

Teacher's Book



Av Around

New Edition



2

All Around

New Edition

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Contents in the Student's Book

UNIT	Language	Key Vocabulary
1 What's your favourite subject?	<i>I have (Science) on (Monday). My favourite subject is... Can you spell (Science), please? Yes! It's (S-C-I-E-N-C-E). I have got a (purple pen). Has (Tom) got a (sharpener)? Yes, (he has). / No, (he hasn't). Whose (crayon) is this?</i>	School Subjects: Art, Science, Physical Education (PE), Language, Maths, History, Geography, Technology
2 What do you do around town?	<i>What do you do? I'm a (doctor). I (help people). Where do you work? I work (in a hospital). Where is the (cinema)? It is (behind the bank). There is / isn't a (school next to the park). There are (trees behind the café). There aren't any (hotels).</i>	Professions: businessman, chef, doctor, firefighter, nurse, pilot, police officer... Places: fire station, hospital, library, office, pet shop, post office, school... Actions: cook, cure, deliver, interview, do experiments, work... Prepositions of place: next to, behind, between, in front of
3 What do you usually do?	<i>I (usually) get up (at 7 am). I don't (get up late) on (Saturdays). Do you (get up) early (on Sunday)? When do you (celebrate your birthday)? What's the weather like (in winter)? It's (cold and rainy).</i>	Actions: brush my teeth, clean my bedroom, chat, do my homework, get up, have lunch... Seasons: summer, autumn, winter, spring Months of the year: January, February, March... Adverbs of frequency: always, never, usually... The weather: rainy, windy, sunny, cold, hot...
4 What's your best friend like?	<i>(She) is (fourteen) years old. (She) has got (short hair). (She) hasn't got (brown eyes). (She) is (a teacher). I am (generous) and (sociable). (I) usually clean (my bedroom). (She) never talks (in front of the class). Do you (keep secrets)? Yes, I do. / No, I don't. He (always) wears (sandals).</i>	Personality adjectives: generous, obedient, sociable, reliable, shy, friendly... Clothes and accessories: overalls, tie, pyjamas, belt, sweatshirt, coat, apron, slippers, bracelet, gloves, ring...
5 Who's your favourite pop star?	<i>He has got (curly hair). He (always) wears (a hat). He likes (football). He doesn't like (baseball). How often does she (have piano lessons)? Does she / he (sing in a band)? Yes, she / he does. / No, she / he doesn't.</i>	Parts of speech: noun, verb, adjective, adverb Wh- words: how, when, why, how often, what time, what, where, what type Instruments: guitar, drums, piano
6 What are you doing?	<i>I'm (not) swimming in the sea. She / He / It is (not) running. We / You / They are (not) playing volleyball. Do you (collect shells)? Yes, I do. / No, I don't. I like (butterflies). / I don't like (spiders). Has (the bee) got (wings)? Can beetles fly? They have got (a pair of antennae). They can walk. They don't eat plants.</i>	Holiday activities: play volleyball, swim, collect shells, put on sunblock, sail, surf... Miscellaneous: beach, sea, shells, waves... Prepositions of movement: into, down, up, through, along, towards, past, across... Bugs: butterfly, tarantula, ladybug, mosquito, ant, beetle, bee, praying mantis... Miscellaneous: antennae, exoskeleton, sting

Introduction

What is *All Around New Edition*?

All Around New Edition is a fully updated and improved version of the best seller *All Around*, a three-level series for children in primary schools with one to three teaching periods of English per week. It takes learners from a true-beginner to an elementary level.

While still focusing primarily on the teaching of English as a foreign language, the topics, activities and resources in this new edition, have been carefully redesigned to also teach the whole child - emotionally, socially, physically, creatively and cognitively through a variety of modern and entertaining CLIL projects and social emotional competences activities. A Big Question now establishes the central topic of the unit and promotes critical thinking, curiosity and interest in learning. As the students acquire the necessary language skills in English, the series also helps them develop themselves socially and emotionally at the same time.

Philosophy behind *All Around New Edition*

All Around New Edition has been designed on the basis that:

- Students acquire the language rather than learn it. *All Around New Edition* encourages the students to play an active role in their own learning process, where the focus is on communication. It integrates social exchanges, problem solving information and retrieval activities with skills development, to provide both fluency and accuracy practice. The activities suggested will lead the students to express themselves and to discover the rules underlying language structures and expressions.
- Children learn a foreign language effectively

under the same conditions they learn their mother tongue. *All Around New Edition* incorporates a variety of cross-curricular and social emotional competences activities which will allow students to continue their overall education while developing language proficiency.

- Students need to experience language as a whole, by reading, writing, speaking and listening to natural discourse. *All Around New Edition* engages students in activities that integrate the four language skills, and fosters an attitude of inquiry and an internalisation of language patterns for lifelong language success through the Big Question which now establishes the main topic of the unit.

Approach

All Around New Edition provides teachers and students with a wide variety of clear and easy-to-use material within a simply-structured and integrated programme. Throughout the course, students will be engaged in meaningful and entertaining activities that turn the learning of a foreign language into a natural and an enjoyable experience.

By using *All Around New Edition*, students will be able to express their opinions and feelings, experiment, make predictions, draw conclusions, interact with peers and solve problems.

