

# 1 Friends

## Structures and grammar

- present simple for routines (affirmative, negative, questions and short answers)
- past of the verb *to be* (affirmative, negative, questions and short answers)
- *could* and *couldn't* for past ability
- *What are you like? What is he / she like?*
- *I'm (always / sometimes / never / usually / often) tidy.*
- *What's your date of birth / telephone number?*
- Recycled: *a person who ..., I want to ..., Do you want to ...? Can ...? We need to ...*, dates: *1st January 2010*, personal questions

## Vocabulary

- Core: *tidy, kind, shy, noisy, unkind, untidy, lazy, quiet, confident, active, unfriendly, friendly*
- Content / culture: *identity, form (n), first name, surname, date of birth, male, female, postcode, circle (v), delete, underline, tick (v), capital letter, dash, colon, brackets, habit, tradition, appearance, festival, difference, only child, inherit, society, personality, belief, traditional, similar, behave, casual, smart, fashionable, sporty, modern, interest (n), (eighty) per cent of ..., Wales, Welsh, Canada, French, India, Hindi, together, comfortable, scientist, letter, postcard*
- Other: *rule, put away, shout, argue, respect, look after, equipment, dangerous, worried, meet, surprised, two or three times a week, camping trip, have an argument, share, funny, send / write a message*
- Recycled: *best friend, snack, get up late, walk to school, do my homework, clean my bedroom, help people, smile, rubbish, skateboard, swim, do sport, count to 100, eats, kisses, says, washes, listens, drinks, watches, hops, loves, teaches, language*; ordinal numbers, months, *comic, video game, help at home, go to the swimming pool*

## Main receptive language

- *Our society is made of millions of people.*
- *Some languages are used by ...*

## Communicative competence

### Understanding

#### Listening:

- Can recognise personality adjectives
- Can understand the episode of the story and a song
- Can understand a variety of texts and extract general and specific information
- Can discriminate the three ways of pronouncing the third person 's'
- Can predict the content of a listening text

#### Reading:

- Can recognise personality adjectives
- Can read and extract specific and global meaning from the story, dialogue and cross-curricular texts
- Can read and identify the main features of a form

### Speaking

#### Spoken interaction:

- Can ask and respond to personal questions about the topics

and to questions about the content of the texts

- Can ask and respond to questions about appearance and personality, routines and past abilities
- Can act out a simple dialogue
- Can pronounce verbs in the 3rd person present tense correctly
- Can listen to a presentation and ask for clarification / further information

#### Spoken production:

- Can describe a person's appearance and personality
- Can talk about routines
- Can sing a song about friends
- Can give an oral presentation about a friend

### Writing

- Can write the main personality adjectives correctly
- Can write descriptions of yourself and other people
- Can write about habits and routines
- Can write answers to closed and open-ended questions about the texts
- Can spell the 3rd person form of verbs correctly
- Can complete a form, and write dates correctly
- Can write a short personal text about languages around you
- Can prepare prompts for an oral presentation

## Learning strategies and thinking skills

- Categorising personality adjectives
- Relating classroom learning to your own life and world around you
- Working out language rules from given input
- Interacting with texts by predicting, hypothesising and checking for evidence
- Working out the meaning of words in a text from context
- Arranging words in alphabetical order and finding words in a dictionary
- Using a graphic organiser to prepare an oral presentation
- Assessing own learning

## Content links

- *Social sciences*: personal identity

## Intercultural learning

- Interest in finding out about languages spoken in other countries around the world
- Awareness of multilingual communities around the world
- Awareness of English as a world language
- Reflection on own language experiences

## Pronunciation

- Discrimination and production of the 3rd person form of the verb in the present simple: /s/, /z/ and /ɪz/

## Values and attitudes

- Understanding the importance of establishing and obeying rules in the classroom
- Empathising with friends' and classmates' feelings
- Understanding and respect of diversity in society

# 1 Friends

## Lesson 1 Vocabulary presentation

### Aims:

- To recognise and say personality adjectives
- To read a set of rules for general meaning and specific information
- To write personality adjectives in isolation and as part of a sentence
- To write personalised sentences about people's character

### Key language:

- *What are you like?*
- *Are you ...? Yes, I'm ... / No, I'm not. I'm ...*
- *I'm (always) tidy.*
- *What is he / she like?*
- *tidy, kind, shy, noisy, unkind, untidy, lazy, quiet, confident, active, unfriendly, friendly*
- *put away, shout, argue, respect, look after*
- *rule, equipment, dangerous*
- *a person who ...*
- *always, never, sometimes, usually*

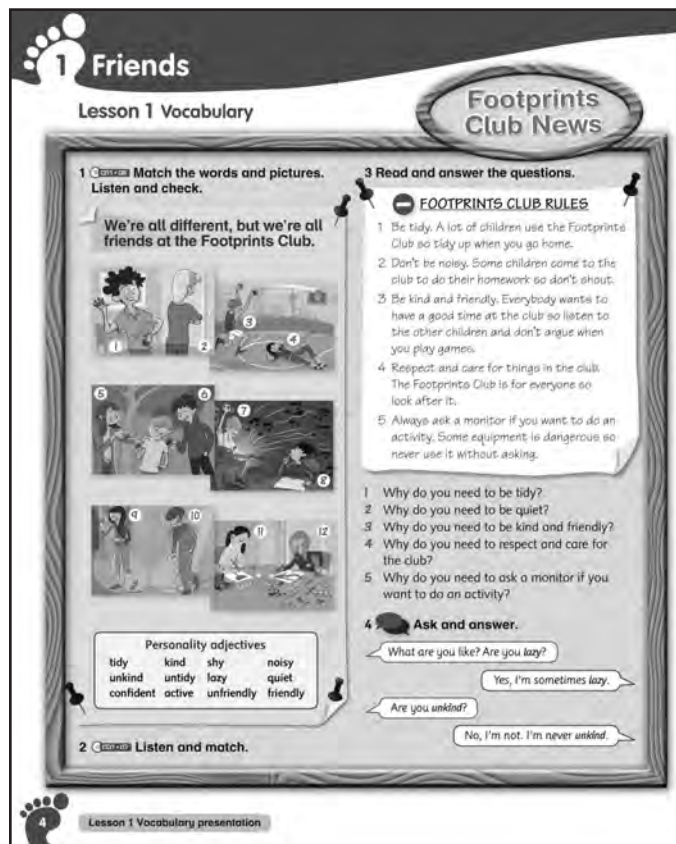
### Materials:

- Pupil's Book page 4
- Activity Book pages 4 and 13
- CD 1

## Starting out

### Greetings and warming up

- Greet the pupils and, if you set the homework in the last lesson, invite different pupils to read out their sentences about the Footprints Club. If you wish, write a sentence on the board that a pupil has given, but deliberately include a mistake or two, e.g. *The Footprints Club is a place who you can wach the television.* The class should then identify and correct the mistakes (*where, watch*).
- Draw a large oval shape on one side of the board and ask the pupils to guess what it is. Listen to their ideas. Then add some ears, eyes, a nose, hair and a big, smiley mouth. Confirm that it's a face. Draw an angry, bad-tempered face on the other side of the board.
- Point to the first face and say **He / She is ...** and elicit different positive adjectives to describe a personality, e.g. *good, kind, nice, happy*. Praise the pupils for their ideas and write the words on the board, prompting a pupil to spell the word each time. Repeat the procedure with the other face.



### Setting objectives

- Say Today we're going to learn and practise saying more adjectives. Also we're going to learn how to describe a person's personality.

## On the learning trail

### Match the words and pictures. Listen and check. (PB page 4, activity 1)

- Ask the pupils to open their Pupil's Books at page 4. Direct their attention to the poster on the noticeboard and invite a pupil to read out the opening statement. Check understanding and invite different individual pupils to describe the children they can see. The pupils then work on their own or in pairs to match all the children in the pictures with the words in the box below. They write the numbers and corresponding words in their notebooks.
- When the pupils have matched the words and pictures, say **Let's listen and check**. Play the CD (CD 1 track 6). The pupils listen and check their answers. Pause the CD if necessary to allow the pupils to correct their answers.
- Play the CD a second time and encourage the pupils to repeat each word.

**Teacher's tip:** Highlight the prefix *un-* to make opposites. Explain that the main stress in the word doesn't change with the prefix. Clap the syllables: O (*kind*), oO (*unkind*), Oo (*friendly*), oOo (*unfriendly*), Oo (*tidy*), oOo (*untidy*).

**Key:** See audioscript below.



**Match the words and pictures.  
Listen and check.**

- 1 *friendly*
- 2 *unfriendly*
- 3 *active*
- 4 *lazy*
- 5 *kind*
- 6 *unkind*
- 7 *noisy*
- 8 *quiet*
- 9 *confident*
- 10 *shy*
- 11 *tidy*
- 12 *untidy*

**Listen and match. (PB page 4, activity 2)**

- Explain to the class that they are going to listen to definitions of the different adjectives and they need to say which adjective each definition is describing.
- Play the CD (CD 1 track 7). The pupils listen to each definition in turn and put up their hands when they can identify the adjective. Pause the CD at the end of each definition and prompt a pupil to say the adjective. Then resume the CD to check if they are correct.

**Optional activity:** Encourage the pupils to think about how they listen for information. Play the CD another time and ask them to write down / say the words which helped them work out the definition.



**Listen and match.**

- a *This describes a person who doesn't like working. This person doesn't make an effort. (lazy)*
- b *This describes someone who is nervous when they meet new people. This person isn't confident. (shy)*
- c *This describes a person who has a lot of energy. This person likes to do a lot of activities. (active)*

- d *This describes a person who is happy. This person always says hello to people. (friendly)*
- e *This describes a person who helps other people. This person looks after others. (kind)*
- f *This describes a person who doesn't smile a lot. This person doesn't say hello to people. (unfriendly)*
- g *This describes a person who isn't organised. This person doesn't tidy up. (untidy)*
- h *This describes someone who is calm and who doesn't make a lot of noise. (quiet)*
- i *This describes someone who isn't scared or nervous. (confident)*
- j *This describes a person who is horrible to other people. This person sometimes hurts people. (unkind)*
- k *This describes someone who is organised and who puts their things away. (tidy)*
- l *This describes a person who shouts a lot or makes a lot of noise. This person doesn't talk quietly. (noisy)*

**Read and answer the questions. (PB page 4, activity 3)**

- Explain to the class that they're going to read a list of the Footprints Club rules. Explain that it is not important to know all the vocabulary in order to understand the general meaning of the text. Ask the pupils to read the text silently.
- Ask the pupils to comment on the rules. Do they think these rules are a good idea? Ask the pupils to tell you which rule they think is the most important.
- Invite a pupil to read out the five comprehension questions and prompt him / her to answer question 1. The pupils then work on their own or in pairs to write the answers to the questions in their notebooks. Monitor the pupils as they do this, giving support where appropriate.
- Invite different individual pupils to read out their answers. Write the sentences on the board and encourage the pupils to correct their work.

**Key:** 1 Because a lot of children use the club.  
2 Because some children do their homework at the club.  
3 Because everyone wants to have a good time.  
4 Because the Footprints Club is for everyone.  
5 Because some equipment is dangerous.

**Option:** Take the opportunity to discuss the rules in the English classroom. Talk about each rule and why it's important.

## Ask and answer. (PB page 4, activity 4)

- Choose a pair of pupils and ask them to read out the question and answer exchanges. Explain that we use the first question *What are you like?* to ask about somebody's personality. Write the sentence *I'm sometimes lazy* on the board and focus the group's attention on the adverb of frequency. Elicit from the class that the adverb comes after the verb *to be*. Then erase the word *sometimes* and elicit other adverbs of frequency that the class know, i.e. *always*, *never* and *usually*. Check meaning.
- Ask the same pair of pupils to repeat the activity, but this time, prompt them to use different adjectives of personality and to give their own answers to the questions.
- Finally, organise the class into pairs and ask the pupils to ask and answer the questions in their pairs. The pupils should ask a question for each adjective of personality.

## Find and match. Write. (AB page 4, activity 1)

- Invite a pupil to read out the instructions for the activity and then read out number 1. The pupils should then find and match the other adjective halves and write them next to the corresponding picture. Encourage the class to complete as much as possible from memory. However, if they have difficulty, allow them to refer back to the Pupil's Book.
- Check answers with the whole class. Say, e.g. **Number 1 is ...** and the pupils say the words.  
**Key:** 1 tidy (example) 2 shy 3 noisy 4 unfriendly 5 quiet 6 kind



## Read the definitions and write the words. There are two extra words. (AB page 4, activity 2)

- Invite a pupil to read out the words in the word box and the example (number 1). Remind the pupils that there are two extra words in the word box that they do not need. The pupils then work on their own to read the definitions and write the words.
- The pupils check their answers in pairs and then with the whole class.  
**Key:** 1 active (example) 2 lazy 3 confident 4 friendly 5 untidy 6 unkind

## Write about you and your best friend. (AB page 4, activity 3)

- Focus the pupils' attention on the first question: *What are you like?* Remind them that we use this question to ask about somebody's personality.

