , too.

Are you good at ?

No, I'm not. What about you?

I'm good at and , too.

But I'm not good at for me to do.

8 Write questions and answer about you: Yes, I am or No, I'm not.

1 Are you good at singing?

2 ?

3 ?

4 ?

5 ?

6 ?

9 Write about your friends.

1 is good at painting but she isn't very good at maths.

2 is .

3 is .

4 is .

Lesson 3 Conversation and grammar

- Say **Write about your friends in the class.** Draw the pupils' attention to the example and the use of *but*.
- The pupils work individually and write sentences about their friends.
- Invite individual pupils to take turns to tell the class one or two of their sentences.

Key: Pupils' own answers.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (ask and answer questions about what they're good at, say what other people are and aren't good at). Elicit from the pupils in what ways the activities helped them learn. Praise them for their efforts as appropriate.

Goodbye and closing routine

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

1 Things we're good at

Lesson 4

Communication, grammar and pronunciation

Aims:

- To listen and identify days, times (*quarter past* / *to*, minutes) and subjects on a school timetable
- To ask and answer questions about a school timetable
- To say two tongue twisters with the sounds /t/ and /θ/

Key language:

- *What time is it? It's ...*
- *What time's ... / When's ...? It's at ...*
- *... five / ten / quarter / twenty / twenty-five to ...*
- *... five / ten / quarter / twenty / twenty-five / half past ...*
- *... o'clock*
- *When do you / does Jack have ...? I have ... / He has ...*
- *mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE*
- *days of the week*
- *double (maths / PE, etc.)*
- *gem*

Materials:

- Pupil's Book page 9
- Activity Book page 7
- Flashcards: as for Lesson 1
- Word cards: as for Lesson 1
- CD 1
- The pupils' school timetables (optional)

see Lesson 3) or the karaoke version (CD 1 track 15) and the pupils say the rap.

Revision activity

- Give out the flashcards and / or word cards (one to each pupil) in random order.
- Ask the pupils to take turns to ask the person next to them a question based on the word card or flashcard they've got, e.g. *Are you good at science?*, listen to the answer, e.g. *Yes, I am.*, 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.

Setting objectives

- Say **Today we're going to listen to and identify days, times and school subjects and practise asking and answering questions about a school timetable.** Clarify the meaning of *timetable*, e.g. by showing one to the pupils. Say **We're also going to practise pronunciation.**

On the learning trail

Look, listen and say. (PB page 9)

- Read the question. Say **Look at the clocks** and read the time below each one.
- Draw the pupils' attention to the difference between *quarter to* and *quarter past* ... Draw their attention to the way we also say minutes *to* and *past* the hour.
- Say **Listen and repeat the times.** Play the CD once (CD 1 track 16). The pupils repeat the times on each clock in chorus.
- Ask individual pupils to say the times.
- Draw several more clocks on the board showing different times (and also including times on the hour and half past the hour for revision). The pupils say the times.

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 are you good at?* Play the rap with lyrics (CD 1 track 14 –



Look, listen, look and say.

- 1 It's quarter to eight.
- 2 It's quarter past nine.
- 3 It's ten to eleven.
- 4 It's five past nine.
- 5 It's twenty to twelve.
- 6 It's twenty-five past one.

Listen, ask and say. (PB page 9)

- Say **Look at Jack's timetable**. Read the days at the top of the timetable and the times of lessons, break and lunch in the left-hand column.
- Ask a few questions about the timetable, e.g. **What's at five to nine on Thursday?** (English) to check that the pupils can read it correctly.
- Explain to the pupils that when they have one subject for two lessons, e.g. PE on Wednesday afternoon at quarter to two and half past two, we say **double PE**.
- Draw the pupils' attention to the question marks in several of the slots on the timetable. Divide the class into two groups: one group for Monday, Wednesday and Friday and one group for Tuesday and Thursday.
- Say **Listen and find out what subjects Jack has in the lessons with question marks on your days**. If you like, you can ask the pupils to write the answers in their notebooks as they listen.
- Play the CD once (CD 1 track 17). The pupils listen for the names of the missing lessons on the timetable for the days they have been assigned.
- Check the answers by asking, e.g. **What's at twenty to ten on Monday?** (history).
- Play the CD again. Use the pause button and the pupils listen and repeat the dialogue.

Key: Monday: history, design; Tuesday: maths, (double) art; Wednesday: French; Thursday: ICT, (double) science; Friday: (double) PE, English



Listen, ask and say.

- Girl: Is this your timetable, Jack?
 Jack: Yes, it is.
 Girl: But some of the lessons are missing. What's at twenty to ten on Monday?
 Jack: It's history.

Lesson 4

9 Look, listen and say.

What time is it?

1 It's quarter to eight.
 2 It's quarter past nine.
 3 It's ten to eleven.
 4 It's five past nine.
 5 It's twenty to twelve.
 6 It's twenty-five past one.

10 Listen, ask and say.

Name: Jack Theme: Class

	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 - 9.40	English	Science	Maths	English	?
9.45 - 10.25	?	Geography	Maths	?	?
10.25 - 10.45	?	English	Maths	?	?
10.45 - 11.15	French	English	Maths	?	Maths
11.15 - 12.00	History	ICT	Maths	?	?
12.00 - 1.45	?	?	?	?	?
1.45 - 2.30	Maths	?	PE	Design	History
2.30 - 3.15	?	?	?	Geography	?

11 Ask and say.

When's science on Wednesday?
 What's at twenty to eleven on Monday?
 It's at five to nine.
 It's French.

12 Listen and say.

Remember the game.
 Say the tongue twister.