Objectives and Premises

- A language is not only a means of communication but also a window through which to see and understand other cultures and ways of thinking.
- A foreign language can help students realise there are several ways of expressing ideas, solving problems and viewing the world.

- Relevant and high-interest topics will enhance the students' understanding of structures and vocabulary, and motivate them to learn.
- Meaningful activities will promote natural communication.
- The continuous exposure to natural language, slightly above the students' level of production, will enable them to gradually acquire the language.
- Prior knowledge must be activated and background knowledge must be built up to provide a context for language to develop.
- Attitude is essential when a child learns a foreign language.
- The variety of activities is crucial to cater the diversity of the students' needs.
- Teachers can set the mood by making class time relaxing and fun and by allowing the students to try out new language without fear of embarrassment.

Components

- Student's Book with a built-in Workbook and Student's Interactive Activities.
- Teacher's Book with an Audio CD, Teacher's Resource Material downloadable from the Richmond webpage, Digital Book and Posters.

Student's Book

The Student's Book contains six topic-based units which develop main language and vocabulary topics in correspondence with the official syllabus. It has been organised so as to present, practise and systematise the target language in a meaningful context. Some specific sections have been included in each unit to accompany the students' learning process in different ways:

- The *Introductory pages* in each unit introduce

the topic with a question as the unit title. It can be used to open up discussion and invite students to share their ideas and background knowledge. The photos on the double-page spread illustrate the theme and can be used for starting conversation and presenting new vocabulary. These pages have the double purpose of presenting the structures and language issues to be worked with throughout the unit as well as helping the students self-evaluate their achievements at the end of each unit.

- Grammar boards as well as comic strips introduce, expand or revise grammar points in meaningful and funny contexts. Explanations are clear and concise.
- Pair-work activities and games enhance students' understanding of vocabulary and structures in a relaxed atmosphere.
- A variety of listening tasks will provide essential aural input for the students' English-speaking performance.
- The *Integration section* at the end of each unit offers a set of activities and tasks related to CLIL (Content and Language Integrated Learning) and SEL (Social and emotional skills). Students consolidate contents introduced throughout the unit by working on a project in connection to a specific subject and also use the language to increase their knowledge. SEL activities aim at reflecting on personal emotions, relationships and values while revising the language to discuss the unit question.
- A *Workbook section* has been added at the end of the Student's Book to reinforce and revise all the language items and vocabulary introduced in each unit.

Introduction

Student's Interactive Activities

The Student's Interactive Activities offer games and activities for students to go on practising what they have learned in class in a fun and entertaining way at the end of the unit or whenever the teacher deems it appropriate. Each unit provides five tasks and students are immediately assessed and congratulated on their performance. If not all the activities are right, students are asked to try again until they can produce the correct version.

Tasks vary from unit to unit and consist mainly of labelling pictures; completing sentences or texts; matching words and pictures; reading and deciding if the information provided is right or wrong, answering questions, matching questions and answers or words and pictures; classifying words or labelling pictures.

Teacher's Book

The Teacher's Book provides the teachers with an easy-to-follow guide with suggestions and ideas to exploit the Student's Book to its fullest and to provide the students with maximum learning opportunities in the classroom. Each unit contains a rich assortment of dynamic and engaging activities designed to complement the activities in the Student's Book, as well as to enrich both the students' and the teachers' experience. Its flexible format will allow the teachers to use, adapt or omit activities according to their specific teaching contexts.

It consists of:

- A list of the **Contents** in the Student's Book.
- An **Introduction**: A description of the series.
- An **Overview**: Model pages extracted from the Student's Book including brief explanations of how to go about the activities suggested.
- A **Scope and Sequence Map**: A detailed map to show the contents presented in the Student's Book.
- **Step-by-step Guidelines**: Ideas and suggestions to carry out the activities proposed in each unit,

including audio scripts and answer keys.

- **Extra Activities**: More ideas to be developed at any time during the lessons or for some special occasions during the school year.

The following sections have been included in the development of each unit:

How to go about it: A detailed explanation of how to introduce, work and round up all the different activities included in each lesson of the Student's Book.



Phonology: A chart with the phonemic transcription of the target language to be used as a quick reference.



Grammar: Grammar tips help teachers introduce, expand or revise different grammar points.



Introductory Activities: Short and lively activities (warm-ups) to introduce and / or revise vocabulary and grammar items at the beginning of a lesson.



Fun Activities and



Reinforcement Activities:

Activities to integrate contents previously presented. They can also provide further practice of different language skills or expose students to more relaxed and less-structured learning tasks.



All Around Teaching Tips: Suggestions to enhance teachers' awareness of the students' learning process and to provide practical teaching ideas that can immediately be applied in the classroom.



All Around Learning Tips: Suggestions to be shared with the students in order to help them develop their learning capacities as well as their language skills.



All Around CLIL Tips: Suggestions in relation to cultural aspects and other subjects to raise students' awareness and help them learn more about the world.



All Around SEL Tips: Recommendations for helping students reflect on their emotions and develop their social skills.

Audio CD

It includes a variety of listening tasks and reading passages integrated to the class activities. These have been carefully graded and organised to suit the needs and interests of the teacher and the students and to provide aural input and native speaker pronunciation models.