# Friends

## Lesson 1 Vocabulary

### 1 Find and match. Write.

1 tidy

2

3

y	nal	nd	dy
et	qui	unfriend	
sy	sh	ly	ki

4

5

6

### 2 Read the definitions and write the words. There are two extra words.

untidy shy confident active quiet lazy friendly unkind

1 It describes a person who has got a lot of energy and likes doing different things. active

2 It describes a person who doesn't make an effort and who doesn't like to work.

3 It describes a person who isn't nervous or scared.

4 It describes a person who likes being with people and always says hello.

5 It describes a person who doesn't tidy up and who isn't organised.

6 It describes a person who is horrible to people and sometimes hurts them.

### 3 Write about you and your best friend.

1 What are you like?  
I'm sometimes \_\_\_\_\_, but I'm never \_\_\_\_\_.  
I'm \_\_\_\_\_.  
I'm usually \_\_\_\_\_, and I'm sometimes \_\_\_\_\_.  
I'm \_\_\_\_\_.

2 What is your best friend like?  
My best friend is always \_\_\_\_\_, but \_\_\_\_\_.  
My \_\_\_\_\_.

Lesson 1 Vocabulary presentation

Ask several pupils the question and invite them to answer, e.g. *I'm sometimes active, but I'm never confident ...* Repeat the procedure with the second question.

- The pupils then work on their own to write their descriptions. When the class has finished, invite different individual pupils to read out their answers.

**Key:** Pupils' own descriptions.

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done in today's lesson. Encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to complete the first section of the bilingual dictionary on page 13 of their Activity Books with the 12 personality adjectives from the lesson.

**Vocabulary extension:** Activities to practise other personality adjectives can be found in the Tests and Photocopiable Resources pack.

**Optional activity:** Organise the class so that they are sitting in a circle. Make sure that each pupil can see all the other pupils in the group. Take your place in the circle and explain that everybody is going to say something nice about the person sitting next to them. Turn to the person on your left and say **I like (Marina) because (she's kind)**. That pupil should then say something nice about the person on his / her left, i.e. *I (like) (Juan) because (he's funny)*. The activity continues until all the pupils have made and received a compliment.

**Homework idea:** Ask the pupils to write five true sentences about themselves in their notebooks, e.g. *I'm sometimes shy. I'm usually quiet.*



# 1 Friends

## Lesson 2 Language input and story

### Aims:

- To listen to and read a story for general understanding and specific information
- To listen and find out specific information about emoticons

### Key language:

- What is he / she like?*
- Do you want to ...?*
- I want to ...*
- present simple: affirmative, negative and questions
- We can / can't ...*
- Why?, What?, Which?*
- worried, surprised, sad, tired*
- tidy, kind, shy, noisy, unkind, untidy, lazy, quiet, confident, active, unfriendly, friendly*
- send a message*
- best friend*
- emoticon, colon, dash, bracket, capital*

### Materials:

- Pupil's Book page 5
- Activity Book pages 5 and 13
- CD 1

## Starting out

### Greetings and warming up

- Greet the pupils and, if you set the homework in the last lesson, invite different pupils to read out their sentences. If you wish to do so, write a sentence that a pupil has given onto the board, but deliberately include a mistake or two. The class should then identify and correct the mistakes.
- Invite a confident pupil to come to the front of the class and secretly tell him / her one of the personality adjectives from Lesson 1. Prompt the pupil to mime the adjective. Ask the class **What is he / she like?** The rest of the class should try and guess the personality adjective. Repeat the procedure with different individual pupils, giving them a different adjective to mime each time.

### Setting objectives

- Say **Today we're going to listen to episode 1 of the Footprints Club story.**

**Lesson 2 Story**

**5 Listen and read. Fun at the Footprints Club**

The comic strip consists of 8 panels. Panel 1: Ellie and Joe are at the Footprints Club. Panel 2: Tim asks Katy to talk to Joe. Panel 3: Katy asks if Joe usually uses the computer after school. Panel 4: Katy asks if Joe is having a good time. Panel 5: Tim asks Katy to talk to Joe. Panel 6: Katy asks if Joe usually uses the computer after school. Panel 7: Katy asks if Joe is having a good time. Panel 8: Katy asks if Joe usually uses the computer after school.

**5 Listen and read. Fun at the Footprints Club**

1 Ellie and Joe are at the Footprints Club.  
Hi, Ellie. Are you having a good time?  
Yes, I am. But I'm worried about Joe. He's shy and he doesn't like meeting people.

2 Tim asks Katy to talk to Joe.  
Hi, Joe. My name's Katy. Do you want to make a film?  
No, thanks. I'm writing a message on the computer.

3 Do you usually use the computer after school?  
Yes, I do. I always send a message to Harry. He was my best friend at school. I'm sad because he lives in another city now.

4 Oh dear! What other activities do you like?  
I like doing sport. Do you want to play basketball, Katy?  
We can't play basketball in the Footprints Club because there isn't a garden.  
What about the park over there?  
No, we can't play there. Nobody looks after it any more and it's dangerous.

5 I know! Let's play a video game instead. We can play the new basketball game.  
That's a great idea. I love video games!

6 Do you like the Footprints Club, Joe?  
Yes, I do. It's fantastic!

7 Why does Joe feel sad?  
What do you do when a friend lives sad?

8 Hi Harry.  
Do you remember the Footprints Club? Well, I went there today after school and it was brilliant. There were two monitors called Tim and Tony and there was a girl called Katy who was very kind. I could do lots of activities, but I couldn't play basketball because there isn't a garden. There's a park in front of the club, but it's a mess. What a pity! I want to go back to the Footprints Club tomorrow.  
fate cars.  
Joe.

**What's the matter with the park? Find the 6 letters in the story and make the word.**

Lesson 2 Language input and story

## On the learning trail

### Listen and read. Episode 1: 'Fun at the Footprints Club' (PB page 5, activity 5)

#### Before the story

- Ask the class to open their Pupil's Books and invite a pupil to read out the title of the story. Ask the following prediction question: **Which activities does Joe enjoy doing?** Encourage the pupils to predict the activities that Joe enjoys doing.

#### During the story

- Say **Now listen to the story and find out.** Play the CD (CD 1 track 8) and the pupils follow in their books.
- At the end of the story, ask the pupils if they guessed correctly. Confirm that Joe likes using the computer, doing sport, playing basketball and playing video games.
- Note:** The story's dialogue is in the Pupil's Book. However, the listening text also contains additional information. This is marked with an asterisk in the full listening text below.



## Episode 1: Fun at the Footprints Club

### Picture 1

Narrator: *Ellie and Joe are at the Footprints Club.*

Tim: *Hi, Ellie. Are you having a good time?*

Ellie: *Yes, I am. But I'm worried about Joe. He's shy and he doesn't like meeting people.*

### Picture 2

Narrator: *Tim asks Katy to talk to Joe.*

Katy: *Hi, Joe. My name's Katy. Do you want to make a film?*

Joe: *No, thanks. I'm writing a message on the computer.*

### Picture 3

Narrator: *Katy sits down next to Joe.\**

Katy: *Do you usually use the computer after school?*

Joe: *Yes, I do. I always send a message to Harry. He was my best friend at school. I'm sad because he lives in another city now.*

### Picture 4

Katy: *Oh dear! What other activities do you like?*

Joe: *I like doing sport. Do you want to play basketball, Katy?*

### Picture 5

Katy: *We can't play basketball in the Footprints Club because there isn't a garden.*

Narrator: *Joe looks out of the window.\**

Joe: *What about the park over there?*

Katy: *No, we can't play there. Nobody looks after it any more and it's dangerous.*

### Picture 6

Narrator: *Katy has an idea.\**

Katy: *I know! Let's play a video game instead. We can play the new basketball game.*

Joe: *That's a great idea. I love video games!*

### Picture 7

Narrator: *Joe is very good at the video game and he has great fun.\**

Ellie: *Do you like the Footprints Club, Joe?*

Joe: *Yes, I do. It's fantastic!*

### Picture 8

Narrator: *That evening, Joe sends a message to his friend, Harry.\**

Joe: *Hi Harry,*  
*Do you remember the Footprints Club? Well, I went there today after school and it was brilliant. There were two monitors called Tim and Tanya and there was a girl called Katy, who was very kind. I could do lots of activities, but I couldn't play basketball because there isn't a garden. There's a park in front of the club, but it's ... What a pity!*  
*I want to go back to the Footprints Club tomorrow.*  
*Take care,*  
*Joe*

### Check general understanding of the story.

- Ask questions about each picture as follows:  
**1) Why is Ellie worried about Joe?** (*Because he's shy / he doesn't like meeting people.*) **2) Who talks to Joe?** (*Katy*) **What does Katy want to do?** (*make a film*) **What does Joe want to do?** (*use the computer / write a message*) **3) When does Joe usually use the computer?** (*after school*) **Who does he write to?** (*Harry*) **Who is Harry?** (*Joe's best friend*) **Where does he live?** (*in another city*) **4) What other activities does Joe like doing** (*sport(s) / basketball*) **5) Can Katy and Joe play basketball?** (*no*) **Why not?** (*There isn't a garden at the Footprints Club and the park is dangerous.*) **6) What do Katy and Joe play?** (*a video game (of basketball)*) **7) How does Joe feel now?** (*happy*) **8) Who does Joe send a message to?** (*Harry*) **When does Joe want to go back to the club?** (*tomorrow*)

### Answer the questions. (PB page 5)

- Direct the pupils' attention to the questions below the story on the left. Invite a pupil to read and answer the first question and confirm that Joe is sad because his friend has moved to a different city.
- Then ask another pupil to read out the second question. Encourage the pupils to talk about the things they do to help a friend feel better when he / she is sad and praise them for their sensitivity and kindness.

## Solve the Footprints story clue. (PB page 5)

- Point to the Footprints story clue at the bottom of the page and invite a pupil to read out the question and instruction. Then encourage the pupils to look for the six letters in the artwork. When the pupils have found the letters, they should unjumble them to make the word *closed*.

## Listen and join in with the story.

- Explain to the class that they are going to listen to the story again, but this time they are going to join in saying the dialogue. Organise the class into four groups and tell each group that they are one of the characters in the story: Ellie, Tim, Katy or Joe. Play the CD again (CD 1 track 8) and prompt each group to join in saying the dialogue (quietly) with their character.
- If you wish to do so, give a different character to each group and repeat the procedure.

## Read the story again. Answer the questions. (AB page 5, activity 4)

- Ask the pupils to read the story again on page 5 of the Pupil's Book.
- Invite a pupil to read out the first question and answer. The class then work on their own to answer the other questions. If the pupils have difficulty remembering the answers, allow them to refer back to the story in the Pupil's Book.
- Check the work by asking different individual pupils to read out their answers.

**Key:** 1 Because Joe's shy. (example) 2 Because his friend lives in another city. 3 He wants to play basketball. 4 Because it's dangerous / closed. 5 They play a basketball game. 6 He sends a message to (his friend) Harry.



## Complete the story summary. There are two extra words. (AB page 5, activity 5)

- Invite a pupil to read out the rubric and then read out the words in the word box. Check meaning if necessary. Remind the pupils that there are two extra words in the word box that they do not need.
- Insist that the pupils put their pens down and listen. Read out the summary, pausing slightly at each missing word, but don't allow the pupils to call out the answers. The pupils then work on their own to write the missing words in the text. Explain to the pupils that if they are unsure which word to use, they should look at the words before and after the gap to help them choose.
- The pupils check their answers in pairs and then with the whole class.

**Lesson 2 Story**

4 Read the story again. Answer the questions.

- Why is Ellie worried about Joe? Because Joe's shy.
- Why is Joe sad? Because \_\_\_\_\_
- Which game does Joe want to play? He \_\_\_\_\_
- Why can't the children play in the park? Because \_\_\_\_\_
- Which video game do Joe and Katy play? They \_\_\_\_\_
- What does Joe do that evening? He \_\_\_\_\_

5 Complete the story summary. There are two extra words.

film tomorrow shy garden city confident game friends basketball closed fun open

Joe and Ellie are at the Footprints Club. Ellie is very confident, but Joe is 1 shy. He also feels sad because his friend, Harry, lives in another 2 \_\_\_\_\_. Now Katy goes to talk to Joe. She wants to make a 3 \_\_\_\_\_, but Joe wants to play a game of 4 \_\_\_\_\_. Unfortunately, the children can't play basketball because there isn't a 5 \_\_\_\_\_ at the Footprints Club. There's a park, but the children can't play there because it is 6 \_\_\_\_\_. Katy and Joe decide to play a video 7 \_\_\_\_\_ and Joe plays very well. Joe makes lots of new 8 \_\_\_\_\_ and he feels happy and 9 \_\_\_\_\_. He thinks the Footprints Club is great fun and he wants to go back 10 \_\_\_\_\_.