Timmy has ICT at twenty to two on Tuesday.
 Martha has maths at half past three on Thursday.

Lesson 4 Communication, grammar and pronunciation

- Girl: And what's at half past two in the afternoon on Monday?
- Jack: It's design. I love design and I'm good at it, too!
- Girl: What about Tuesday morning? What's at five to nine?
- Jack: It's maths. I'm not very good at maths.
- Girl: And in the afternoon on Tuesday?
- Jack: We've got double art at quarter to two.
- Girl: Oh, brilliant! I love art. And what's on Wednesday at quarter past eleven?
- Jack: It's French.
- Girl: Oh. And what about Thursday morning?
- Jack: Well, it's ICT at twenty to ten. And after break at twenty to eleven, it's double science.
- Girl: What about on Friday?
- Jack: Well, the first two lessons are brilliant! It's double PE at five to nine and then at quarter past eleven it's English.
- Girl: What a great timetable!
- Jack: Yeah. It's good.

Ask and say. (PB page 9)

- Ask individual pupils questions about Jack's timetable, e.g. **When's geography on Tuesday?** *It's at twenty to ten. What's at quarter to two on Friday?* *It's history.*
- Get the pupils to ask and answer questions about Jack's timetable in open pairs in the same way.
- Ask the pupils a few questions about their real school timetables, e.g. **When's science?** *It's on Monday at quarter past ten and Thursday at three o'clock.*
- Divide the class into pairs. If the pupils have the same timetable, ask one pupil in each pair to look at a copy of the timetable and ask five questions and their partner responds from memory. They then change roles. The pupil who answers most questions about their timetable correctly wins. If the pupils have different timetables, ask them to take turns to ask three questions about each other's timetables, e.g. *When's maths?* in order to try and find a day and time when they do the same subject. In this case, ask pairs to briefly report back at the end of the activity, e.g. *We (both) do science on Wednesday at half past eleven.*

Pronunciation gem: Listen and say.

(PB page 9)

- Elicit or remind the pupils 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 to help the pupils learn to pronounce English clearly and correctly.
- Write the letter 'r' on the board and make the sound /r/ as in *two*, *twenty* and *Tuesday*. Write the letters 'th' on the board and make the sound /θ/ as in *three* and *Thursday*.
- Read the tongue twisters slowly while the pupils follow in their books.
- Say **Listen and say the tongue twisters**. Play the CD (CD 1 track 18).
- Ask pairs of pupils to say the tongue twisters in turns.
- The pupils practise saying the tongue twisters with a partner. If you like, ask them to time each other and see how many times they can say the tongue twisters in a minute. At the end, ask a few pairs to report back.

Lesson 4
10 Look and write the times.

1 It's quarter past seven. 2 10:05
3 12:15 4 09:50
5 _____ 6 _____

11 Write the answers. Look at Jack's timetable on Pupil's Book page 6.

1 What time does Jack have English on Monday?
He has English at five to nine on Monday.

2 When does Jack have music on Monday?

3 When does Jack have geography on Tuesday?

4 What time does Jack have PE on Wednesday?

5 When do you have English?

6 When do you have maths?

12 Write and say.

two weeks Tuesday three ICT Thursday

Timmy has ICT at twenty to two on Tuesday.
Martha has maths at half past three on Thursday.

Lesson 4 Consolidation, grammar and pronunciation



Pronunciation gem: Listen and say

Timmy has ICT at twenty to two on Tuesday.
Martha has maths at half past three on Thursday.

Look and write the times. (AB page 7)

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

Key: 1 It's quarter past seven. 2 It's quarter to five.
3 It's ten past eight. 4 It's five past ten. 5 It's quarter past twelve. 6 It's ten to ten.

Write the answers. (AB page 7)

- Say **Look at Jack's timetable on page 9 of the Pupil's Book**. Read the questions and ask individual pupils to answer. They write true answers to the last two questions. Draw the pupils' attention to the use of *have* in the questions and *has* in the answers to ask and say when Jack has each lesson. You can also remind the pupils that

for numbers 5 and 6, they need to use *I have* in the answers.

- Say **Now write the answers**. The pupils work individually and answer the questions.
- Check the answers by asking individual pupils to read the questions and answers.

Key: 1 He has English at five to nine on Monday.
2 He has music at quarter to two on Monday. 3 He has geography at twenty to ten on Tuesday. 4 He has PE at quarter to two on Wednesday. 5 and 6: Pupils' own answers.

Pronunciation gem: Write and say. **(AB page 7)**

- Ask the pupils to write the missing words in the tongue twisters.
- Check the answers by asking the pupils to say the tongue twisters.
- The pupils practise saying the tongue twisters in pairs.

Key: ICT, two, Tuesday / maths, three, Thursday

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (listen and identify days, times and subjects on a school timetable, ask and answer questions about a school timetable, say two tongue twisters). Elicit from the pupils in what ways the activities helped them to learn. Praise the pupils for their efforts as appropriate.

Goodbye and closing routine

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

1 Things we're good at

Lesson 5

Content and personalisation

Aims:

- To read and understand ways we are all different
- To listen to and identify what people are good at and enjoy
- To say what you're good at and enjoy

Key language:

- *I'm good at ... / I enjoy ...ing.*
- *I think he's / she's good at ...*
- *I think he / she enjoys ...ing.*
- *mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE*
- *school subjects, sports, same, different, aware, logical, nature, rhythm, solve problems, observe, share ideas, on my / their own, people, stories, puzzles, draw, paint, sing, help, animals, plants, nature*

Materials:

- Pupil's Book page 10
- Activity Book page 8
- 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 are you good at?** Play the rap with lyrics (CD 1 track 14 – see Lesson 3) or the karaoke version (CD 1 track 15) and the pupils say the rap.