Teacher's Resource Material

Apart from the Teaching and Learning Tips and the extra activities such as the Introductory, Fun, Reinforcement and Celebrations Activities in the Teacher's Book, teachers are provided with a wealth of extra material in the Resource Material. This includes photocopiable Extra Practice activities for each of the units, a photocopiable Unit Test and Extension Activities offering even more ideas for the teacher to exploit with his or her classes.

The activities in the Resource Material can be used for consolidation, reinforcement or remedial work in class or just to add variety or spice up lessons. Most of them can also be assigned for homework or in class whenever the teacher deems it appropriate.

The Unit Test and Extra Practice activities include completing and writing sentences or texts; listening to dictations and drawing, painting, completing, matching or choosing the right information; reading and completing words, sentences or texts; asking and answering questions; identifying and completing pictures or puzzles.

Special attention is given to dictations.

Considered old-fashioned by some, if done systematically and regularly, dictation exercises may improve students' ability to distinguish sounds in continuous speech. Dictations may also help students with word spelling and the recognition of grammatically correct sentences and the right way to produce them.

Extension Activities are organised around subtopics relating to the main topics in the units. Materials needed, Preparation required, Directions and Language Links to the topics are clearly signposted for easy reference and planning.

Digital Book

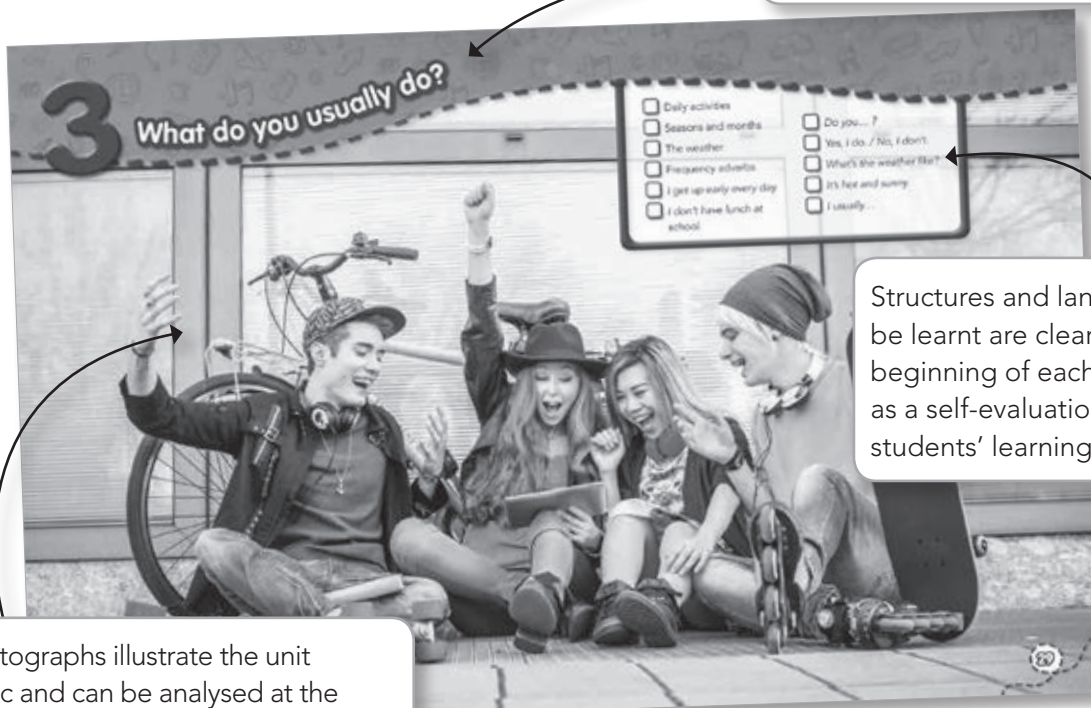
A digital version of the Student's Book is also available for teacher's use in the classroom.

Posters

Three posters per level, which can also be used with all three levels of the series, can be used at different stages in the unit development to introduce, practise or review lexical and grammatical topics and reflect on different social and emotional issues in the classroom and in relation to the topics treated in the series.

Overview

Unit number and question.



Structures and language issues to be learnt are clearly presented at the beginning of each unit. This also works as a self-evaluation list to follow the students' learning progress.

Photographs illustrate the unit topic and can be analysed at the beginning and / or end of each unit.

Attractive photos and illustrations provide meaningful contexts for the different activities.

6

1. Listen and read.

Mika and his friends usually go to the beach on holidays. They post their photos on their Instagram accounts to share the activities they do with their families and friends. They are all having a good time!

1. Mika: I'm playing in the pool at the hotel.

2. Mika: My brother is building a sandcastle.

3. Mika: My little brother and my sister are putting my father's bag.

4. Mika: I'm playing volleyball on the beach.

5. Mika: My cousin is surfing huge waves.

6. Mika: I'm lying in the sun.

7. Mika: We are playing in the pool at the hotel.

8. Mika: My sister is collecting shells for my Grandma.

9. Mika: We are sitting on the beach.

10. Mika: I'm swimming in the sea.

11. Mika: We are playing in the pool at the hotel.

12. Mika: My brother is building a sandcastle.

13. Mika: My little brother and my sister are putting my father's bag.

14. Mika: I'm playing volleyball on the beach.

15. Mika: My cousin is surfing huge waves.

16. Mika: I'm lying in the sun.

2. Complete and check.

sea, sand, waves, shells, sunblock, beach, hotel, sandcastle.