6 Listen and complete.

**Footprints facts**

Email emoticons

: colon	1 :- ) means 'I'm happy'
- dash	2 :- 5 means 'I'm _____'
{ } brackets	3 { } means 'I'm _____'
CAPITAL LETTERS	4 :- O means 'I'm _____'
	5 :- 4 means 'I'm _____'

Lesson 2 Language input and story

**Key:** 1 shy (example) 2 city 3 film 4 basketball 5 garden 6 closed 7 game 8 friends 9 confident 10 tomorrow

## Listen and complete. (AB page 5, activity 6)

- Invite a pupil to read out the title of the fact-finding task: *Email emoticons*. Ask the class if they know what *emoticons* are. Confirm that an *emoticon* is a face that you make with different punctuation marks and that you use emoticons to say how you feel when you send a message on the computer or a mobile phone.
- Draw a happy face :- ) on the board and ask the pupils to tell which emotion it shows: *He's ... (happy)*. Prompt the class to show you any other emoticons that they are familiar with.
- Invite a pupil to read out the punctuation information and check comprehension. Clarify that you open a bracket with ( and you close a bracket with ). The pupils look at each emoticon in turn and say which punctuation marks they can see. Then prompt the pupils to guess what each one means.
- Say **Let's listen for the information**. Play the CD (CD 1 track 9) without stopping and encourage the class to follow the information in their books.
- Play the CD a second time and ask the pupils to put up their hands when they hear the answers. Pause the CD and prompt the class to say the emotion / feeling. Praise the class if they are



correct, or play the section again if they are having difficulties. Repeat the procedure until all five facts are completed.

- Finally, check spelling by asking different individual pupils to spell the adjectives for you as you write them on the board.

**Key:** happy (example) 2 worried 3 tired 4 surprised 5 sad



### Footprints facts: Email emoticons.

- Ellie: *Hi, Joe. What are you doing?*
- Joe: *I'm writing a message to Harry.*
- Ellie: *What's that funny face at the end of the message?*
- Joe: *It's an emoticon. It means I'm happy.*
- Ellie: *Really! How do you make it?*
- Joe: *It's easy. You need to put a colon for the eyes, then a dash for the nose, and then a closed bracket for the mouth.*
- Ellie: *Oh yes, I can see now that it's a happy face. What other emoticons do you know?*
- Joe: *Well, if you put a colon, a dash, and then a capital 'S', that means you're worried.*
- Ellie: *Yes, it looks like a worried face.*
- Joe: *And if you put an open bracket, a colon and a capital 'T', that means you're tired.*
- Ellie: *How do you make a surprised face?*
- Joe: *A surprised face? You need to put a colon, a dash, and then a capital 'O'.*
- Ellie: *Can I make an emoticon, too?*
- Joe: *Yes, of course.*
- Ellie: *Look. Here's a colon, a dash, and then an open bracket. It's a sad face.*
- Joe: *Yes, it is. Well done, Ellie.*

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done in today's lesson. Encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

### Optional activity: Play *Which picture is it?*

Ask the pupils to look closely at the story in the Pupil's Book once again. After 20 seconds, the pupils should close their books. Read out or play at random five seconds of dialogue from the story (CD 1 track 9). The pupils listen and say the number of the corresponding picture each time.

**Homework idea:** Ask the pupils to find different emoticons. They should draw them and write in English what they mean.

## Lesson 3 Grammar and communication

### Aims:

- To read and act out a short dialogue about the Footprints Club
- To understand and use a simple grammar table showing the present simple and adverbs of frequency
- To talk and write about routines and habits

### Key language:

- present simple for routines (affirmative, negative, questions and short answers):  
*I go camping.*  
*He / She goes camping.*  
*I don't go camping.*  
*He / She doesn't go camping.*  
*Do you come to the club?*  
*Yes, I do. / No, I don't.*  
*Does he / she come to the club?*  
*Yes, he / she does. / No, he / she doesn't.*
- adverbs of frequency: *always, sometimes, never, usually, often, two or three times a week*
- *camping trip*
- *do sport, get up late, walk to school, help at home, do my homework, clean my bedroom, look after people, smile*
- *shy, lazy, kind, active, unfriendly, tidy*
- *snack, bin, rubbish*

### Materials:

- Pupil's Book page 6
- Activity Book pages 6 and 13
- CD 1

## Starting out

### Greetings and warming up

- Greet the pupils and, if you set the homework in the last lesson, invite different pupils to draw their emoticons on the board and say what they mean. Praise these pupils for their research.
- Write the word *personality* on the board and then write the word *rain*. Show the class how the second word is made from the letters of the first word. Invite the class to tell you another word that they can make e.g. *tail, one* or *pen*.
- Organise the class into pairs and tell the pupils that they have two minutes to continue looking for words.
- When two minutes have passed, stop the pupils and ask them to count the words they have made.

**Lessons 3 and 4 Grammar**

6 Listen and read. Act out.

Joe is in the Footprints Club. He's talking to Ellie.

Joe: Do you come to the club every evening, Ellie?  
Ellie: No, I don't. I usually come here two or three times a week.  
Joe: What about at the weekend? Do you come to the club then?  
Ellie: I often come then, but I sometimes visit my grandmother at the weekend. She lives in another town.  
Joe: What about the camping trips? Do you usually go camping with the Footprints Club?  
Ellie: Yes, I do! I always go camping. I never miss those trips.  
Joe: Why not?  
Ellie: Because the camping trips are fantastic!

7 Look and learn. Present simple and adverbs of frequency.

I / You / We / They	usually always often never	go	camping.
He / She		goes	
I / You / We / They	don't	usually always often	go swimming.
He / She	doesn't		
Do	you / we / they	usually always often	go camping?
Does	he / she		
Yes. No.	I / we / they	do. don't	Yes. No.
			he / she does doesn't

Remember! I am usually tidy. I usually go to the Footprints Club.

8 Practise your grammar. Ask and answer.

- 1 Susan is shy. She *always / never* talks to new people.
- 2 Peter is lazy. He *often / never* helps at home.
- 3 Tom is kind. He *always / sometimes* looks after people.
- 4 Lucy is active. She *often / never* does sport after school.
- 5 Jane is unfriendly. She *never / often* smiles.
- 6 John is tidy. He *sometimes / usually* puts his rubbish in the bin.

Does Jane smile? No, she doesn't. She never smiles.

Lesson 3 Grammar and communication See Language Guide, page 12.

Invite the pair with the most words to read out their list. Then ask the rest of the class to read out any other words they have made. Praise any long or less common words.

### Setting objectives

- Say **Today we're going to practise talking about our routines.**

## On the learning trail

### Listen and read. Act out. (PB page 6, activity 6)

- Point to the activity and invite a pupil to read out the introduction. Ask the class to guess what Ellie and Joe are talking about. Praise the pupils' ideas and then say **Let's listen to their conversation.** Play the CD (CD 1 track 10). At the end of the conversation, ask **What are they talking about? (the Footprints Club)**
- Check general understanding of the dialogue by asking questions about it as follows: **Does Ellie go to the club every day? (no / No, she doesn't.) Does Ellie go to the club at the weekend? (Yes, she often goes then.) What else does she do at the weekend? (visit her grandmother) Does she often visit her grandmother? (no, sometimes)**

**Does Ellie go camping?** (*yes, always*) **Why?** (*Because the camping trips are fantastic.*)

- Say **Listen and join in with the dialogue.** Divide the class into two groups and assign roles: Joe and Ellie. Play the CD again. Prompt the pupils to join in saying the part (quietly) with their character.

**Optional activity:** Organise the class into pairs. The pupils practise reading the dialogue in their pairs. If you wish, invite different pairs of pupils to read their parts out for the rest of the class.



### Listen and read. Act out.

- Narrator: *Joe is in the Footprints Club. He's talking to Ellie.*
- Joe: *Do you come to the club every evening, Ellie?*
- Ellie: *No, I don't. I usually come here two or three times a week.*
- Joe: *What about at the weekend? Do you come to the club then?*
- Ellie: *I often come then, but I sometimes visit my grandmother at the weekend. She lives in another town.*
- Joe: *What about the camping trips? Do you usually go camping with the Footprints Club?*
- Ellie: *Yes, I do! I always go camping. I never miss those trips.*
- Joe: *Why not?*
- Ellie: *Because the camping trips are fantastic!*

### Look and learn. Present simple and adverbs of frequency. (PB page 6, activity 7)

- Ask **What does Ellie do at the weekend?** (*She often goes to the Footprints Club. She sometimes visits her grandmother.*) Explain that these actions are her routines.
- Say **Let's look at the Footprints Grammar table.** Focus the pupils' attention on the two affirmative sentences and invite a pupil to say what the difference is. Confirm that the main verb changes when we use *He* and *She* (*third person singular*).
- Then ask the class to look at the two negative sentences and confirm that we need to add the auxiliary verb *don't* when we form the negative. This auxiliary verb changes to *doesn't* when we use *He* and *She*.
- Repeat the procedure with the question form and short answers, confirming that we need to use the auxiliary verb once again.

- Focus the pupils' attention on the adverbs of frequency in the grammar table and explain that these words tell us the frequency of the actions. Use the ticks and crosses to show the meaning of the adverbs and ask the pupils to find other examples in the text. Check understanding.
- Finally, ask the class to look at the sentences in the grammar table and tell you where the adverb of frequency usually goes in a present simple sentence (*before the main verb*). Then write *I'm tidy* on the board and ask the pupils to add the adverb *usually*. Confirm that for the verb *to be*, the adverb goes after the verb. Ask a pupil to read the *Remember!* note that summarises this rule.

### Listen and repeat. (PB page 6, Footprints Grammar table)

- Explain to the pupils that they are going to practise saying the different sentences in the grammar table. Read out the sentences from the grammar table in a rhythmic manner and prompt the class to repeat them with you.

### Listen and say. (PB page 6, Footprints Grammar table)

- Explain to the class that you are going to ask them about their routines. Ask **Do you (usually) watch TV after school?** Prompt different individual pupils to respond *Yes, I do* or *No, I don't*. Repeat with other verbs and other time references, i.e. *in the morning, at the weekend, on Sunday*.

### Practise your grammar. Ask and answer. (PB page 6, activity 8)

- Invite a pupil to read out the first sentence. Prompt him / her to choose the correct adverb of frequency so that the sentence makes sense (*never*). Repeat the procedure for the other sentences, asking a different pupil each time.
  - Ask a pair of pupils to read the speech bubbles on the right. Then ask the class a question about another character in the activity, e.g. **Does Lucy do sport after school?** The pupils find the information and answer the question. (*Yes, she does. She often does sport after school.*)
  - Repeat the procedure one or two times more. Then ask the pupils to close their books and answer from memory.
  - Finally, when the class are confident with the activity, organise the pupils into pairs and ask them to ask and answer in pairs. One pupil has his / her book open and the other has it closed each time.
- Key:** 1 never 2 never 3 always 4 often 5 never 6 usually

**Remember. Read and circle. (AB page 6, activity 7)**

- Ask a pupil to read out the rubric and the example. The pupils then work on their own to circle the correct options.
- The pupils check their answers in pairs and then with the whole class.

**Key:** 1 doesn't go (example) 2 usually goes 3 often 4 sometimes 5 always 6 never

**Read and complete. (AB page 6, activity 8)**

- Ask a pupil to read out the rubric, the words in the word box and the first answer. The pupils work on their own to complete the sentences.
- If the pupils need extra support, tell them to open their Pupil's Book at page 6 and refer to the Footprints Grammar table.
- The pupils check their answers in pairs and then with the whole class.

**Key:** 1 Does (example) 2 doesn't 3 goes 4 doesn't 5 go 6 does

**Order and write the sentences and questions in your notebook. (AB page 6, activity 9)**

- Invite a pupil to read out the rubric and sentence number 1. Focus the pupils' attention once more on the position of the adverb of frequency in the sentence.
- Ask the pupils to unjumble and write the other seven sentences in their notebooks.
- Encourage the pupils to check their work with a partner. Then check the activity as a whole class.


**Key:** 1 Joe usually goes to the club on Saturday. (example) 2 Joe always leaves at seven o'clock. 3 Joe sometimes does his homework there. 4 Joe doesn't usually eat a snack. 5 Joe is usually shy. 6 Joe and Ellie sometimes play table tennis. 7 Do the children usually play basketball? 8 No, they don't.

**Write about you. Don't forget to use the adverbs of frequency. (AB page 6, activity 10)**

- Invite a pupil to read out the rubric and prompt him / her to complete sentence number 1 with an adverb of frequency. The pupils then work on their own to write the other six sentences.
- Check the work as a class and encourage further discussion of the information whenever possible.

**Key:** Pupils' own answers.

**Lessons 3 and 4 Grammar**



**7 Remember. Read and circle.**

- Ellie goes / doesn't go to the Footprints Club every evening.
- She usually goes / never goes to the Footprints Club during the week.
- She sometimes / often goes to the club at the weekend.
- She never / sometimes visits her grandmother at the weekend.
- She always / often goes camping with the Footprints Club.
- She usually / never misses a camping trip.

**8 Read and complete.**

go does doesn't  
Does goes doesn't

- Does Ellie go to the Footprints Club every evening?
- No, she \_\_\_\_\_.
- She often \_\_\_\_\_ to the Footprints Club at the weekend.
- She \_\_\_\_\_ always visit her grandmother at the weekend.
- Does she always \_\_\_\_\_ camping?
- Yes, she \_\_\_\_\_.