Revision activity

- Divide the class into two teams. Draw a large circle with a central point to be a clock on the board. Write the numbers 1 to 12 round the edge of the clock.
- Ask **What time is it?** and draw two hands on the clock (one longer and one shorter) to show a time, e.g. 6.15. Explain and demonstrate that the pupils

in either team should raise their hands as fast as they can if they can answer. Ask the first pupil you see with their hand raised to answer, e.g. *It's quarter past six*. If the pupil answers correctly, they score a point for their team. If not, the question passes to a member of the opposing team.

- Continue the game in the same way, keeping a score of the points for each team on the board. If you like, you can also introduce a rule by which a team loses a point if they call out answers. At the end, the team with the most points wins.

Setting objectives

- Explain to the pupils that in every unit they are going to learn about different subjects through English, using the Footprints fact file. Remind the pupils of the meaning of *fact* and *file* if necessary.
- Say **Today we're going to read about things we're good at and enjoy in the Footprints fact file**. Check the pupils understand the meaning of *enjoy*. Say **We're also going to talk about different things we and other people enjoy**.

On the learning trail

Read, listen and answer. (PB page 10)

- (Books closed) Ask **How are we all different?** Give an example, e.g. *Some people are good at sport; other people aren't good at sport*. Listen to the pupils' suggestions and use this as an opportunity to introduce or remind them of vocabulary in the text, e.g. *enjoy, learn, love, solve problems, share ideas, observe, work on their own, logical, independent*.
- Ask the pupils to open their Pupil's Books at page 10. Read the text or play the CD (CD 1 track 19).
- Ask the question again: **How are we all different?** (*We're good at different things and enjoy working in different ways.*) Compare the pupils' answers this time with their previous suggestions and check understanding of vocabulary as necessary.
- Ask the three comprehension questions in turn. Use the pupils' answers to check understanding and clarify meaning as necessary, e.g. **What is it important to be aware of?** (*It's important to be aware of what we enjoy doing and what we're good at.*) **How can this help us?** (*It can help us learn.*) **What are different people good at?**

(They're good at different school subjects, sports, other activities and ways of working.)

- Ask additional questions about each of the eight ways people are different, e.g. **What do people who like working with words enjoy?** (They enjoy listening to stories, reading and doing word puzzles.) **What do people who are good at maths enjoy?** (They like solving problems and doing number puzzles.), etc.
- Ask further questions to encourage a personal response to the text, e.g. **Which of the eight things are you good at, do you think? Which of the eight things do you enjoy?** and listen to the pupils' responses.



Read, listen and answer. (PB page 10)

Things we're good at and enjoy

We're all good at different school subjects, sports and other activities. We also enjoy working in different ways. It is important for us to be aware of what we enjoy doing and what we're good at, as we can use this to help us learn.

Words Some people are good at using words. They enjoy listening to stories, reading and doing word puzzles.

Maths Some people think in a logical way and are good at maths. They like solving problems and doing number puzzles.

Art Some people are good at art. They enjoy drawing and painting pictures.

Body Some people are good at sport or dancing. They enjoy moving around.

Music Some people have a sense of rhythm and are good at music. They enjoy singing or playing a musical instrument.

Nature Some people are good at observing the world around them. They love learning about animals, plants and nature.

People Some people are good at working with others. They enjoy sharing ideas and helping people.

Myself Some people are good at working on their own. They enjoy being independent and having their own ideas.

Guess, listen and say. (PB page 10)

- Say **Look at the photos and ask, e.g. What is he / she good at, do you think? What does he / she enjoy?** Encourage the pupils to predict the

Lesson 5

How are we all different?

Footprints fact file:

13 **Read, listen and answer.**
Things we're good at and enjoy
We're all good at different school subjects, sports and other activities. We also enjoy working in different ways. It is important for us to be aware of what we enjoy doing and what we're good at, as we can use this to help us learn.

Words

Some people are good at using words. They enjoy listening to stories, reading and doing word puzzles.

Maths

Some people think in a logical way and are good at maths. They like solving problems and doing number puzzles.

Art

Some people are good at art. They enjoy drawing and painting pictures.

Body

Some people are good at sport or dancing. They enjoy moving around.

Music

Some people have a sense of rhythm and are good at music. They enjoy singing or playing a musical instrument.

Nature

Some people are good at observing the world around them. They love learning about animals, plants and nature.

People

Some people are good at working with others. They enjoy sharing ideas and helping people.

Myself

Some people are good at working on their own. They enjoy being independent and having their own ideas.

1 What is it important to be aware of?
2 How can this help us?
3 What are different people good at?

14 **Guess, listen and say.**
What are they good at?
I think she's good at music and she enjoys playing the violin.

1

2

3

4

5

6

15 **Choose, say and guess.**

Lesson 5 Content and personalisation

answers, e.g. (I think) *she's good at music and she enjoys playing the violin. / Me, too!*

- Repeat the procedure for all the photos. If appropriate, you may like to draw the pupils' attention to the way we use the ...ing form of the verb after *enjoy* (as with *like*, *love* and *hate*).
- Say **Now listen and find out if you're right!** Play the CD (CD 1 track 20).
- Check the answers by asking, e.g. **What's he / she good at? What does he / she enjoy?** and the pupils respond. Be ready to be flexible about what is correct.
- Make the point that everybody is unique and different in the things they are good at and enjoy, and that it is important for us to respect other people's differences and preferences.
- Play the CD again as a final check.