3. Match.

1. play, 2. swim in, 3. collect, 4. build, 5. put, 6. sail, 7. play volleyball, 8. surf, 9. sit on the beach, 10. lie in the sun, 11. surf, 12. play volleyball, 13. build a sandcastle, 14. collect shells, 15. swim in the sea, 16. sit on the beach.

4. Play with your friend.

My cousin is surfing huge waves.


Picture test.

Easy-to-follow and clearly expressed instructions.

Enjoyable and entertaining listening tasks provide the necessary input for the students' successful performance.

Grammar boards present a clear and sometimes funny context to introduce, expand and / or revise the different grammar points.

3. Listen and circle.


 I usually **get up / don't get up** early during the week, but I **get up / don't get up** late on Saturdays and Sundays because I **go / don't go** to school. I **have / don't have** breakfast at home. I usually drink some chocolate milk at school every morning. I usually **chat / don't chat** with my friends in the evening.


2. Complete the table with the missing verbs. Then, ask your friend.

Do you...	up early	In winter?	Yes, I do.
	breakfast	every day?	
	with your family	in the morning?	No, I don't.
	your	in the afternoon?	
	homework in the bedroom	on Saturdays?	
	your bike	in the evening?	
	to school	in January?	
		on sunny days?	

4. Listen and read.


Pedro is from Malines. He is in Barcelona for the winter holidays. He has got a new friend. Her name is Mora.

 What's it about?
It is usually hot and humid.

 Do you like snowy days, Mora?
Yes, I love them! Let's play!

5. Look at the weather icons and answer.

What's the weather like?





1. It's _____ and 2. It's _____

3. _____ 4. _____ 5. _____

6. Listen and read.

Today is a professional diver. He is exploring the sea because he wants to find a rare jellyfish.

 Maybe the jellyfish is floating over the corals.


 Wow! This is my lucky day!


He is swimming through an arch and he is looking at the corals.


Now, he is diving into the deeper part of the sea. He can't see the jellyfish but he finds a treasure!


2. Circle the correct option.

What are they doing on their holidays?


 1. He is going over / down the water slide.


 2. They are running towards / through the sea.


 3. She is climbing into / up the mountain.


 4. They are walking along / towards the sea.

3. Look at the pictures and number.

 1. The plane is flying over the sea.

 2. The girl is riding past the bench.

 3. The wave is crashing onto the rock.

 4. They are walking across the river.

4. Write sentences using prepositions of movement. Then, draw the scene.

What is happening on the beach?


Today it is sunny and everyone is having a good time.

1. _____

2. _____

3. _____

4. _____

 Draw.

Imaginative writing tasks help students use the language acquired creatively.

Overview

1

1. Look and answer.

- What type of message is it?
- Who writes it?
- Why?
- What city can you see in the photo?

New Message

To: _____
From: amelia@mail.fr
Subject: Your new classmate

Hi _____!
My name's Amelia. I'm 18 years old and I'm from Canada. I've got two brothers and a little sister. My brother's name is Terry and my sister's name is Claire. We've got a 'small house' I like school very much. My favourite subject is Maths. I love sports! I have lessons on Tuesday and Thursday. What about you? Have you got any brothers or sisters? Have you got a pet? What's your favourite subject? Please, write and tell me.
Love,
Amelia

SEND

2. Memory test! Read the text on page 6 again and correct the wrong information.

- She is twelve years old.
-
-
-
-

3. Complete the notes with your information.

Name: _____
City / Country: _____
Family: _____
Pets: _____
Favourite subject: _____

4. Now, write an e-mail to Amelia. Use your notes.

New Message

To: amelia@mail.fr
From: _____
Subject: Re: Your new classmate

Hi _____!
Welcome to our school! I'm _____
See you soon!
SEND

Writing activities take the students into real literacy.

Entertaining and challenging-to-solve reading and writing activities.

3

1. Look at Laura's notes and circle.

My Usual Activities

SUMMER
go to the beach

AUTUMN
-

WINTER
play with the snow

SPRING
have picnics in the park

• Monday: take guitar lessons
• Tuesday: visit Grandma
• Wednesday: volleyball practice
• Thursday: clean my bedroom
• Friday: take Art lessons
• Saturday: eat pizza at night
• Sunday: go to the cinema

JANUARY FEBRUARY MARCH
APRIL MAY JUNE
JULY AUGUST SEPTEMBER
OCTOBER NOVEMBER DECEMBER

2. Look at the notes again. Write the questions.

- When do you _____?
- In winter.
- On Fridays.
- In March.
- I go to the cinema on Saturday / Sunday.
- I celebrate my birthday in April / August.
- On Wednesdays.
- In summer.
- In September.