**9 Order and write the sentences in your notebook.**

- to / Saturday / Joe / usually / goes / the / on / club  
Joe usually goes to the club on Saturday.
- Joe / seven / leaves / at / always / o'clock
- does / Joe / homework / there / sometimes / his
- a / Joe / eat / usually / snack / doesn't
- is / Joe / usually / shy
- Joe / tennis / Ellie / table / sometimes / play / and
- play / usually / Do / basketball? / the / children
- don't / No / they

**10 Write about you. Don't forget to use the adverbs of frequency.**

I always do my homework.

- (do my homework) I \_\_\_\_\_
- (do sport) \_\_\_\_\_
- (walk to school) \_\_\_\_\_
- (get up late) \_\_\_\_\_
- (clean my bedroom) \_\_\_\_\_
- (use the computer) \_\_\_\_\_
- (be friendly) \_\_\_\_\_

**Lesson 3 Grammar and communication**

**Ending the lesson**

**Lesson review**

- Briefly ask the pupils what they have done in today's lesson and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

**Optional activity:** Play a chain game. Ask everybody to think of an action they usually do at the weekend. Then ask a pupil to start the chain by saying what he / she usually does, e.g. *I usually go swimming at the weekend.* Prompt the next pupil to continue the chain, e.g. *(She) usually goes swimming and I usually play football.* The following pupil continues the chain, e.g. *(She) usually goes swimming. (He) usually plays football. And I usually watch TV.* The pupils should try and continue the chain for as long as possible.

**Homework idea:** Ask the class to write sentences in their notebooks about the things they always, usually, often, sometimes and never do at the weekend.



# 1 Friends

## Lesson 4

### Grammar, pronunciation and communication

#### Aims:

- To give further practice of the present simple
- To review / introduce and practise the past simple of the verb *to be*
- To review / introduce and practise using *could* for past ability
- To practise the pronunciation and spelling of third person verbs in the present tense
- To do a communicative speaking activity about personality, routines and past abilities

#### Key language:

- present simple for routines and habits:  
*Do you (usually / sometimes, etc.) go to bed (at ten o'clock)? Yes, I do. / No, I don't.*  
*Does ... (usually / sometimes, etc.) do a lot of sport? Yes, ... does. / No, ... doesn't.*
- past of the verb *to be*:  
*I / He / She was (shy / confident, etc.) when I / he / she was (six / eight, etc.).*  
*They were (shy / confident, etc.) ...*  
*I / He / She wasn't (confident).*  
*We / They weren't (confident).*  
*Was he / she (lazy)? Yes he / she was. / No, he / she wasn't.*  
*Were you (tidy)? Yes, I was. / No, I wasn't.*
- *Could you / he / she (swim) when you / he / she was (six)? Yes, I / he / she could. / No, I / he / she couldn't.*
- *I could / couldn't (swim / ride a bike, etc.) ...*
- *Can ... run for twenty minutes? Yes, he can. / No, he can't.*
- *ride a bike, skate, speak English, skateboard, swim, play the piano / guitar, brush your teeth, go to bed, watch football, make your bed*
- *eats, walks, jumps, hops, loves, listens, drinks, says, kisses, washes, watches, teaches*
- *true, false*
- adverbs of frequency

#### Materials:

- Pupil's Book page 7 (and page 12)
- Activity Book pages 7, 13, 95 and 96
- CD 1
- 2 small pieces of card for each pair of pupils

9 **Is Joe sporty? Listen and find out. Do the quiz.**

**Have you got a sporty friend?**  
Do this quiz and find out.

1 Does your friend usually do a lot of sport?  
a) Yes, my friend does.  
b) No, my friend doesn't.

2 Can your friend run for twenty minutes without stopping?  
a) Yes, my friend can.  
b) No, my friend can't.

3 Could your friend swim when he / she was six years old?  
a) Yes, he / she could.  
b) No, he / she couldn't.

4 Is your friend a member of a sports club?  
a) Yes, my friend is.  
b) No, my friend isn't.

5 Was your friend active when he / she was six years old?  
a) Yes, my friend was.  
b) No, my friend wasn't.

Now check your score:

**Footprints Quiz**

The points of 'to be':  
He **is** active.  
He **wasn't** active.  
Was he **active**?  
Past abilities:  
She **could** swim.  
She **couldn't** ride a bike.  
Could she **skateboard**?

Now check your score:

10 **Match the words and sounds. Listen and say the rhyme.**

/s/ hops  
/z/ listens  
/z/ washes

walks swims watches  
loves teaches jumps

Sporty Sue loves exercise.  
She walks, jumps and swims.  
She watches football.  
And she teaches gym.

11 **Work with a partner. Play the game.**  
Pupil A: AB p95. Pupil B: AB p96.

Could you swim when you were five? Yes, I could.

I don't believe you. It's false.

Yes, it's false. That's one point for you.

See Language Guide, page 12.

Lesson 4 Grammar, pronunciation and communication

## Starting out

### Greetings and warming up

- Greet the pupils and, if you set the homework in the last lesson, invite different pupils to read out their sentences. Explain that they are going to play a game to remember the present simple for routines and the adverbs of frequency. Invite a confident pupil to the front of the class and explain to the rest of the group that you are going to ask them a question about their classmate.
- Ask a question using the present simple, e.g. **Does (Sonia) usually go to bed at half past nine?** Insist that the pupil at the front of the class remains silent and encourage different individual members of the class to respond, i.e. *Yes, she does* or *No, she doesn't*. Alternatively, the whole class could give their vote on the answer.
- Then turn to the pupil at the front of the class and ask the question, i.e. **Do you usually go to bed at half past nine?** The pupil should give a truthful answer, i.e. *Yes, I do. / No, I don't*. Praise the pupils who guessed correctly.
- Repeat the procedure, inviting different pupils to the front of the class and asking different questions each time. Possible questions include *Do you usually play ..., listen to ..., do your homework, have lunch ..., watch ...?*

## Setting objectives

- Say **Today we're going to learn / remember the past of the verb *to be* and how to talk about what you could do in the past. We are also going to say a rhyme and play a communication game.**

## On the learning trail

### Is Joe sporty? Listen and find out. Do the quiz. (PB page 7, activity 9)

- Focus the pupils' attention on the quiz and invite a pupil to read out the introduction at the top. Ask the class **Is Joe sporty?** Encourage the class to predict the answer, and then say **Let's listen and find out.** Play the CD (CD 1 track 11), pausing after each answer to check understanding.
- At the end of the listening, repeat the question **Is Joe sporty?** Confirm that Joe is very sporty. Ask **How many points did he get? (4)**
- Organise the class into pairs and ask them to have a go at the quiz. One pupil asks the questions and notes their partner's answers in their notebook. The pupils then swap roles and work out their scores.



### Is Joe sporty? Listen and find out.

- Tim: *Hi, Ellie. What are you doing?*
- Ellie: *Hi, Tim. I'm doing a quiz. I want to find out if Joe is sporty.*
- Tim: *Great! Can I help?*
- Ellie: *Yes, you can. You can read the questions.*
- Tim: *OK. Are you ready?*
- Ellie: *Yes, I am.*
- Tim: *Question number 1 ... Does your friend usually do a lot of sport?*
- Ellie: *Yes, he does. Joe loves sport.*
- Tim: *OK. Question number 2 ... Can your friend run for twenty minutes without stopping?*
- Ellie: *Phew! Twenty minutes is a long time. But, yes Joe can.*
- Tim: *Fantastic! Question number 3 ... Could your friend swim when he was six years old?*
- Ellie: *Yes, Joe could.*
- Tim: *Great! Now question number 4? Is your friend a member of a sports club?*

- Ellie: *No, he isn't. He's a member of the Footprints Club.*
- Tim: *OK. Here's the last question. Was your friend active when he was six years old?*
- Ellie: *Yes, he was. He was very active.*
- Tim: *He's got four points. Let's look at the score. Here it is ... Four to five correct: Your friend is super sporty. What a star!*
- Ellie: *That's true!*

### Look and learn. (PB page 7, activity 9 continued)

- Invite a pupil to read out the information in the first language box (*The past of 'to be'*). Check comprehension and ask the class to find an example of this form in the quiz (*in question 5: Was your friend ...*).
- Explain to the class that you are going to ask them about when they were young children. Ask **Were you active when you were six?** Prompt different individual pupils to respond *Yes, I was* or *No, I wasn't*. Then repeat the procedure with other verbs and other time references, e.g. ... *shy when you were eight*.

**Teacher's note:** If you wish to review all the past simple forms of the verb *to be*, turn to the Language Guide for Unit 1 on page 12 of the Pupil's Book.

- Next, invite a pupil to read out the information in the second language box (*Past abilities*). Once again, check comprehension and ask the class to find examples of this form in the quiz (*question 3: Could your friend ...*).
- Explain to the class that you are going to ask them more questions about when they were young children. Ask **Could you read when you were six?** Prompt different individual pupils to respond *Yes, I could* or *No, I couldn't*. Then repeat the procedure with other verbs and other time references, e.g. *swim, speak English / when you were four*.
- Organise the class into pairs and ask them to practise asking each other questions about what they could do when they were younger. You may want to write *Could you ...?* as a support on the board.

**Teacher's note:** If you wish to review all the forms of *could*, turn to the Language Guide for Unit 1 on page 12 of the Pupil's Book.

**Complete the sentences. Use *was*, *were*, *wasn't* or *weren't*. (AB page 7, activity 11)**

- Invite a pupil to read out the rubric and the first answer. The pupils then work on their own to write the missing verbs in the remaining sentences. If they have difficulty remembering the answers, get them to refer to the Language Guide for Unit 1 in the Pupil's Book (see page 12).
- Check the work by asking different individual pupils to read out their answers.

**Key:** 1 was (example) 2 were 3 wasn't 4 weren't

**What could you do when you were six? Complete the sentences using *could* or *couldn't*. (AB page 7, activity 12)**

- Invite a pupil to read out the rubric and prompt him / her to complete sentence number 1 so that it's true for him / her. The pupils then work on their own to complete the sentences. If the pupils have difficulty remembering the answers, get them to refer to the Language Guide for Unit 1 in the Pupil's Book (see page 12).
- Check the work by asking different individual pupils to read out their answers.

**Key:** Pupils' own answers.

**Rhyme time: Match the words and sounds. Listen and say the rhyme. (PB page 7, activity 10)**

- Elicit the third person form of a common verb, e.g. *I play. He ...? (plays)* Then explain that you can pronounce the final 's' in three different ways and this depends on what the verb is. Direct the class to activity 10 in the Pupil's Book and say the three sounds to the pupils: /s/, /z/ and /ɪz/.
- Read out the first verb in the activity – *hops* – and ask the pupils to listen and tell you how the final 's' is pronounced (/s/). Prompt the class to say the verb with you.
- Repeat the procedure with the other verbs: *listens* (/z/) and *washes* (/ɪz/). Read the verbs in the box and ask the class to say how the final 's' is pronounced for each verb: **walks** /s/, **swims** /z/, **watches** /ɪz/, **loves** /z/, **teaches** /ɪz/, **jumps** /s/.

**11 Complete the sentences. Use *was*, *were*, *wasn't* or *weren't*.**  
 1 I was shy when I was young, but now I'm confident.  
 2 Ellie and Joe were ten years old last year. Now they're eleven.  
 3 My friend wasn't tidy before, but now she picks up all the rubbish.  
 4 My friends weren't active in the past, but now they love sport.

**12 What could you do when you were six? Complete the sentences using *could* or *couldn't*.**  
 1 (swim) I could swim.  
 2 (ride a bike) I couldn't ride a bike.  
 3 (skateboard) I could skateboard.  
 4 (use a computer) I couldn't use a computer.

**13 Listen and write the verbs in the correct box.**

	/s/	/z/	/ɪz/
1 eats	eats		
2 says		says	
3 drinks		drinks	
4 kisses		kisses	
5 listens			listens
6 washes			washes
7 loves		loves	
8 watches			watches
9 hops	hops		

**14 Read and answer. Write two true sentences and one false sentence for each question.**  
 1 What could you do when you were five?  
 I could                       
 I                       
 I                       
 2 What were you like when you were five?  
 I was                       
 I                       
 I                     

Read your sentences to a friend. Can your friend guess the false answer?

Lesson 8 Grammar, pronunciation and communication

**Option:** Explain the pronunciation rules of the third person 's' to the class:

- If the last sound of the verb isn't voiced, then the 's' is pronounced /s/:  
*walk* → *walks* *start* → *starts* *stop* → *stops*
- If the last sound of the verb is voiced, then the 's' is pronounced /z/:  
*play* → *plays* *run* → *runs* *swim* → *swims*
- If the last sound of the verb is 's', 'sh', 'ch', 'z', or 'j', then the -es is pronounced as a separate syllable: /ɪz/  
*watch* → *watches* *kiss* → *kisses*  
*wash* → *washes*

- Explain to the class that they are going to listen to a rhyme to practise the sounds. Play the CD (CD 1 track 12). The pupils follow the rhyme in their books.
- Play the rhyme again, line by line, pausing for the pupils to repeat each line individually. Then organise the class into pairs and ask the pupils to practise saying the rhyme in their pairs. Invite different pairs of pupils to have a go at saying the rhyme to the rest of the group. Praise their efforts.
- Finally, play the CD again for the class to say the rhyme all together.