Key: Suggested answers: 1 She's good at music and she enjoys playing the violin. 2 He's good at working with other people and he enjoys helping people. 3 She's good at observing things and she enjoys learning about animals and plants. 4 He's good at art and he enjoys painting. 5 She's good at dancing and she enjoys moving. 6 He's good at maths and he enjoys doing number puzzles. / He's good at working on his own and he enjoys being independent.



Guess, listen and say.

1

Child 1: *What's she good at?*

Child 2: *She's very good at music and she enjoys playing the violin.*

2

Child 2: *What's he good at?*

Child 1: *He's good at working with other people and he enjoys helping people.*

3

Child 1: *What's she good at?*

Child 2: *She's very good at observing things and she enjoys learning about animals and plants.*

4

Child 2: *What's he good at?*

Child 1: *He's very good at art and he enjoys painting.*

5

Child 1: *What's she good at?*

Child 2: *She's good at dancing and she enjoys moving.*

6

Child 2: *What's he good at?*

Child 1: *He's very good at maths and he enjoys doing number puzzles.*

Choose, say and guess. (PB page 10)

- Ask the pupils to individually write two sentences about things they're good at and two sentences about things they enjoy. Demonstrate what you mean by giving examples for yourself, e.g. **I'm good at drawing. I'm good at working with other people. I enjoy writing emails to my friends. I enjoy making puppets.** Give the pupils a few minutes to do this. Monitor and be ready to help if necessary.
- When they are ready, draw the pupils' attention to the eight ways in which people are different in the reading activity and briefly go through these.
- Explain that you are going to ask the pupils to take turns to read one of their sentences to the class, who should listen and identify the area it shows that pupil is good at and enjoys.
- Demonstrate the activity by saying your own example sentences in turn and getting the pupils to respond by saying the area to which each sentence corresponds, e.g. **I'm good at drawing. Art.**

Lesson 5

13 Read and circle.

1 We're all good at different school subjects.	True	False
2 We're all good at the same sports.	True	False
3 We're all good at the same activities.	True	False
4 We enjoy working in the same way.	True	False
5 It is important to be aware of what we're good at.	True	False
6 It is important to be aware of what we enjoy.	True	False
7 This can help us learn.	True	False

14 Read and write.

singing helping people drawing moving around reading
having their own ideas learning about nature solving problems

1 Words:	These people enjoy listening to stories and	reading
2 Maths:	These people like doing number puzzles and	
3 Art:	These people enjoy painting pictures and	
4 Body:	These people enjoy dancing and	
5 Music:	These people enjoy playing a musical instrument or	
6 Nature:	These people love observing animals and	
7 People:	These people enjoy sharing their ideas and	
8 Myself:	These people like being independent and	

15 Look and write sentences.

1 I think she's good at music and she enjoys playing the violin.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

**I'm good at working with other people. People.
I enjoy writing emails to my friends. Words.
I enjoy making puppets. Art.**

- Get individual pupils to take turns to say one of their sentences and respond in the same way. The pupil who identifies the correct area has the next turn at saying one of their sentences each time.
- Divide the class into groups of three or four pupils. The pupils continue the activity, taking turns to read their sentences and respond in their groups.
- At the end, make the point that most of us are good at and enjoy things in many different areas but we also have some things that we are particularly good at.

Read and circle. (AB page 8)

- Read the sentences and the pupils respond by saying whether they are true or false.
- Say **Now read and circle the answers.** Draw their attention to the example.
- The pupils work individually and circle the answers.
- Check the answers by asking individual pupils to take turns to read the sentences and say whether they are true or false.

Key: 1 True 2 False 3 False 4 False 5 True 6 True 7 True

Read and write (AB page 8)

- Say **Look at the areas in which we are all different.** Read the sentences in turn and ask the pupils to complete them using a word or phrase from the box.
- 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 the sentences.

Key: 1 reading 2 solving problems 3 drawing
4 moving around 5 singing 6 learning about nature
7 helping people 8 having their own ideas

Look and write sentences. (AB page 8)

- Elicit sentences about all the people in the pictures, as in the example.
- Say **Now write a sentence about each picture.**
- The pupils work individually and write sentences.
- Check the answers by asking individual pupils to take turns to read their sentences to the class. Be ready to be flexible about what is correct, e.g. the pupils may write *animals and plants* rather than *nature* for number 4.

Key: *Suggested answers:* 1 I think she's good at music and she enjoys playing the violin. 2 I think he's good at art and he enjoys painting. 3 I think he's good at working with other people and he enjoys helping people. 4 I think she's good at observing things and she enjoys learning about nature.

Ending the lesson

Lesson review

- Briefly ask the pupils what they can do as a result of the lesson (read and understand ways we are all different, identify things people are good at and enjoy, say what we're good at and enjoy). Elicit from the pupils in what ways the activities helped them to learn. Praise the pupils for their efforts as appropriate.

Goodbye and closing routine

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

1 Things we're good at

Lesson 6 Content and personalisation

Aims:

- To read and understand different things we do to learn English
- To say what you're good at, what you enjoy doing and what helps you learn English
- To make a *Little Fact File of Things I'm Good At*
- To review *My key words*

Key language:

- I enjoy / like ...ing.*
- I'm good at ...*
- It helps me learn when we ...*
- Me, too.*
- mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE*
- English, different, aware, logical, nature, rhythm, solve problems, observe, share ideas, on my / your own, people, stories, puzzles, pictures, games, facts, vocabulary, spelling, interesting, sing, help, learn, remember, use, act out, practise, speak, say*

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 the eight ways in which we are different?** Give a prompt, e.g. **Some people are good at ...** and encourage the pupils to say sentences which describe the eight ways we are different, outlined in the text of Lesson 5.