3. Complete the information about Laura with the correct form of the verbs in the boxes.

study not go start not clean not organise

- I don't organise a school festival in October.
- I _____ to the beach in autumn.
- I _____ school in March.
- I _____ for my final exams in December.
- I _____ my bedroom every day.

4. Complete this chart with your usual activities.

Summer
Autumn
Winter
Spring

• Monday:
• Tuesday:
• Wednesday:
• Thursday:
• Friday:
• Saturday:
• Sunday:

What do you usually do in spring?

I usually walk in the park. Do you do your homework on Sunday?

Yes, I do. And you?

4

1. Listen and repeat.

1. colon

2. capital letter

3. exclamation mark

4. comma

5. question mark

6. period

2. Add punctuation marks and capitalisation in these text messages.

Mum: tidy your room

Tom: can you help me with my homework please

Amy: I've got tickets for the concert tomorrow do you want to come with me

3. Listen and tick the correct option.

1. My best friend is very sociable.

☐ She talks to everybody at parties.

☐ She knows everybody at parties.

2. Clara is a very intelligent girl.

☐ She never studies but she passes all her exams.

☐ She always gets excellent grades in exams.

3. Oscar smiles and says hello to all the people.

☐ He is very nice.

☐ He is very friendly.

4. Our teacher sometimes gives us special prizes.

☐ She is very friendly.

☐ She is very generous.

5. My brother Tom is so lazy!

☐ He never does his homework.

☐ He never tidies his room.

4. Ask a friend and tick ☒.

What type of friend are you?

Do this survey and find out.

	always	usually	sometimes	never
Name: _____				
Do you keep secrets?				
Do you tell the truth?				
Do you help your classmates?				
Do you share your things?				
Do you smile and talk to other kids?				
Do you make new friends?				

5. Look at the survey and write about your friend.

I think David is a reliable friend. He always keeps secrets and tells the truth. He is generous, too, because he usually helps his classmates. He is a bit shy. He never makes new friends.

Surveys as well as questionnaires give students the opportunity to apply the language learnt while sharing personal information or interesting experiences.

5

1. Match.

1. go

2. play

3. get

4. have

5. eat

6. give

concerts

breakfast

to the gym

up

meat

the guitar

2. Now, complete the interview with the phrases in 1. Check.

Interview with a star

Sara: Hi, Bob! Your fans want to know everything about you. Please, tell us what time do you usually get up?

Bob: Well, I'm _____.

Sara: That's early! What time do you _____?

Bob: At about 7.30.

Sara: What do you do after breakfast?

Bob: I'm _____.

Sara: Do you have lunch?

Bob: Yes, of course. I don't _____.

Sara: I'm a vegetarian. I eat all types of vegetables, rice and pasta.

Sara: That's very healthy. What do you do in the afternoon?

Bob: I'm _____ to exercise.

Sara: Oh! How interesting! And do you go to bed early?

Bob: No, I don't. I usually _____ at night.

3. Complete the sentences about Bob.

- He _____ gets up _____ at 6.30 every day.
- He _____ vegetables, pasta and rice.
- He _____ to bed early because he _____ concerts at night.
- He _____ guitar practice from 8 to 10 every morning.
- He _____ to the gym in the morning.

4. Answer and draw.

Who's your favourite pop star?

Draw

5. Ask and answer in pairs. Guess!

Who's your friend's favourite pop star?

Does he / she _____

play _____

sing _____

act _____

wear _____

the guitar? the drums? the piano?

alone? in a band?

in films? on TV?

high heels? piercings? jeans and T-shirts?

Yes, he / she does.

No, he / she doesn't.

My friend's favourite pop star is _____

Speaking skills are practised in varied activities and games.

Overview

CLIL

SOCIAL SCIENCES PROJECT

Locate places on a map

Discuss:

- What types of maps do you know?
- What do maps show?
- What information can you find?
- How can you understand the information?

Locate important places on your town map. Add the key and give the map.

PLAN:
List important places.

Design icons for the map key.

SEL

INTEGRATION

What do you do around town?

Complete with the correct place and answer about your town.

Woman: I'm a vet. Today is my first day at work. Where is the _____?

You: _____

Woman: I'm a businesswoman and I want to deposit money. Where is the _____?

You: _____

Woman: I'm a new teacher in town. Where is the _____?

You: _____

Woman: Is there a library? And where is it?

You: _____

Man: I'm a tourist. I like your town very much, I'm a bit hungry now. Is there a _____?

You: _____

Man: Where is it?

You: _____

Man: I want to deliver a package. Where is the _____? I can't find it in my mobile app.

You: _____

Man: I'm a doctor and I'm here to see a patient. Where is the _____?

You: _____

Be helpful when people need to find their way. Take your time and share the information you know to guide them.

The SEL section revises and consolidates the language with activities that invite students to reflect on the Big Question in the unit title.

Projects in the CLIL section provide free practice of the language introduced by relating the unit topic to a specific subject.

CLIL

What is smart clothing? Read the webpage and answer.

IT PROJECT

Design a smart clothing prototype

Take part in the contest and win a VR headset!

This month, the focus is on smart clothing. Smart clothing combines electronic elements with clothes and accessories. We present three new items to give you ideas for your designs. Be creative!

Smart Jacket

Description: It has got sensors in the sleeves.