## Rhyme time: Listen and say the rhyme. Sporty Sue loves exercise.

*Sporty Sue loves exercise.*

*She walks, jumps and swims.*

*She watches football*

*And she teaches gym.*

### Listen and write the verbs in the correct box. (AB page 7, activity 13)

- Invite a pupil to read out the rubric. Explain to the class that they are going to hear nine sentences. Each sentence is in the present tense and contains a verb in the third person singular. The pupils have to identify how the word is pronounced and write it in the correct box.
- Before the pupils listen, ask them to look at the pictures and predict how the 's' will be pronounced at the end of each verb.
- Play the CD (CD 1 track 13) and listen to the example. Then play number 2 and ask the pupils to identify the verb. They should decide which box it belongs in. The pupils then write the word in the corresponding box. Repeat the procedure until all the words have been written.
- Finally, write the words on the board and ask the pupils to check their spelling. If you wish to do so, take the opportunity to focus the pupils' attention on the spelling rules for the third person form (see below).

**Key:** /s/: eats (example), drinks, hops

/z/: says, listens, loves

/ɪz/: kisses, washes, watches



### Listen and write the verbs in the correct box.

- 1 He usually eats an apple every day.
- 2 He says that the exercise is difficult.
- 3 He always drinks water when he's doing sport.
- 4 Mary kisses her mother goodbye every morning.
- 5 He usually listens to music on his MP3 player.
- 6 She always washes her hands.
- 7 Katy loves her cat.
- 8 Sue watches films in the evening.
- 9 Emily always hops to school.

### Spelling rules for third person singular verbs

- With most verbs, you need to add -s:  
talk → talks take → takes
- If the verb ends in the letters -s, -sh, -ch, and -x, you need to add -es:  
wash → washes watch → watches  
mix → mixes
- If the verb ends in the letter -o, you need to add -es:  
do → does go → goes
- If the verb ends in a consonant + y, you need to take away the letter y and add -ies:  
try → tries study → studies

### Work with a partner. Play the game. (PB page 7, activity 11 and AB pages 95 and 96)

- Explain to the class that they are going to play a question and answer game. Invite two pupils to read out the speech bubbles in activity 11 of the Pupil's Book.
- Explain that in this game the pupils need two cards. One card should have the letter T (true) on it and the other should have the letter F (false). Organise the class into pairs. Hand out two pieces of paper or card to each pair and ask the pupils to write the letters.
- Ask one of the pupils in each pair (A) to open their Activity Books at page 95. The other pupils (B) should open their books at page 96. Invite a confident pair of pupils to demonstrate the game to the rest of the class.
- Invite Pupil A to ask his / her partner the first question on the list: *Are you usually tidy?* Pupil B should then shuffle the two cards and secretly look at one of them. He / She should give a true or false answer depending on the letter on the card. Pupil A should listen to the answer and decide whether it's true or false. If Pupil A guesses correctly, he / she wins a point. But if Pupil A guesses incorrectly, then Pupil B wins the point.
- The class then do the activity in their pairs. The pupils take it in turns to ask and answer the questions. Draw the pupils' attention to questions 3, 7, 11 and 14, in which the pupils have to complete their own question.
- When the pupils have completed all the questions, they should add up their points. The pupil with the most points at the end of the game is the winner.



**Read and answer. Write two true sentences and one false sentence for each question.**  
**(AB page 7, activity 14)**

- Ask a pupil to read out the rubric. Explain to the class that they are going to give three answers for each question. Two of these answers should be true and one answer should be untrue.
- Read out the first question and give three of your own answers, e.g. **I could speak English. I could play the piano. I could run.** The class should attempt to guess which the false sentence is. The pupils then work on their own to write their own answers to the questions.
- Organise the class into pairs and ask the pupils to read out their answers to each other. The pupils should then try and guess which sentences are untrue.

**Key:** Pupils' own answers.

### **Ending the lesson**

#### **Lesson review**

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

**Optional activity:** Organise the class into pairs and ask them to write a new question with answer options for the quiz on page 7 of the Pupils' Book. They should write this in their notebooks.

**Homework idea:** Ask the pupils to find a photo of themselves when they were younger. They should stick the photo in their notebooks and write sentences about themselves using *could* / *couldn't* and *was* / *wasn't*.

## Lesson 5 Content and personalisation

### Aims:

- To learn about our personal identity

### Key language:

- We need to ...*
- identity, habit, tradition, festival, language, difference, only child, society*
- personal information:  
*I live ...*  
*I've got (long) hair / (dark) eyes*  
*I speak ..., etc.*
- inherit*
- casual, smart, fashionable, modern*

### Materials:

- Pupil's Book page 8
- Activity Book pages 8 and 13
- CD 1

## Starting out

### Greetings and warming up

- Greet the pupils and, if you set the homework activity from Lesson 4, ask them to show their photos and read the sentences to the rest of the class.
- Tell the class that they going to play a game. In this game you are going to say some sentences about the past. The pupils should repeat each sentence, but only if it's true for them.
- Say slowly and clearly: **I could swim when I was eight** and prompt the class to repeat the sentence if it's true for them. Most or all of the class should repeat it. Then say **I could swim when I was three**. This time very few pupils should repeat it.
- Repeat the procedure using the language *I could ..., I couldn't ..., I was ..., I wasn't ..., e.g. I could skate when I was six. I couldn't read when I was two. I was noisy when I was five. I wasn't shy when I was seven.*

### Setting objectives

- Say **Today we're going to learn about our identity.**

Lesson 5 Cross-curricular learning Social sciences

**Footprints Club Web Page**

12 Read the text. Match a heading to each paragraph.

a) Your family   b) Your appearance   c) Living together   d) Your language

**What is your identity?**  
Your identity is who you are. We all have different personalities and we believe in different things. We like doing different activities and we look different, too.

1 Have you got curly hair or straight hair? Are your eyes green or blue? We can't choose these things. We inherit them from our parents and grandparents. But we can choose the clothes we wear. Clothes say a lot about our personality. Some people like wearing fashionable, modern clothes and other people like wearing more comfortable, sporty clothes.

2 Did you know that there are almost 7 thousand living languages in the world today? The language that we speak is an important part of our identity. In some countries all the people speak the same language, but in other countries people speak two or three languages. Countries also have their own festivals, special food and traditional songs and dances.

3 Our society is made of millions of people who look different and who feel, think and behave in different ways. If we want to live together, we need to understand and respect these differences.

13 Read the text again. Are the sentences **True (T) or False (F)**?

1 People have the same identities.  
2 You can't change the colour of your eyes.  
3 Your family helps create your identity.

4 There are more than 7 thousand living languages in the world.  
5 It is important to respect differences in society.

14 Ask and answer.

• What do you usually do in your free time?  
• Where do you live?  
• How many brothers and sisters have you got?  
• Which languages do you speak?

*I usually play basketball in my free time.*  
*I've got two older sisters.*

Lesson 5 Content and personalisation

## On the learning trail

### Read the text. Match a heading to each paragraph. (PB page 8, activity 12)

- Explain to the pupils that they are going to read a text about identity. The text has an introduction and four sections and each section talks about a different thing. Invite a pupil to read out the four headings and check comprehension. Then explain to the class that they need to match each heading to a section in the text.
- Ask the pupils to read the text. Tell the pupils that when they read a text, it is not necessary to know all the vocabulary in order to understand the general meaning. As they read, the pupils should think about the content of each section and decide what the best heading is for it.
- After the pupils have read the text, ask different individual pupils to tell you the heading for each of the four main sections.
- Check general understanding of the text by reading the text and pausing after each paragraph to ask the following questions: (Introduction) **What is our identity?** (*who we are*) (Section 1) **What can't we choose?** (*eye colour / hair*) **What can we choose?** (*the clothes we wear*) (Section 2) **How are families different?** (*big or small / traditions, beliefs and habits*) (Section 3)

**Which things in our country help make our identity?** (*languages, food, festivals, songs and dances*) (Section 4) **What do we need to do if we want to live together?** (*respect and understand our differences*)

**Key:** 1 Your appearance 2 Your family 3 Your language 4 Living together

**Background information:** People from all cultures and ethnicities live in Britain. About 8% of the population of Britain today are people from other cultures and ethnicities. That is 4.6 million people. Early in its history Britain was invaded by Romans, Saxons, Vikings and Normans. In the seventeenth and eighteenth centuries Africans were brought to Britain by force to work as slaves or servants. Over the years, many people have arrived as refugees from around the world, including France, Ireland, Russia and other countries, escaping war and famine. There are British people whose parents first came to Britain in the 1950s and 1960s from the Caribbean, India, Pakistan and Hong Kong. Their homes are mainly in the big English cities like London, Birmingham and Manchester.

**Read the text again. Are the sentences True (T) or False (F)? (PB page 8, activity 13)**

- Invite a pupil to read out the first sentence. Encourage the pupils to say why they think the sentence is true or false. The pupils then work on their own to answer the other questions. If they have difficulty remembering the answers, get them to refer back to the texts. They can also correct the false sentences.
- Check the work by asking different individual pupils to read out their answers.

**Key:** 1 False (People have different identities.)  
2 True 3 True 4 False (There are almost 7,000 living languages in the world today.) 5 True

**Ask and answer. (PB page 8, activity 14)**

- Explain to the class that they are going to do a speaking activity in which they talk about their own identity.
- Ask a confident pupil to come to the front of the class and invite another pupil to ask him / her the first question on the list: *What do you usually do in your free time?* The pupil should answer truthfully.
- Prompt the rest of the class to think of and ask further questions about what the pupil does in his / her free time, the aim being to extend the topic of

**Lesson 5 Cross-curricular learning**

**15 Find these words in the text on page 8 of the Pupil's Book. Read the definitions and write the words.**

only child   society   festivals   fashionable   habit   noble

- 1 A verb to say that you get something from your parents or grandparents. inherit
- 2 An adjective to describe something that a lot of people like at this moment. fashionable
- 3 A child who hasn't got any brothers or sisters. only child
- 4 Something that you and your family have done for a long time. habit
- 5 Special dates or occasions which people celebrate. festivals
- 6 A large group of people who live together in a community. society

**16 Listen and complete.**

	Eyes	Clothes	Family	Languages	Personality
Berta	Light grey	2	3	Polish, English, a little German	5 quiet and
Tina	1 dark	sparty	big family	4	6

**17 Read and write.**

**Your identity**

- 1 What colour eyes have you got?
- 2 What kind of hair have you got?
- 3 Which clothes do you wear?
- 4 What do you do in your free time?
- 5 Which languages do you speak?
- 6 Which festivals do you celebrate?

I've got

- 1
- 2
- 3
- 4
- 5
- 6

**Lesson 5 Content and personalisation**

conversation as much as possible. When the class can think of nothing else to ask, they should move on to the next question. Repeat the procedure with one or two questions.

- Organise the class into pairs and encourage the pupils to find out as much as possible about their partner. Praise the pupils for their efforts as they are doing this.
- Finally, at the end of the activity, encourage the pupils to tell you anything interesting or unusual that they have found out.

**Find these words in the text on page 8 of the Pupil's Book. (AB page 8, activity 15 and PB page 8, activity 12)**

- Direct the pupils' attention to the activity in the Activity Book and invite a pupil to read out the first definition: *A verb to say that you get something from your parents or grandparents.* Encourage the class to look at the text in the Pupil's Book and identify the correct word or phrase (*inherit*).
- The pupils work on their own to read the other definitions and find the words in the text.
- Check the work by asking different individual pupils to read out their answers.

**Key:** 1 inherit (example) 2 fashionable 3 only child 4 habit 5 festivals 6 society

### Listen and complete. (AB page 8, activity 16)

- Focus the pupils' attention on the chart and explain that it gives information about two girls called Berta and Tina. Tell the class that they are going to listen to some information about the girls' identities and complete the chart.
- Play the track without stopping (CD 1 track 14). Encourage the pupils to listen and follow the information on the page at the same time.
- Play the CD a second time and encourage the class to put up their hands when they hear the information they need. Pause the CD. Praise the pupils if they are correct, or play the section again if they are having difficulties. Repeat the procedure until all six answers are completed.

**Key:** 1 dark (example) 2 smart 3 only child  
4 English 5 funny 6 quiet



### Listen and complete.

- Peter: *Who's your best friend, Tina?*  
Tina: *Her name's Berta. She's in the same class as me at school.*  
Peter: *Are you very similar?*  
Tina: *No, we're not.*  
Peter: *How are you different?*  
Tina: *Well, for a start, we look different. She's got long, straight hair and light grey eyes. And I've got curly hair and dark eyes.*  
Peter: *What about your clothes?*  
Tina: *We both like fashionable clothes, but she likes smart clothes and mine are sporty.*  
Peter: *Does she come from a big family like you?*  
Tina: *No, not at all. She's an only child. Her family come from Poland.*  
Peter: *Really? Does she speak Polish?*  
Tina: *Yes, she does. She speaks Polish and English very well. She speaks a little German as well.*  
Peter: *Wow! Can you speak Polish, too?*  
Tina: *No, I can't. I only speak English. It's a pity.*  
Peter: *What about her personality? What is she like?*  
Tina: *She's a bit quiet, but she's very funny, too. We always laugh a lot when we spend time together.*  
Peter: *That's good because you are quiet, too.*

### Read and write. (AB page 8, activity 17)

- Explain to the pupils that they are going to write about their own identity. Invite a pupil to read out the questions and check understanding.
- The pupils then work on their own to write their answers on the lines provided.
- At the end of the activity, invite different individual pupils to read out their sentences.