Things we're good at
Lesson 6

16 Listen, read and answer.
Learning English
There are many things we do in English lessons to help us learn, and different people enjoy different things. For example:

- We listen, read and write in English to learn new ways of saying things.
- We use English to do puzzles and solve problems.
- We look at pictures to learn and remember new vocabulary.
- We act out stories and play games to practise speaking.
- We use rhythm and music to enjoy and remember what we learn.

17 Play a game.
It helps me learn when we sing songs! It helps the learn when we sing songs!

18 Make and complete My Little Fact File of Things I'm Good At (AB p15)
I'm good at spelling. And I enjoy reading interesting facts.

My key words
aware solve problems
logical share ideas
nature on my own
rhythm observe

Social sciences

Lesson 6 Content and personalisation

Setting objectives

- Say **In this lesson we're going to read about different things we do to learn English. We're also going to make a Little Fact File of Things I'm Good At and review My key words.** Explain or remind the pupils that this is a list of eight key words related to the Footprints fact file for the unit.

On the learning trail

Listen, read and answer. (PB page 11)

- (Books closed) Ask **What do we do in English lessons to help us learn?** Give one or two examples, e.g. **We listen to stories. We sing songs** and listen to the pupils' response. Use this to elicit or remind the pupils of vocabulary, e.g. *practise, learn, remember, play games, learn facts.*
- Say **Let's listen to and read things we do in English lessons which relate to the eight ways in which we are different.** Play the CD (CD 1 track 21) while the pupils follow in their books.
- Ask the pupils questions about what they do in class, based on the text, e.g. **Do we look at pictures to learn new vocabulary? Do we solve problems? Do we use music to remember what**

we learn? Use the questions and the pupils' responses to check understanding. Elicit or give concrete examples from recent class activities (e.g. in answer to the above questions, you can refer to the *Follow the Footprints* trail, the story puzzle clue, the Lesson 1 song and the Lesson 3 grammar rap) so that the pupils understand the relation between the text and the activities they do in class.

- At the end, ask **Which of these things do you enjoy?** Give one or two personal examples to clarify what you mean, e.g. **I enjoy solving problems. I like reading interesting facts.** Ask individual pupils to say sentences about what they enjoy doing in English lessons in the same way.



Listen, read and answer.

Learning English

There are many things we do in English lessons to help us learn, and different people enjoy different things. For example:

- We listen, read and write in English to learn new ways of saying things.*
- We use English to do puzzles and solve problems.*
- We look at pictures to learn and remember new vocabulary.*
- We act out stories and play games to practise speaking.*
- We use rhythm and music to enjoy and remember what we learn.*
- We use English to learn facts about the world around us.*
- We work together to share ideas and help each other.*
- We work on our own.*

Which of these things do you enjoy?

Play a game. (PB page 11)

- Say **Let's play a game!** Explain and demonstrate that you are going to say sentences in turn, either about things you enjoy or things which help you learn in English lessons, e.g. **I enjoy playing games. It helps me learn when we sing songs.** The pupils should repeat the sentences if they are true for them, and fold their arms and stay silent if they are not.
- Say different sentences in turn and the pupils respond. Use the ideas in the text as well as others which have come up in the previous activity or which use familiar language, e.g. *I enjoy*

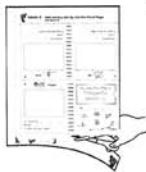
doing puzzles / solving problems / learning new vocabulary / acting out stories / singing songs / saying chants / learning interesting facts, etc. It helps me learn when we share ideas / work on our own / write sentences / look at pictures / practise speaking / spelling words, etc.

- Play the game with the whole class, and the pupils respond by repeating the sentences which are true for them. If the pupils are confident, you can also ask them to take turns to say different sentences instead of you and the rest of the class listens and responds in the same way.

Make and complete *My Little Fact File of Things I'm Good At* (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 Things I'm Good At** and show the pupils the little fact file 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 (see diagrams 1 and 2 below). Point out the difference between the dashed lines (cutting lines) and the dotted lines (folding lines).
- Staple the pupils' fact files together as soon as they have folded the pages correctly (see diagram 3). Then say **Now cut here.** Demonstrate cutting along the dotted line at the top to separate the pages (see diagram 4). (NB This is the only dotted line that should be cut.)

1



2



3



4



- 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 little fact files. They can use the text on page 10 of the Pupil's Book to help them.
- 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: (Example answers) page 2: doing word puzzles, reading, we listen to stories; page 3: solving problems, doing number puzzles, we play number games; page 4: working on my own, painting, we draw pictures; page 5: sport, playing football, I play in a team; page 6: playing the piano, singing with my friends, we sing songs; page 7: observing animals, learning about nature, we go on school trips; page 8: working in a group, sharing ideas, I work with a partner

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 *My key words* related to the topic.
- Read the key words while the pupils follow in their Pupil's Books. Check they 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. **Some people who are good at maths think in a beep way (logical). Songs and chants use music and beep to help us learn (rhythm). When we work together, we help each other and beep (share ideas). People who like learning about plants and animals enjoy beep (nature).**
- Ask individual pupils to take turns to say sentences of their choice incorporating the key words, e.g. *I like observing animals. I I enjoy working on my own.*
- 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.

Lesson 6

18 Read and write answers Yes, I am / No, I'm not or Yes, I do / No, I don't. What are your personal preferences and talents?

Yes Words	No Words
1 Do you enjoy listening to stories?	9 Do you enjoy listening to music?
2 Are you good at spelling?	10 Are you good at singing?
3 Maths Do you like solving problems?	11 Do you like learning about nature?
4 Are you good at number puzzles?	12 Are you good at observing plants and animals?
5 Art Do you like painting pictures?	13 Do you enjoy playing sport?
6 Are you good at drawing?	14 Are you good at dancing?
7 Do you like working with your friends?	15 Do you enjoy working on your own?
8 Are you good at team games?	16 Are you good at thinking in an independent way?