**Key:** Pupils' own answers.

### Ending the lesson

#### Lesson review

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

**Optional activity:** Organise the class into pairs and ask the pupils to read the sentences from activity 17 in the Activity Book (page 8) to each other. Encourage the pupils to report to the class if they have got any answers that are the same. The pupils then change partners and repeat the activity.

**Homework idea:** Ask the pupils to draw around their hand on a piece of paper or card and cut out the shape. They should then write personal information about themselves inside the hand shape. Use the questions in activity 14 of the Pupil's Book (page 8) as prompts. You can use the completed work to make an attractive wall display.



## Lesson 6 Content and skills development

### Aims:

- To learn more facts about our personal identity
- To read and complete a form
- To learn and practise writing dates

### Key language:

- *circle, delete, underline, tick (v), capital letter*
- *form (n), identity, male, female, surname, first name, date of birth, postcode, interests*
- *dates: 1st January 2001 / the first of January, 2001*
- *ordinal numbers: 1st–31st, months of the year, years in dates*
- *personal questions:*  
*What's your name / surname / date of birth / address / telephone number? Where do you live? How old are you? What are you interested in?*

### Materials:

- Pupil's Book page 9
- Activity Book pages 9 and 13
- CD 1

## Starting out

### Greetings and warming up

- Greet the pupils and, if you set the homework activity from Lesson 5, collect in the work.
- Tell the pupils that they are going to play a game. Explain to them that you are thinking of someone in the class (Pupil X) and they have to ask you some questions to try and identify who it is. However, you can only answer *yes* or *no*.
- Choose a pupil and prompt the class to ask you different questions, e.g. *Is it a girl? Has she got brown hair? Is she wearing ...? Is she sitting ...?* Praise the class when they guess the pupil. Then choose a new Pupil X and repeat the activity.

### Setting objectives

- Say **In this lesson we're going to learn more about our identity. We're going to look at how we complete a form, and we're going to design and complete our own form.**

## On the learning trail

### Read and answer. (PB page 9, activity 15)

- Ask a pupil to look at the photo of the passport and say what it is. Encourage the class to tell you

**Lesson 6 Skills development**

**15 Read and answer.**

• If you want to enter or leave a country you need to show a passport or a national identity card. These things have information about your identity.

• Your photo is in your passport or on your identity card. You can't wear a hat or sunglasses and you can't smile in this photograph.

Have you got a passport or national identity card?

**16 Read. Are the sentences True (T) or False (F)?**

When you join a club you usually need to complete a form. The form asks for information about your identity.

**Swimming lessons**

Please use CAPITAL LETTERS as in the form.

First Name(s): Emma

Surname(s): Smith

Sex: ☐ Male ☒ Female

Date of birth: 21/09/1991

Age: 19 (10-14) 15-18 over 18 (Please tick)

Address: 25 SANDY ROAD WESTPOOL

Post code: W1 7JL

Home: 756 0234 Mobile: 07700 880043

Email: jsmith@btopenworld.com

Days when available for lessons: (Please underline)

Monday Yes Tuesday Yes Wednesday Yes Thursday Yes Friday Yes Saturday Yes

Level: Beginner Intermediate Advanced (Please tick)

**17 Read and learn.**

**Writing plan** **Completing a form**

- Use CAPITAL LETTERS.
- **Delete:** Cross out the information that is not correct. Intermediate.
- **Underline:** Put a line under the correct word or number.
- **Circle:** Put a ○ around the correct word or number. 5
- **Tick:** Draw a ✓ next to the correct word or number. Female ✓

**Writing check** **Writing dates**

- When you write the date in British English, you write: the day – the month – the year: 14 / 06 / 2010 or Monday 14th June, 2010

**Content words** identity form first name surname date of birth male female postcode **Save**

Lesson 6 Content and skills development

what we use passports for. Then say **Let's read and find out.** The pupils read the text.

- Quickly check comprehension by asking **When do you need a passport?** (*when you enter or leave a country*) **What can't you do on a passport photo?** (*wear a hat or sunglasses, smile*)
- Ask the class **Have you got a passport or a national identity card?** Encourage the pupils to tell you about it if they do have one.

### Read. Are the sentences True (T) or False (F) (PB page 9, activity 16)

- Direct the pupils' attention to the form and invite a pupil to tell you what it is. Give the pupils practice in scanning a text for information by asking questions about the person who completed the form. e.g. **What's her first name? What's her telephone number? Where does she live?**
- The pupils then read the text silently. If necessary, explain the meaning of any unknown vocabulary.
- Invite a pupil to read out statement number 1 below the text and prompt him / her to decide if it's true or false. The pupils then work on their own or in pairs to write the answers in their notebooks. Monitor the pupils as they do this, giving support where appropriate. Invite different individual pupils to read out their answers.

**Key:** 1T 2F 3T 4T 5F 6F

## Read and learn. (PB page 9, activity 17)

- Draw the pupils' attention to the *Writing plan* and invite a pupil to read out the information on how to fill in a form. Encourage the class to look back at the form and find examples in the text.
- Next, ask the pupils to look at the *Writing check* box and invite a different pupil to read out the information about writing dates. Ask a pupil to look back at Emma's date of birth on the form and read it out (*the twenty-first of September, 1999*).

### Culture fact:

When you write the date in American English, you write:  
the month – the day – the year, e.g.  
06/14/2010 or June 14th, 2010

## Listen and complete the form. (AB page 9, activity 18)

- Invite a pupil to read out the rubric. Then ask the class to look at the form and tell you what information they have to listen for.
- Play the track (CD 1 track 15) without stopping. Encourage the pupils to listen and follow the information on the page at the same time.
- Play the CD a second time and encourage the pupils to put up their hands when they hear the answers. Pause the CD each time. Praise the pupils if they are correct, or play the section again if they are having difficulties. Repeat the procedure until all eight answers are completed.

**Key:** 1) Mary (example) 2) Evans 3) Female  
4) 01/06/1999 5) 7, High Street 6) LT7 8JN  
7) 587692 8) sport and music



### Listen and complete the form.

- Librarian: *Good morning.*  
Girl: *Good morning. I'd like to join the school library, please.*  
Librarian: *OK. You need to fill in this form. Do you want me to help you?*  
Girl: *Yes, please.*  
Librarian: *First, you need to write your name. What's your first name?*  
Girl: *It's Mary.*  
Librarian: *And what's your surname?*  
Girl: *It's Evans. E-V-A-N-S.*  
Librarian: *Evans. Good. And you're female, of course.*  
Girl: *Yes, I am.*  
Librarian: *What's your date of birth, Mary?*

**Lesson 6 Skills development**

16 **Listen and complete the form.**

**SCHOOL LIBRARY**

USE CAPITAL LETTERS

1 First name(s): MARY 5 Address: \_\_\_\_\_  
2 Surname: \_\_\_\_\_  
3 Sex (Please tick): Male ☐ Female ☐ 6 Postcode: \_\_\_\_\_  
4 Date of birth: \_\_\_\_\_ 7 Telephone: \_\_\_\_\_  
8 Interests: \_\_\_\_\_

19 **Write the dates.**

1 09/09/1999 The ninth of September, 1999.  
2 \_\_\_\_\_ The twentieth of January, 2004.  
3 \_\_\_\_\_ The sixteenth of February, 2012.  
4 21/06/2009  
5 03/10/2013  
6 01/01/2007

JANUARY						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20 **Complete the form for you.**

**LITTLETOWN DVD LIBRARY**

USE CAPITAL LETTERS

First name(s): \_\_\_\_\_  
Surname: \_\_\_\_\_  
Sex (Please tick): Male ☐ Female ☐  
Date of birth: \_\_\_\_\_  
Address: \_\_\_\_\_  
Postcode: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Interests: \_\_\_\_\_  
Favourite film: \_\_\_\_\_



☐ Why don't you design your own form?

Lesson 6 Content and skills development

- Mary: *It's the first of June, 1999.*  
Librarian: *And what's your address?*  
Girl: *I live at number 7, High Street.*  
Librarian: *Number 7, High Street. H-I-G-H. And what's your postcode, please?*  
Girl: *It's LT7 8JN.*  
Librarian: *Sorry. Can you repeat that, please?*  
Girl: *Yes. It's LT7 8JN.*  
Librarian: *And your telephone number. What's your telephone number, please?*  
Girl: *It's 587692.*  
Librarian: *587692. Now, the last thing ... What are you interested in?*  
Girl: *I'm interested in sport and music.*  
Librarian: *That's great. OK. Now you can go and choose a book.*

## Write the dates. (AB page 9, activity 19)

- Direct the pupils' attention to the calendar page and quickly review the ordinal numbers: *first, second, third, fourth* ... Drill the class if necessary.
- Invite a pupil to read the date in question number 1 and then say how to write the date in number 2. The pupils then work on their own to write the other dates.
- Prompt the class to check their work with the person sitting next to them, and then ask different individual pupils to read out their answers.

Write the dates on the board and ask the class to correct any spelling mistakes.

**Key:** 1) 09 / 09 / 1999 (example) 2) 20 / 01 / 2004  
3) 16 / 02 / 2012 4) The twenty-first of June, 2009  
5) The third of October, 2013 6) The first of January, 2007

### **Complete the form for you. (AB page 9, activity 20)**

- Explain to the class that they are going to complete a form to join a DVD library. They answer as themselves. The pupils work on their own to do this.

**Key:** Pupils' own answers.

## **Ending the lesson**

### **Lesson review**

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to complete the content words list in the bilingual dictionary on page 13 of their Activity Books.

**Optional activity:** Ask the pupils to copy the library form from page 9 in the Activity Book into their notebooks. Then organise the class into pairs. The pupils should ask each other questions and complete the form for their partner.

**Homework idea:** Invite a pupil to read the suggestion at the bottom of page 9 of the Activity Book: *Why don't you design your own form?* Elicit ideas from the class about what the form could be for, e.g. to join an English club, to join a tennis club, to join a football club. The pupils then go away and design the form at home.

## Lesson 7 Intercultural learning and personalisation

### Aims:

- To listen to a set of facts about English as a world language
- To read texts about children's experiences living in multilingual communities around the world
- To write a description of your own language experience

### Key language:

- *I'm learning (English) at school.*
- *I / ... people speak ...*
- *I want to learn ...*
- *(eighty) percent of ..., Wales, India, Canada, French, Welsh, Hindi*
- *scientist, letter, postcard*
- *speak, watch, read, write, listen, play, visit*
- *comic, video game, DVD, internet, computer, send emails*
- *at home*

### Materials:

- Pupil's Book page 10
- Activity Book pages 10 and 13
- CD 1
- A set of flashcards showing famous people that the pupils know (optional activity)

## Starting out

### Greetings and warming up

- Greet the pupils and, if you set the homework activity from Lesson 6, collect in the work.
- Tell the class that they are going to play the same game as in the previous lesson (see *Greetings and warming up* on page 22 of the Teacher's Book). However, this time the pupils have to ask questions to find out the identity of a famous person.
- Stick the flashcards on the board and prompt the pupils to name the famous people. If you haven't got flashcards, you can write the names of the famous people on the board instead. Prompt the pupils to ask you a series of closed questions to discover which famous person you are thinking of.

### Setting objectives

- Say **In this lesson we're going to find out about languages around the world and you're going to write about the languages around you.**

**Lesson 7 Culture Languages**

Languages are an important part of a person's identity. Some languages are used by millions of people all over the world. Other languages are used by a small number of people in one country. But all languages are important because they help us communicate and make friends.

**18 Read and listen. Choose.**

English around the world

- 1 More than 20% / 30% / 40% of people in the world speak English.
- 2 About 40% / 60% / 80% of the information on the internet is in English.
- 3 About 30% / 60% / 90% of scientists around the world read in English.
- 4 About 75% / 80% / 85% of all letters and postcards in the world are in English.
- 5 Almost 70% / 80% / 90% of children in Europe learn English at some time at school.

**19 Read and match the pictures.**

- 1 Bora da! My name is Bethan and I'm from Wales. I speak Welsh at school, but when I'm at home I speak English. I also watch English films when I go to the cinema. Welsh is a very old and beautiful language and there are lots of sounds that are difficult to pronounce. Some of the words are very long, too. Do you know that there is a village in Wales that has got 58 letters in its name?
- 2 Bonjour! I'm Pierre. I live in Quebec, which is a state in Canada. Most people speak English in Canada, but in Quebec the most important language is French. I speak French at school and at home, and I speak it with lots of my friends, too. I like listening to groups that sing in English and I read and write in English when I use the internet, too.
- 3 Namaste! My name is Hita and I'm from India. I speak Hindi at home with my family and I'm learning English at school. Do you know that there are more than 100 languages in India, so people often use English to communicate? I have extra English classes after school and I read books and comics in English. I like languages and when I'm older I want to learn French or Chinese.

**20 Read and answer.**

- 1 Who listens to English songs?
- 2 Who reads English stories?
- 3 Who speaks English at home?
- 4 Who wants to learn another language?
- 5 Who uses English on the computer?
- 6 Who watches English films?

**21 Ask and answer.**

Which language(s) are you learning at school? Which language(s) do you want to learn?

Which language(s) do you speak at home?

Lesson 7 Intercultural learning and personalisation

## On the learning trail

### Introduction (PB page 10)

- Ask a pupil to read the introduction and the rest of the class follow in their books. Check comprehension and ask the pupils what languages they speak.

### Read and listen. Choose. (PB page 10, activity 18)

- Direct the pupils' attention to the photo and ask what they can see. Ask them if they can tell you the names of any countries where people speak English and praise them for their suggestions.
- Ask a pupil to read out sentence number 1 and ask the class to guess what the correct option is. However, don't tell the pupils if they have guessed correctly or not at this stage. Repeat the procedure with the other pieces of information.
- Ask the pupils to take out their notebooks and write the numbers 1 to 5 on the page. Play the CD (CD 1 track 16) without pausing. The pupils listen and write the correct option for each sentence in their notebooks. At the end of the listening, the pupils check their answers with the person sitting next to them.
- Play the CD another time, pausing when the key information is given. Invite a pupil to give the



answer and allow time for the pupils to correct their work if necessary.

**Key:** 1 20% 2 80% 3 60% 4 75% 5 90%



### Read and listen. Choose.

- Narrator: *Sally talks to her big brother, Eddie, about his homework.*
- Sally: *What are you doing, Eddie?*
- Eddie: *I'm doing my English homework. I want to learn English very well.*
- Sally: *Why?*
- Eddie: *Well, a lot of people in the world speak English.*
- Sally: *How many people?*
- Eddie: *Nobody really knows, but scientists say that more than 20 per cent of people in the world speak some English. So you can communicate with lots of people if you speak English.*
- Sally: *What else can you do in English?*
- Eddie: *You can find out a lot of information. About 80 per cent of the information on the internet is in English.*
- Sally: *80 per cent! Is it true?*
- Eddie: *Yes, it is. And did you know that more than 60 per cent of the scientists in the world read in English?*
- Sally: *No, I didn't know that.*
- Eddie: *Lots of people write in English, too. 75 per cent of all the letters and postcards that people send are in English.*
- Sally: *I don't believe it!*
- Eddie: *It's true. That's why almost 90 per cent of the children in Europe learn English at some time in primary or secondary school.*
- Sally: *That's amazing!*

### Read and match the pictures. (PB page 10, activity 19)

- Ask the pupils to look at the three photos. Encourage them to look at the flags and tell you which country the different children come from (India, Wales and Canada).
- Explain to the pupils that they're going to read three texts and that they should match each one to the corresponding picture. The pupils read the texts silently and do the activity.

**Key:** 1b 2c 3a

### Read and answer. (PB page 10, activity 20)

- Invite a pupil to read out the first question and prompt him / her to decide which child from activity 19 the question is referring to. The pupils then work on their own or in pairs to write the other answers in their notebooks. Monitor the pupils as they do this, giving support where appropriate.
- Invite different individual pupils to read out their answers and encourage them to tell you where they found the information in the texts.

**Key:** 1 Pierre 2 Hita 3 Bethan 4 Hita 5 Pierre 6 Bethan

### Ask and answer. (PB page 10, activity 21)

- Invite different individual pupils to read out the questions and prompt them to give you answers. Encourage the pupils to give additional information about the languages they know. Repeat the procedure with other pupils.
- When the class are confident with the task, organise them into pairs. The pupils ask and answer the questions.

### Listen and write S (Sam) or L (Lucia). (AB page 10, activity 21)

- Explain to the class that they're going to listen to two children talking about what they do to practise their English. Invite a pupil to read out the sentences in the activity and check comprehension. Confirm that the class should write the initial of the child who does the activity each time (S or L).
- Say **Let's listen**. Play the CD (CD 1 track 17) without stopping. Then play the CD a second time and encourage the class to put up their hands when they hear the answer. Pause the CD and prompt the pupils to say the name each time. Praise them if they are correct, or play the section again if they are having difficulties. Repeat the procedure until all six pieces of information have been identified.

**Key:** 1 S (example) 2 L 3 L 4 S 5 L 6 S



### Listen and write S (Sam) or L (Lucia).

- Sam: *Do you practise English at home, Lucia?*
- Lucia: *Yes, I do. What about you?*
- Sam: *I read books and comics in English.*
- Lucia: *Are they difficult?*
- Sam: *Not really. There are some words that I don't understand. But I usually use my dictionary.*

- Lucia: *I don't read very much in English, but I listen to English songs. Some of my favourite groups are from America.*
- Sam: *Do you watch films in English, too?*
- Lucia: *Yes, I do. I often watch my DVDs in English.*
- Sam: *I never do that, but I've got some English video games. I play them with my dad and I always win. He's terrible!*
- Lucia: *Do you write to any English friends?*
- Sam: *No, I don't. Do you?*
- Lucia: *Yes, I've got a friend in America. We send emails every week.*
- Sam: *Wow! Do you want to visit America?*
- Lucia: *Yes, I do. My friend lives in New York, but it's very expensive.*
- Sam: *It's great to travel. I usually go to England every summer.*
- Lucia: *Lucky you! That's a fantastic way of practising your English.*

**Option:** Talk to the class about the different ways they can practise their English out of the classroom.

### Prepare for writing. Read and make notes. (AB page 10, activity 22)

- Explain to the class that they are going to write about the languages they know and are learning. Read through the questions as a class.
- The pupils work in pairs to brainstorm the answers to the questions. They then work on their own to write their answers. These do not need to be complete sentences.

**Key:** Pupils' own answers.

### Write about languages in your country. (AB page 10, activity 23)

- The pupils work on their own to write their final text. Monitor the pupils as they do this, providing support and encouragement.

**Key:** Pupils' own answers.

**Lesson 7 Culture**

21 **Listen and write S (Sam) or L (Lucia).**

**Practising English**

1 I read comics in English. **S**

2 I listen to English songs. **S**

3 I watch DVDs in English. **S**

4 I play video games in English. **S**

5 I write to an English friend. **L**

6 I visit England in the summer. **L**

22 **Prepare for writing. Read and make notes.**

1 Which languages do people speak in your country? **1**

2 Which languages do you speak at home? **2**

3 Which languages are you learning at school? **3**

4 How do you practise your English? **4**

5 Which languages do you want to learn in the future? **5**

23 **Write about languages in your country.**

Hello! Salut! Hello!

In my country, people speak \_\_\_\_\_.

At home, I \_\_\_\_\_.

I'm learning \_\_\_\_\_ in English and I \_\_\_\_\_.

In the future, I \_\_\_\_\_.

Hi! Ciao! Cześć!

Lesson 7 Intercultural learning and personalisation

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary in their Activity Books. Invite different individual pupils to read out the words they have chosen.
- IMPORTANT:** Ask the pupils to bring some photos of their friends to the next lesson. These will be used for the oral presentation and project in Lesson 8.

**Optional activity:** Brainstorm on the board the names of different countries and their languages in English.

**Homework idea:** Ask the pupils to study the words that they have written in their bilingual dictionary.

# 1 Friends

## Lesson 8 Fluency and project work

### Aims:

- To listen to and sing a song for pleasure
- To listen to an oral presentation about a friend and complete notes
- To prepare an oral presentation about a friend
- To make a poster about your friends

### Key language:

- *My friend is / has got ...*
- *My friend's very / quite ...*
- *My friend likes / enjoys / doesn't like / enjoy ...*
- *He's / She's got ...*
- *We always / usually / often / sometimes ...*
- *In this photo, he's / she's / we're ...*
- *have an argument, share*
- *tidy, kind, shy, noisy, unkind, untidy, lazy, quiet, confident, active, unfriendly, friendly, funny, sporty*
- *do homework, help, go to the swimming pool, walk to school*
- *curly / blond hair, photo*
- personalised language related to the pupils' presentations and posters

### Materials:

- Pupil's Book page 11
- Activity Book pages 11 and 13
- CD 1
- Pupils' own photos of their friends
- Large piece of card for each pupil
- Glue or sellotape

## Starting out

### Greetings and warming up

- Greet the pupils and tell them that they are going to review the vocabulary that they've seen in Unit 1.
- Explain that you're going to spell out one of the words from the unit. The pupils have to listen and say what the word is. Spell *s-h-y*. The pupils raise their hands if they know the word. Ask a pupil to give the answer.
- Select another word from the unit, e.g. *surname*, and repeat the procedure. As the pupils become more confident, spell the letters at a faster and faster speed.

**Lesson 8 Fluency**  
22 Guess the missing words. Listen and check your answers. Sing.

**Footprints Project**

**Friends:**  
Tune into Footprints radio!  
My friend isn't . He never knows what to say. But he helps me with my . And he always wants to play.  
My friend is . She never puts things in the bin. But she's kind and she's friendly. And she always her things.

untidy confident school same shares again homework pool  
We see each other every day. When we walk to . We do our homework together. We go to the swimming .

We are very different. Nobody's the . We sometimes have an argument. But then we're friends . Yes, then we're friends again.

Do you think the children are very good friends?

**23 Talk about a friend. (AB p11)**

**Preparation**  
• Decide which friend you want to talk about.  
• Find a photo of your friend.  
• Think about what you want to say and make notes.

**Presentation**  
• Show the photo to your class.  
• Talk about your friend.  
Tip: Look at the people in the room when you speak.

**Extension**  
• Listen to your friends' questions.  
• Answer their questions.

This is my best friend. His name is David and he's 11 years old.

**Oral Presentation**

Lesson 8 Fluency and project work

### Optional activity:

Turn the activity into a chant as below:

Teacher: **Give me an S.**

Pupils: *S.*

Teacher: **Give me an H.**

Pupils: *H.*

Teacher: **Give me a Y.**

Pupils: *Y.*

Teacher: **What does it spell?**

Pupils: *SHY!*

### Setting objectives

- Say Today we're going to sing a song. We're also going to prepare an oral presentation.

## On the learning trail

**Guess the missing words. Listen and check your answers. Sing. (PB page 11, activity 22)**

- Say Today we're going to listen to a song about friends. Explain to the class that in the song two children sing about their friend's good and bad qualities. Ask **Which personality adjectives do you think you'll hear?**

- Ask a pupil to read the words in the box. The pupils then read the song and complete the gaps, using the words in the box. They write the answers in their notebooks.
- Play the song without stopping (CD 1 track 18). The pupils listen and check their answers. Play the song a second time and pause before each gap to elicit the missing word.
- Ask the class the question **Do you think the children are very good friends? Why?** Play the song a final time and encourage the class to sing along with the recording.

**Key:** 1 confident 2 homework 3 untidy 4 shares  
5 school 6 pool 7 same 8 again



## Friends

*My friend isn't confident  
He never knows what to say  
But he helps me with my homework  
And he always wants to play.*

*My friend is untidy  
She never puts things in the bin  
But she's kind and she's friendly  
And she always shares her things.*

*We see each other every day  
When we walk to school.  
We do our homework together  
We go to the swimming pool.*

*We are very different  
Nobody's the same.  
We sometimes have an argument  
But then we're friends again.  
Yes, then we're friends again.*

## Footprints project: Talk about a friend. (PB page 11, activity 23)

- Direct the pupils' attention to the photo in the Pupil's Book and invite a pupil to read out the speech bubble: *This is my best friend. His name is David and he's 11 years old.* Explain to the class that soon they are going to talk about one of their friends.
- Read out the information on the left about the process the pupils are going to follow to prepare the presentation, and check understanding.
- Tell the pupils that first they are going to listen to the girl talking about her friend.

### Lesson 8 Fluency

24 Listen and complete the notes. Write one word in each space.

**My friend**

Name: 1 David

Appearance: He's got 2 blond hair.  
He usually wears 3 untidy clothes.

Personality: He's funny and 4 shares.

Likes/dislikes: He enjoys 5 school, but he doesn't like 6 pool.

Activities: We 7 same play basketball on Saturday morning.

Photo: In the photo, he is in the 8 again.

25 Prepare your presentation. Think about the main points.

1 Appearance

My friend's name is

2 Personality

3 Likes and dislikes

4 Activities together

5 My photo

What do you want to find out about your classmates' friends? Write the questions.

1                       
2

**Useful language**

My friend is / has got  
My friend's very / quite ...  
My friend likes / enjoys / doesn't like/enjoy  
We always / usually / often / sometimes ...  
In this photo, he's / she's / we're ...