17 Choose and write. What helps you learn in English lessons?

play games / sing songs / read / listening facts / listen to stories / say rhymes / look at pictures / write sentences / repeat words / act out dialogues

18 Write sentences.

1 I like maths lessons I like

2 I like PS lessons I like

3 I like

4 I like

Lesson 6 Content and personalisation

Read and write answers Yes, I am / No, I'm not or Yes, I do / No, I don't. (AB page 9)

- Explain to the pupils that they are going to do a questionnaire to find out their personal preferences and talents. Use L1 to clarify what you mean if necessary.
- Read the questions and check understanding but do not ask the pupils to respond yet.
- Say **Now read the questions again and write answers which are true for you.** Draw the pupils' attention to the options in the rubric.
- The pupils work individually, and read and write true answers to the questions.
- When they are ready, read the key at the bottom of the activity. The pupils then count up their answers to see where their personal preferences and talents lie.
- Divide the class into pairs. The pupils take turns to ask and answer the questions and compare their answers.
- Briefly ask individual pupils and / or pairs to report back. Make the point that all our personal preferences and talents are different but this does not mean we are either better or worse than anyone else.

Key: Pupils' own answers.

Choose and write. (AB page 9)

- Read the questions and options. Ask the pupils to choose four of the options and to write sentences about things that help them personally to learn English.
- The pupils work individually and write sentences about things that help them learn English. If you like, they can also write their own ideas instead of the options given.
- At the end, ask individual pupils to take turns to read one or two of their sentences to the class.

Key: Pupils' own answers.

Write sentences. (AB page 9)

- Say **Write true sentences about things you like or enjoy doing in different lessons.** Establish that the pupils should write sentences about lessons in different subjects using the picture prompts.
- The pupils work individually and write their 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 different things we do to learn English, say what you're good at, what you enjoy doing and what helps you learn, make a *Little Fact File of Things I'm Good At*, review *My key words*). Elicit from the pupils in what ways the activities helped them to learn. Praise the pupils for their efforts as appropriate.

Goodbye and closing routine

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

1 Things we're good at

Lesson 7 Intercultural learning

Aims:

- To listen and read about subjects children in Britain do at school
- To be aware of differences in school subjects in Britain and in your country
- To talk and write about school subjects you enjoy or don't like and give reasons
- To understand a joke and a fact about British culture related to the theme

Key language:

- My favourite school subject is ...*
- I (don't) like / enjoy ... because ...*
- I'm (not) good at ...*
- mathematics, music, science, ICT, history, geography, art, design, French, Chinese, drama, PE*
- English, Spanish, RE (religious education), violin, optional, extra, instrument, singing, ballet, sport, experiments, computer, spelling, acting, drawing, interesting, fun, boring, lazy, useful*

Materials:

- Pupil's Book page 12
- Activity Book page 10
- 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 The subject song*. Play the song with lyrics (CD 1 track 9 – see Lesson 1) or the karaoke version (CD 1 track 10) and the pupils sing the song.

Revision activity

- Stick the flashcards on the board and the pupils name the school subjects.

Children in Britain

Lesson 7

19 Listen, read and answer.

Learn about subjects children do at school!

Alberto Beverly Jonck Zora

In Britain, all children study English, maths, ICT, history, geography, PE, music, art and design, science and a modern foreign language, such as French, Spanish or Chinese. Some subjects such as drama and RE (religious education) are optional. At some schools, children also attend 'tutor clubs' to do extra activities such as singing or ballet.

My favourite school subject is science. I like science because I'm good at doing experiments and it's very interesting. I also enjoy maths because I'm good at solving problems and I like writing on my own. I don't like music, very much because I'm not very good at singing and I don't like it very much.
By Alberto

My favourite school subject is music. I like music because I enjoy playing musical instruments and I'm good at reading music. I learn the violin at Jonck club. I also enjoy art because I'm good at drawing and the lessons are fun. I don't like ICT very much because we share the computers and I like using a computer on my own.
By Beverly

My favourite school subject is English. I like English because I'm good at spelling and writing stories. I also enjoy drama because the lessons are fun and our teacher says I'm good at acting. I don't like PE very much because I'm not very good at sport and I think I'm a bit lazy.
By Jonck

My favourite school subject is PE. I like PE because I'm good at running and I like doing exercises. I don't enjoy French because I think it's useful to learn another language. I don't like design very much because it's hard to think of ideas and I'm not very good at using a computer.
By Zora

1. Why does Alberto like science?
2. What subjects does Beverly like?
3. Why doesn't Jonck like music?

4. Why does Alberto like English?
5. What subjects does Zora like?
6. Why doesn't Zora like design?

Remember! You can be good at things if you try!

Do you know that children in primary schools in Britain have the same teacher for all subjects?

Teacher: Are you good at maths?
Boy: Yes and no.
Teacher: What do you mean?
Boy: Yes, I'm not good at maths!

Are school subjects the same or different in your country?

Lesson 7 Intercultural learning

- Remove the first flashcard, e.g. mathematics.
- Point to the flashcards in turn, including the place where the flashcard of 'mathematics' was, and the pupils say all the words. Remove the next flashcard.
- Repeat in the same way until the pupils are naming all the subjects from memory.