Lesson 8 Fluency and project work

## Listen and complete the notes. Write one word in each space. (AB page 11, activity 24)

- Explain to the class that they're going to listen to the girl from the Pupil's Book giving a presentation about a friend. The pupils should listen and complete the girl's notes. Invite a pupil to read out the information in the activity and check comprehension. Confirm that the class should write just one word each time.
- Say **Let's listen**. Play the CD (CD 1 track 19) without stopping. Then play the CD a second time and encourage the class to put up their hands when they hear each answer. Pause the CD and prompt the class to give the answer each time. Praise the pupils if they are correct, or play the section again if they are having difficulties. Repeat the procedure until all eight pieces of information have been identified.

**Key:** 1 David (example) 2 curly 3 sporty 4 confident  
5 skateboarding 6 swimming 7 always 8 park



## Listen and complete the notes. Write one word in each space.

Girl: *Today I'm going to talk about my best friend. His name is David and he's eleven years old, like me. David's tall and thin and he's got curly, blond hair.*



*My friend usually wears sporty clothes. He likes wearing tracksuits and he often wears an Arsenal football shirt.*

*David's funny and confident and he tells good jokes. When we were five, we were in the same class at school. But David wasn't confident or funny then. He was very shy.*

*David does a lot of sports and he enjoys skateboarding. The only sport he doesn't like is swimming.*

*I spend a lot of time with my friend. In the evenings we often do our homework and play video games. And we always play basketball in the park on Saturday morning.*

*In this photo he is skateboarding in the park. It was a hot, sunny day and he was very happy.*

### Prepare your presentation. Think about the main points. (AB page 11, activity 25)

- Explain to the class that when you give an oral presentation, you need to think carefully about what you want to say. Ask a pupil to read out the headings and check comprehension.
- The pupils should then take out the photos of their friends they have brought to class, choose one and make their notes. Draw their attention to the *Useful language* box and read out the phrases.
- As the pupils are working, walk around the class encouraging and prompting them.

**Key:** Pupils' own answers.

### Prepare your questions. (AB page 11, activity 25 continued)

- When the pupils have finished preparing their presentation, explain that they will have the opportunity to ask the other pupils questions about their presentations. Ask a pupil to read the speech bubble. Elicit some questions from the class, e.g. *What's your friend's favourite sport?*
- Ask each pupil to write down one or two questions in their Activity Books.



#### Oral presentation

- Set aside time for the pupils to give their presentations in class. You may want to dedicate one whole lesson to this or invite one or two pupils to give their presentations at the beginning of each lesson. If the class is accustomed to working in pairs, the pupils can give their presentations to a partner.

- Write the main headings from the Activity Book on the board to help the pupils keep on track as they give their presentations.
- Allow the pupils to have their notes in front of them, but discourage them from reading the notes out loud. Encourage them to hold up the photo of their friend during the presentation.
- After the presentation, encourage the rest of the class to ask the speaker one or two additional questions.
- Finally, encourage the pupils listening to the presentation to comment on the speaker's performance.

**Option:** If you have access to a camcorder, record the pupils' presentations. The pupils will be delighted to see themselves doing the presentation and it is an excellent way of seeing and recording progress over the academic year.



### Footprints project

- Tell the pupils they are going to make a poster about their friends.
- Ask them to take out the photos of their friends they have brought to the class and stick them on a piece of card. If pupils have not brought in photos, they can draw their friends.
- Tell the pupils to write a short sentence (or more if they like) below each photo. They then write a title for their poster and decorate it.

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done today and praise them for their efforts.
- If you have time, ask the pupils to work in pairs and test each other on the vocabulary for this unit in their bilingual dictionary.

**Optional activity:** Focus the pupils' attention on the dictionary skills box in the bilingual dictionary for this unit (Activity Book, page 13). Invite a pupil to read out the information and check that the pupils understand the concept of alphabetical order. The pupils then order the words.

**Key:** 1 lazy 2 noisy 3 quiet 4 sad 5 shy 6 tidy

**Homework idea:** Ask the pupils to write all the vocabulary items from Lesson 1 in alphabetical order in their notebooks at home.

# 1 Language Guide

## Language review / The World Around Me Portfolio Booklet

### Aims:

- To review the language from Unit 1

### Key language:

- Language structures and vocabulary from Unit 1

### Materials:

- Pupil's Book pages 11–13
- Activity book page 12
- CD 1
- The World Around Me* Portfolio Booklet pages 6 and 7

## Starting out

### Greetings and warming up

- Greet the pupils and tell them that they are going to sing the song from the previous lesson another time. Ask them to open their Pupil's Books at page 11. Divide the class into two groups and explain that you want each group to sing an alternate verse.
- Play the CD (CD 1 track 18) and prompt the different groups to sing along with their verse. Finally, swap the verses and repeat the activity.

### Setting objectives

- Say **Today we're going to review what we've learnt in Unit 1.**

## Grammar

### Review: Present simple (PB page 12, activity 1)

- Direct the pupils' attention to the grammar summary in activity 1 (*present simple and adverbs of frequency*). Invite different individual pupils to read out the sections and the *Remember!* note and check comprehension.

### Practice: Read and write. (PB page 13, activity 1)

- Direct the pupils' attention to practice activity 1 and invite a pupil to read out the first sentence. The pupils then complete the other sentences. The pupils can do this orally or in their notebooks.
- Check answers as a class.

**Key:** 1 begins (example) 2 gets up 3 doesn't walk 4 study 5 do you have 6 does Sam play

### Practice: Order and write. (PB page 13, activity 2)

- Ask a pupil to read out the first sentence. The class should then order the words to make the other sentences. They can do this orally or in their notebooks.
  - Check answers as a class.
- Key:** 1 I usually walk to school. (example) 2 I often help at home. 3 I always ride my bike at the weekend. 4 I don't usually play tennis. 5 Do you usually do your homework?

### Review: Past simple of to be (PB page 12, activity 2)

- Direct the pupils' attention to the grammar summary in activity 2 (*past simple of 'to be'*). Invite different individual pupils to read out the sections and the *Remember!* note and check comprehension.

### Practice: Complete the dialogue with the correct past forms of to be. Act out. (PB page 13, activity 3)

- Direct the pupils' attention to activity 3. Read out the first sentence in the dialogue and invite the pupils to tell you what the correct words are.

- The pupils then work on their own or with a partner to choose the correct words in the other sentences. The pupils can do this orally or write the words or sentences in their notebooks.
- Check answers as a class. The pupils can then act out the dialogue in their pairs or as a whole class activity.

**Key:** 1 Were 2 were 3 was 4 Was 5 was 6 was  
7 Were 8 were

### Review: Past abilities (PB page 12, activity 3)

- Direct the pupils' attention to the grammar summary in activity 3 (*past abilities*). Invite different individual pupils to read out the sections and check comprehension.

### Practice: Complete the sentences. Use *could* and *couldn't*. (PB page 13, activity 4).

- Direct the pupils' attention to activity 4 and invite a pupil to complete the first sentence so that it's true for him / her. The pupils then work on their own or with a partner to complete the other sentences using *could* or *couldn't*. They can do this orally or write the sentences in their notebooks.

**Key:** Pupils' own answers.

## Vocabulary

### Review: Personality adjectives (PB page 12)

- Direct the pupils' attention to the vocabulary list for personality adjectives. Invite a pupil to read out the different words.

### Practice: Order the letters. Write the answers. (PB page 13, activity 5)

- Read out the first question and invite the pupils to tell you what the jumbled word is.
- The pupils then work on their own or with a partner to unjumble the word in each question. The pupils can do this orally or write the questions in their notebooks. They then write answers for themselves.
- Check answers as a class.

**Key:** 1 friendly 2 lazy 3 untidy 4 active 5 noisy  
6 kind

Pupils' own answers.

### Review: Identity (PB page 12)

- Direct the pupils' attention to the vocabulary for identity. Invite a pupil to read out the different words and check comprehension.

#### Language Guide

**Grammar practice**

**1 Read and write.**

- School begins (begin) at nine o'clock.
- John usually gets up (get up) at eight o'clock.
- Susan doesn't walk (not / walk) to school in the morning.
- The children study (study) English in the morning.
- What time do you have (you / have) lunch?
- Where does Sam play (Sam / play) football?

**2 Order and write.**

- walk I school usually to.  
I usually walk to school.
- help I often at home.
- my the bike at I ride always weekend.
- play don't I tennis usually.
- usually you homework? Do you do

**3 Complete the dialogue with the correct past forms of to be. Act out.**

Ellie: 1) Was / Were you active when you 2) was / were ten, Tim?

Tim: Yes, I 3) was / were.

Ellie: 4) Was / Were Tanya active, too?

Tim: Yes, she 5) was / were. She 6) was / were good at swimming.

Ellie: 7) Was / Were you friends when you were ten?

Tim: Yes, we 8) were / weren't. And we're still good friends now.

#### Practice

**Grammar practice**

**4 Complete the sentences. Use *could* and *couldn't*.**

- When I was four, I could swim.
- When I was five, I could speak English.
- When I was six, I could count to 100.
- When I was seven, I could use a computer.
- When I was eight, I could cook.
- When I was nine, I could drive a car.

**Vocabulary practice**

**5 Order the letters. Write the answers.**

- Is your friend friendly?
- Are you lazy?
- Is your friend untidy?
- Is your friend active?
- Are you noisy?
- Are you kind?

**6 Complete the questions. Ask and answer.**

- What is your first name?
- What is your surname?
- What is your date of birth?
- What is your postcode?
- Are you male or female?

Now do this test for Unit 1

Language review / The World Around Me Portfolio Booklet 13

### Practice: Complete the questions. Ask and answer. (PB page 13, activity 6)

- Direct the pupils' attention to activity 6. Read out the first question and invite the pupils to tell you what the words are.
- The pupils then work on their own or with a partner to complete the word(s) in each question. The pupils can do this orally or write the questions in their notebooks.
- Check answers as a class. The pupils then ask and answer the questions in their pairs or as a whole class activity.

**Key:** 1 first name 2 surname 3 date of birth  
4 postcode 5 male, female

### Find the opposites. Write. (AB page 12, activity 1)

- Ask a pupil to read out the words in the word box and then read out the pair of opposite adjectives given as an example.
- The pupils work on their own or with a partner to find and write the opposites. Ask the pupils to check their answers with the person sitting next to them. Then check the answers with the whole class.

**Key:** tidy / untidy (example), quiet / noisy, confident / shy, friendly / unfriendly, kind / unkind, active / lazy

## Do the dictation. Listen and write the sentences. (AB page 12, activity 2)

- Tell the class that they are going to do a short dictation. There are five sentences and they will hear each sentence being read three times.
- Explain to the class that the first time they hear a sentence, they should just listen and concentrate on understanding its meaning. Then, when they hear the sentence a second time, they should write it in their Activity Books. Finally, the pupils can check what they've written when they hear the sentence a third time.
- Play the CD (CD 1 track 20) and follow the above procedure for each of the sentences.
- At the end of the activity, ask the pupils to check their answers with a partner. If there are any doubts, write the sentences on the board and ask the pupils to correct their work.

**Key:** See audioscript below.



## Do the dictation. Listen and write the sentences.

- 1 Joe often goes swimming on Saturday. (x3)
- 2 Does Ellie usually do her homework? (x3)
- 3 I wasn't shy when I was five. (x3)
- 4 I could read when I was four. (x3)
- 5 The fourteenth of June, 2009. (x3)



## Read and complete. (AB page 12, activity 3)

- Read out the rubric. Then read out the text to the class, pausing where the missing words are to be written.
- The pupils work on their own to write in the missing words. Ask the pupils to check their answers with the person sitting next to them. Then ask different individual pupils to read out the completed text.

**Key:** 1 gets up (example) 2 has 3 gets dressed 4 has 5 gets up 6 go 7 wants 8 walks 9 talk 10 see 11 sit

## The World Around Me Portfolio Booklet

- The pupils complete Unit 1 of their Portfolio Booklets *The World Around Me*.

### Unit 1 Language Guide

1 Find the opposites. Write.

quiet	confident	friendly	play	noisy
unkind	lucky	kind	active	shy
				unfriendly

1 tidy - untidy 4 \_\_\_\_\_

2 \_\_\_\_\_ 5 \_\_\_\_\_

3 \_\_\_\_\_ 6 \_\_\_\_\_

2 **Game** Do the dictation. Listen and write the sentences.

1 Joe often goes swimming on Saturday.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

3 Read and complete.

My best friend Susie usually 1 gets up (get up) at half past seven. Then she 2 has (have) a shower and she 3 gets dressed (get dressed). She often 4 has (have) cereal and milk for breakfast. Her little brother usually 5 gets up (get up) later because he doesn't 6 go (go) to school yet. He usually 7 wants (want) milk and biscuits for his breakfast. Susie 8 walks (walk) to school with her dad and they 9 talk (talk) about lots of things. 10 see (see) Susie at school at nine o'clock. She's in my class, but she doesn't 11 sit (sit) next to me in the classroom.

Unit 1 Language guide

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.

**Homework idea:** Ask the pupils to study the unit in preparation for the unit test. They can do the test in the next lesson (see Tests and Photocopiable Resources pack).