Setting objectives

- Explain or remind the pupils that in every unit they 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 read about school subjects children in Britain do at school. We're also going to talk and write about school subjects we enjoy or don't like and give reasons. If necessary, give an example to show what you mean by this, e.g. I enjoy PE because I love getting exercise.*

On the learning trail

Listen, read and answer. (PB page 12)

- Read the introductory sentences and check understanding. Clarify that *optional* means you can choose whether or not to do the subject. Explain that *lunch clubs* are organised as part of the break time after the pupils have lunch.
- Elicit an initial response from the pupils as to whether children do similar or different subjects and extra activities in their country.
- Say **Look at Alberto, Beverly, Janek and Zara. They go to school in Britain. In every unit we're going to learn something about children in Britain and compare this to life in your country.**
- Ask **What subjects does Alberto like?** Explain to the pupils that they should look at what Alberto says as fast as they can to find the answer (*He likes science and maths.*) Point out that *enjoy* and *like* are similar in meaning and so it is correct to include both subjects in the answer.
- Repeat with a different question each for Beverly, Janek and Zara (asking about them in random order), e.g. **Why does Zara enjoy French?** (*Because it's useful to learn another language.*) **Why doesn't Janek like PE?** (*Because he isn't very good at sport.*) **What's Beverly's favourite subject?** (*It's music.*)
- Say **Now listen and read about Alberto, Beverly, Janek and Zara carefully. Answer the questions.**
- Play the CD (CD 1 track 22). The pupils listen to and read the texts and 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 to take turns to read and answer the questions.
- Ask **Are school subjects the same or different in your country?** and briefly listen to the pupils' answers.
- Ask further questions in turn, e.g. **Do you do any optional subjects? Do you have 'lunch clubs' at your school? Do you do any extra activities?** Listen to the pupils' answers and use these to encourage them to compare the school subjects and extra activities that children in Britain do with their own, e.g. *We do social sciences. We don't*

do history and geography. We don't have 'lunch clubs' but we do extra activities after school. Establish the main similarities and differences between school subjects and extra activities in Britain and in their country.

Key: 1 Because he's good at doing experiments and it's very interesting. 2 Because he's good at spelling and writing stories. 3 She likes music and art. 4 She likes PE and French. 5 Because he isn't very good at singing and he thinks it's boring. 6 Because it's hard to think of ideas and she isn't very good at using a computer.



Listen, read and answer. Learn about subjects children do at school!

In Britain, all children study English, maths, ICT, history, geography, PE, music, art and design, science and a modern foreign language, such as French, Spanish or Chinese. Some subjects such as drama and RE (religious education) are optional. At some schools, children also attend 'lunch clubs' to do extra activities such as singing or ballet.

Alberto: *My favourite school subject is science. I like science because I'm good at doing experiments and it's very interesting. I also enjoy maths because I'm good at solving problems and I like working on my own. I don't like music very much because I'm not very good at singing and I think it's boring.*

Beverly: *My favourite school subject is music. I like music because I enjoy playing musical instruments and I'm good at reading music. I learn the violin at 'lunch club'. I also enjoy art because I'm good at drawing and the lessons are fun. I don't like ICT very much because we share the computers and I like using a computer on my own.*

Janek: *My favourite school subject is English. I like English because I'm good at spelling and writing stories. I also enjoy drama because the lessons are fun and my teacher says I'm good at acting. I don't like PE very much because I'm not very good at sport (and I think I'm a bit lazy!).*

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

Key: 1 it's very interesting 2 because I like
3 I'm good at 4 I don't like 5 I'm not very good at
6 it's boring

Write about you. Draw a picture.
(AB page 10)

- Ask a few individual pupils to tell you about subjects they like and don't like and to say the reasons.
- Ask the pupils to write a paragraph about subjects they like and don't like and why and draw a picture. Explain that they should use Emily's description in the previous activity (or the ones by Alberto, Janek, Beverly and Zara in the Pupil's Book) to help them as a model. If appropriate, build up a paragraph first with the whole class on the board based on the opinions of one pupil.
- 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 the 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 and read about subjects children in Britain do at school, be aware of differences in school subjects in Britain and in your country, write a description of subjects you like and don't like giving the reasons, understand a joke and a fact about British culture). Elicit from the pupils in what ways the activities helped them to learn. Praise the pupils for their efforts as appropriate.

Goodbye and closing routine

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

1 Things we're good at

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 11–13
- 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 The subject song**. Play the song with lyrics (CD 1 track 9 – see Lesson 1) or the karaoke version (CD 1 track 10) 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 Janek. Ask the questions on page 10 of the Activity Book and get the pupils to respond, e.g. **What's your favourite school subject? It's English.**
- Repeat the procedure, asking different pupils in turn to pretend to be Alberto, Beverly and Zara. 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

20 Listen, read and say.

When's geography on Monday? It's at five past nine.

Are you good at geography? Yes, I am. It's my favourite subject.

Why do you like geography? Because I enjoy learning about different places. It's very interesting.

What other subjects are you good at? Well, I'm good at ICT. I've got an A* in ICT.

Now act out your own dialogues!

21 Listen and do the Footprints quiz.

- Name these school subjects.
- Say your favourite subject and say why. (City ... because ...)
- Ask someone their favourite subject.
- Say two subjects you're good at.
- Say two subjects a friend is good at.
- Ask a friend what they're good at.
- Look at the clock. What time is it?
- Look at the clock. What time is it?
- Look at the clock. What time is it?
- Look at the clock. What time is it?
- When do you leave school? (Say the days and times.)
- When do you have English? (Say the days and times.)
- Say two things you're good at and enjoy doing.
- Say two things a friend is good at and enjoys doing.
- Say two things that help you learn English. (It helps me learn when ...)
- Say what you like doing in two other subjects. (In music I like ...)

Lesson 8 Unit review / About My World Portfolio Booklet

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.**

On the learning trail

Listen, read and say. (PB page 13)

- Say **Look at Jack and the girl talking. Listen 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 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 parts of the

dialogue in their books in blue, e.g.

T: **When's history on Tuesday?**

P: *Oh, it's at twenty past ten, etc.*

- Ask pairs of pupils to take turns to create and act out parallel dialogues to the rest of the class, substituting the text in blue with phrases of their choice. Use the flashcards and / or word cards as prompts for school subjects in the dialogues 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.

Jack: *When's geography on Monday?*

Girl: *It's at five past nine.*

Jack: *Are you good at geography?*

Girl: *Yes, I am. It's my favourite subject.*

Jack: *Why do you like geography?*

Girl: *Because I enjoy learning about different places. It's very interesting.*

Jack: *What other subjects are you good at?*

Girl: *Well, I'm good at ICT but I'm not very good at music.*

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 or the pupils choose a name related to the unit for their team, e.g. The maths team / The history 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 to questions 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 correct 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 school subjects.* (e.g. science, ICT, music)
- 2 *Say your favourite subject and say why.* (e.g. My favourite subject is maths because I enjoy solving problems.)
- 3 *Ask someone their favourite subject.* (What's your favourite subject?)
- 4 *Say two subjects you're good at.* (e.g. I'm good at English and art.)
- 5 *Say two subjects a friend is good at.* (e.g. Maria's good at science and maths.)
- 6 *Ask a friend what they're good at.* (What are you good at?)
- 7 *Look at the clock. What time is it?* (It's quarter past nine.)
- 8 *Look at the clock. What time is it?* (It's quarter to eleven.)
- 9 *Look at the clock. What time is it?* (It's ten past twelve.)
- 10 *Look at the clock. What time is it?* (It's twenty to six.)
- 11 *When do you have maths?* (e.g. I have maths on Tuesday at quarter past two and Thursday at quarter to ten.)
- 12 *When do you have English?* (e.g. I have English on Monday at five past nine and Wednesday at quarter past two.)
- 13 *Say two things you're good at and enjoy doing.* (e.g. I'm good at science and I enjoy doing experiments.)
- 14 *Say two things a friend is good at and enjoys doing.* (e.g. Jane is good at sport and she enjoys swimming.)

15 Say two things that help you learn English.
(e.g. It helps me learn when we repeat words.
It helps me learn when we act out dialogues.)

16 Say what you like doing in two other subjects.
(e.g. In music I like listening to music. In
geography I like looking at maps.)

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: When's art on Wednesday? It's at **quarter past ten**. Are you good at art? Yes, **I am**. It's my favourite subject. / Why do you like art? I enjoy **drawing**. It's very interesting. / What other subjects are you good at? Well, I'm good at **music** but I'm not very good at **PE**.

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 the 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 read parts 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: good at? / Is / I'm not. / Yes, / he, she / When / Monday? / quarter


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


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

P

Lesson 8

22 Look and write the dialogue.





When  is it _____ on Wednesday?

(good at) Are _____ at it?


(bad) Why _____ at it?

(good at) What other subjects _____





 It's at _____


Yes, _____ it's my favourite _____



I enjoy  _____


It's very interesting _____

Well I'm good at  _____ but I'm not very good at  _____

23 Put on the Grammar Footprints stickers.



When	is	you	they		I'm	They're	(are)	good at	are	singing
	is	are	are		He's	He's	not very			
Are	you	they	good at	and singing?	Yes, I am		they are	Yes, I'm	is	is
	are	are			No, they aren't	No, they aren't	No, they aren't	No, they aren't		
What time			is	starts	at		five ten	past	nine	
					It's at			to		



Lesson 8 Unit review

- The pupils work individually and write the answers.
- Check the answers by asking individual pupils to ask the questions or read the instructions and give answers.

Key: 1 science, maths, ICT, geography, drama, design 2 e.g. I'm good at English. I'm also good at music. 3 e.g. I'm not very good at science. 4 e.g. Susana's good at art. 5 a) It's quarter to eight. b) It's quarter to ten. c) It's ten past eleven. d) It's five to one. 6 e.g. I have English on Monday at ten to nine, Tuesday at quarter to three and Thursday at twenty past ten. 7 e.g. I'm good at history because I enjoy learning about the past. I like geography because it's interesting. 8 e.g. It helps me learn when we listen to stories. It helps me learn when we read interesting facts.

Assess your work. (AB page 12)

- Explain to the pupils that in this activity they assess their work in the unit.
- Ask the pupils to look through their work in the unit and give themselves a score out of ten. Make sure the pupils understand that there are no right answers and that it is their own opinion of the work they have done which is important. 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, for example, *excellent*, *(very) good*, *OK*, *not very good*, *poor* and complete the sentence about what they need to do to get better, for example, *I need to 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' 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 their 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). Elicit in what ways the activities have helped them to learn. Praise the pupils for their efforts as appropriate.

Goodbye and closing routine

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

About My World Portfolio Booklet

The pupils finish completing 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.

24 Write the answers to the Footprints quiz.

1 Name six school subjects.

2 Write two sentences about subjects you're good at.

3 Write a sentence about a subject you're not very good at.

4 Write a sentence about what a friend is good at.

5 Look at the clocks. What time is it?

6 When do you have English? (Write the days and times.)

7 Write two sentences about things you're good at and enjoy doing. (Use *because*.)

8 Write two sentences about things that help you learn English. (It helps me from when ...)

Assess your work.

My Unit 1 score is: / 10

My work is:

I need to:

Unit 1 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.