How it works: Tap the cuff and connect with your phone.

Functions: Listen to notifications and messages, follow directions, answer calls, find out the time.

Smartwatch

Description: A wristwatch with a touchscreen, computer functions and GPS.

How it works: Touch the screen and access apps.

Functions: Check the time, check your heart rate, track fitness data, find locations, answer messages by voice.

Smart Shoes

Description: It has got sensors and an app to access data.

How it works: Walk or run and the pressure activates the insole.

Functions: Count your steps, analyse posture, monitor physical health, give feedback of performance.

Complete the file and design your prototype.

Name: _____

Description: _____

How it works: _____

Functions: _____

SEL

INTEGRATION

What is your best friend like?

Read and circle the correct option.

My friend, Tom, is extraordinary! He is a very good friend. He's very hardworking / lazy and he usually helps me with my homework. Some people think he is sociable / shy because he never talks much / talks a lot at school. But that's not true! Tom has got a band and he usually gives concerts. He can sing very well and he loves rock music. He always wears / wears dark clothes, even in summer!

Sarah is my best friend. She is great! She is very messy / tidy and she always keeps her room clean. She sometimes rides my room, too! She is very active and plays / play many sports. Her favourite sport is basketball, too. And she like / likes fashion, too. She has got a lot of accessories / shoes. She likes bracelets and necklaces. But she always / never wears them when she practises sports.

Now, complete about your best friend.

She / He is _____ is my best friend.

She / He always _____

Draw or glue a photo.

Friends are special and important. Show them that you care about them and value their interests and positive attitudes.

The final phrases invite students to discuss and share their ideas in relation to the unit topic to help them develop their social emotional skills.

3 Workbook

1. Match the phrases with the photos.

1. have breakfast
2. brush my teeth

3. get up
4. go to bed

5. chat with friends
6. do my homework



2. Complete about you.



I get up at I have and
I Then, I go to I have
In the afternoon, I
and I I go to bed at

7. Unscramble the questions. Match them with the answers.

1. name your What's full?
2. Can it you, please spell?
3. you are Where from?
4. do What you do?
5. do Where you work?
6. your Where is lab?
7. your Do job like you?



It's next to a very big park.

I'm from Sidney, Australia.

I'm a photographer.

Amelia Anderson.

Yes, I love it!

I work in a lab and in the streets.

A-M-E-L-I-A A-N-D-E-R-S-O-N.

8. Think of a job and answer.
Then, ask your friend.

YOU

1. What is your ideal job?
2. What do you do?
3. Where do you work?

YOUR FRIEND

1. What is your ideal job?
2. What do you do?
3. Where do you work?

The *Workbook* section provides more opportunities to reinforce and revise the language items and vocabulary presented.

Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
1	<ul style="list-style-type: none"> • To revise personal information. • To revise school vocabulary. • To talk about different school subjects and timetables at school. • To revise the days of the week. • To revise personal information. • To introduce the alphabet. • To talk about possession. • To spell out words. 	<ul style="list-style-type: none"> • <i>I have (Science) on (Monday).</i> • <i>My favourite subject is...</i> • <i>Can you spell (Science), please?</i> • <i>Yes! It's (S-C-I-E-N-C-E).</i> • <i>I have got a (purple pen).</i> • <i>Has (Tom) got a (sharpener)?</i> • <i>Yes, (he has). / No, (he hasn't).</i> • <i>Whose (crayon) is this?</i> 	<ul style="list-style-type: none"> • <i>What's your surname?</i> • <i>She has got a lovable cat.</i> • <i>See you soon.</i>
2	<ul style="list-style-type: none"> • To introduce everyday activities. • To ask and answer about jobs and professions. • To ask and answer about work places. • To revise adjectives. • To introduce prepositions of place. • To ask and answer about the location of people and things. • To describe where buildings in a town are. • To ask and answer about the existence of places. 	<ul style="list-style-type: none"> • <i>What do you do?</i> • <i>I am a (doctor).</i> • <i>I (help people).</i> • <i>Where do you work?</i> • <i>I work (in the streets).</i> • <i>Where is the (cinema)?</i> • <i>It is (behind the bank).</i> • <i>There is / isn't a (school next to the park).</i> • <i>There are (trees behind the café).</i> • <i>There aren't any (hotels).</i> 	<ul style="list-style-type: none"> • <i>I like my job because (I help people).</i> • <i>I never get lost!</i>



Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none">School Subjects: <i>Art, Science, Physical Education (PE), Language, Maths, History, Geography, Technology</i>	<ul style="list-style-type: none">Listening for aural input.Listening for specific information.Reading and choosing the correct option.Writing about school routines.Writing about oneself.Integrating knowledge by designing a mind map and reflecting on personal opinions and others' views.	<p>Social emotional competences</p> <ul style="list-style-type: none">Exchange of personal information.Interaction among classmates.Respect for other people's views. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none">Observation of visual clues as a response to a task.Use prior knowledge about school.Organisation of personal information in a chart. <p>Content and language integrated learning</p> <ul style="list-style-type: none">Language: Designing a mind map.
<ul style="list-style-type: none">Professions: <i>businessman, chef, doctor, firefighter, nurse, pilot, police officer, postman, reporter, scientist, secretary, teacher, vet, waiter</i>Places: <i>fire station, hospital, library, office, pet shop, police station, post office, restaurant, school</i>Actions: <i>cook, cure, deliver, help, do experiments, interview, work</i>Prepositions of place: <i>next to, behind, between, in front of</i>	<ul style="list-style-type: none">Listening for aural input.Listening for specific information.Reading and understanding comic strips.Completing sentences using key information.Classifying vocabulary.Writing about jobs' routines.Asking and answering questions about people's jobs.Integrating knowledge by locating places on a map and reflecting on being helpful.	<p>Social emotional competences</p> <ul style="list-style-type: none">Exchange of personal information.Interaction among classmates.Respect for other people's views.Use of language to share meaning, ideas and information with others. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none">Inference of meaning through observation of visual clues.Use of text features to model one's own written work.Classification of vocabulary. <p>Content and language integrated learning</p> <ul style="list-style-type: none">Social Sciences: Locating places on a map.

Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
3	<ul style="list-style-type: none"> To talk, ask and answer about routines and habits. To talk about actions in the Simple Present tense. To introduce the months of the year and the seasons. To introduce adverbs of time. To ask about the time something is done. To complete sentences. To talk about the weather. 	<ul style="list-style-type: none"> <i>I (usually) get up (at 7 am).</i> <i>I don't (get up late) on (Saturdays).</i> <i>Do you (get up) early (on Sunday)?</i> <i>When do you (celebrate your birthday)?</i> <i>I (celebrate my birthday) in (August).</i> <i>What's the weather like (in winter)?</i> <i>It's (cold and rainy).</i> 	<ul style="list-style-type: none"> <i>Tell me about you!</i> <i>Write soon and send photos!</i> <i>Colourful flowers grow.</i> <i>I can play in the snow.</i> <i>Tree leaves fall down.</i>
4	<ul style="list-style-type: none"> To talk about and describe personal characteristics. To identify personality adjectives. To revise actions and frequency adverbs. To identify clothes and accessories. To recognise and use the first and third person singular forms of the Present Simple tense. To describe people's clothes in relation to activities, weather, and particular occasions. To recognise and use punctuation marks and capitalisation. To recognise different types of sentences: affirmative, negative, exclamatory, interrogative. 	<ul style="list-style-type: none"> <i>(She) is (fourteen) years old.</i> <i>(She) has got (short hair). (She) hasn't got (brown eyes).</i> <i>(She) is (a teacher).</i> <i>I am (generous) and (sociable).</i> <i>(I) usually clean (my bedroom).</i> <i>(She) never talks (in front of the class).</i> <i>Do you (keep secrets)?</i> <i>Yes, I do. / No, I don't.</i> <i>He (always) wears (sandals).</i> <i>Tidy your room!</i> <i>Can you help me with my homework, please?</i> 	<ul style="list-style-type: none"> <i>He sleeps on a sofa.</i> <i>Because...</i> <i>He watches TV all day.</i> <i>He does what she says.</i> <i>I think...</i> <i>He / She wears (an apron).</i>

Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none"> • Actions: <i>brush my teeth, clean my bedroom, chat, do my homework, fish in the river, get up, go to school, go swimming, have a picnic, have breakfast, have lunch, organise festivals, play games, read books, ride your bike, etc.</i> • Seasons: <i>summer, autumn, winter, spring</i> • Months of the year: <i>January, February, March, etc.</i> • Adverbs of frequency: <i>always, never, sometimes, usually</i> • The weather: <i>rainy, windy, sunny, cold, cloudy, snowy, hot</i> 	<ul style="list-style-type: none"> • Listening for aural input. • Listening for specific information. • Reading for specific information. • Reading and understanding comic strips. • Completing sentences using key information. • Classifying vocabulary. • Asking and answering questions about people's habits. • Integrating knowledge by analysing good and bad habits and reflecting on personal habits. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Exchange of personal information. • Interaction among classmates. • Use of language to share meaning, ideas and information with others. • Reflecting upon personal habits. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Inference of meaning through observation of visual clues. • Use of text features to model one's own written work. • Classification of vocabulary. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Science: Survey.
<ul style="list-style-type: none"> • Personality adjectives: <i>generous, obedient, sociable, reliable, shy, friendly, lazy, intelligent, messy, disobedient, tidy, hardworking, dishonest</i> • Clothes and accessories: <i>overalls, tie, pyjamas, belt, sweatshirt, coat, apron, slippers, high heels, robe, sandals, bracelet, gloves, ring, necklace, earrings</i> 	<ul style="list-style-type: none"> • Listening for aural input. • Listening for specific information. • Reading to get specific information. • Describing pictures. • Writing about oneself. • Classifying vocabulary. • Completing sentences using key words. • Asking and answering questions about personal characteristics. • Carrying out surveys. • Defining vocabulary. • Expressing opinions about other people and giving reasons. • Using contextual clues to understand new vocabulary. • Integrating knowledge by designing a prototype and by reflecting on friendship. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Interaction among classmates. • Use of appropriate skills to obtain information from others. • Use of language to share ideas and information with others. • Reflection on personal characteristics. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Observation of visual clues as a response to a task. • Use of context clues to identify people. • Prediction of personal characteristics through observation. • Expression of opinions. • Organisation of ideas into acceptable utterances. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • IT: Designing a smart clothing prototype.

Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
5	<ul style="list-style-type: none"> To talk about pop stars' routines. To revise the affirmative form of the Present Simple tense. To recognise and use the negative and interrogative forms of the third person singular of the Present Simple tense. To read for specific information. To talk about preferences. To correct information. To identify parts of speech. To talk about routines and time. To ask questions to check information. To express contrast. To practise <i>wh</i>- questions. To ask for information. To connect ideas. 	<ul style="list-style-type: none"> <i>He has got (curly hair).</i> <i>He (always) wears (a hat).</i> <i>He likes (football). He doesn't like (baseball).</i> <i>Does she / he (sing in a band)?</i> <i>Yes, she / he does. / No, she / he doesn't.</i> <i>Wh- questions: What time does she (get up)? / How often does she (have piano lessons)?</i> 	<ul style="list-style-type: none"> <i>He sometimes performs at weddings.</i> <i>What instruments can he play?</i> <i>Your favourite singer is performing his new songs excellently!</i> <i>Does he / she sing (alone)?</i> <i>Yes, he / she does. / No, he / she doesn't.</i> <i>It's (eight) o'clock.</i> <i>I have breakfast at about seven thirty.</i> <i>I feel excited.</i>
6	<ul style="list-style-type: none"> To describe holiday activities. To recognise and use the Present Continuous tense. To revise the Present Simple tense. To describe people and pictures. To check information. To recognise and use prepositions of movement. To indentify and learn about bugs. To describe and provide information about bugs. 	<ul style="list-style-type: none"> <i>I'm (not) swimming in the sea.</i> <i>She / He / It is (not) running.</i> <i>We / You / They are (not) playing volleyball.</i> <i>Do you (collect shells)?</i> <i>Yes, I do. / No, I don't.</i> <i>I like (butterflies). / I don't like (spiders).</i> <i>Has the bee got wings?</i> <i>Can beetles fly?</i> <i>They have got a pair of antennae.</i> <i>They can walk.</i> <i>They don't eat plants.</i> 	<ul style="list-style-type: none"> <i>I'm playing with the sand.</i> <i>My brother is building a sandcastle.</i> <i>My brother and my sister are putting sunblock on my father's back.</i> <i>We are sailing into the sea.</i> <i>What are you doing?</i> <i>What is she / he doing?</i> <i>What are they doing?</i> <i>The jellyfish is floating over the corals.</i> <i>Sonia wants to be an entomologist in the future.</i>

Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none"> • Parts of speech: <i>noun, verb, adjective, adverb</i> • Wh- words: <i>how, when, why, how often, what time, what, where, what type</i> • Instruments: <i>guitar, drums, piano</i> 	<ul style="list-style-type: none"> • Reading for specific information. • Correcting false information. • Asking and answering questions about one's favourite pop star. • Listening for specific information. • Listening to check information. • Writing about a pop star. • Reading and understanding comic strips. • Reading and completing sentences using key information. • Acting out roles. • Asking questions by using cues. • Organising words to make questions. • Integrating knowledge by writing a bio and reflecting on being a good listener. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Exchange of information. • Creation of one's own activities. • Interaction among classmates. • Respect for other people's views. • Use of language to share ideas. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Prediction of ideas. • Inference of meaning through observation of visual cues. • Use of context clues to understand new vocabulary items. • Justification of options. • Use of text features to model one's own written work. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Music: Writing a bio.
<ul style="list-style-type: none"> • Holiday activities: <i>play volleyball, swim, collect shells, put on sunblock, sail, surf, lie in the sun, build sandcastles</i> • Miscellaneous: <i>beach, sea, shells, hotel, waves</i> • Prepositions of movement: <i>into, down, through, along, up, towards, past, onto, over, across</i> • Bugs: <i>butterfly, tarantula, ladybug, mosquito, ant, beetle, bee, praying mantis</i> • Miscellaneous: <i>antennae, exoskeleton, sting, grasslands, pests, camouflage</i> 	<ul style="list-style-type: none"> • Correcting information. • Listening to check information. • Listening to get specific information. • Organising words into acceptable sentences. • Drawing and describing one's holiday activities. • Reading for general understanding. • Writing about a friend. • Completing sentences using key words. • Classifying vocabulary. • Reading to get specific information. • Writing a coherent text by organising information. • Asking questions about specific information. • Integrating knowledge by making a guide and reflecting on cooperation. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Sharing personal experiences. • Interaction and cooperation among students. • Recognition of the importance of respecting turns and listening to others attentively. • Respect for other people's views. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Organisation of vocabulary in a mind map. • Making inference from pictures. • Use of text features to model one's own written work. • Expression of preferences. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Science: Making an insects guide.

1

What's your favourite subject?

SB pages 4, 5, 6 and 7

Objectives

- To revise personal information.
- To revise school vocabulary.
- To talk about different school subjects and timetables at school.
- To revise the days of the week.
- To share personal information.
- To read and understand information.
- To write about school routines.

Language Focus

Production

- *I have (Science) on (Monday).*
- *My favourite subject is...*

Recognition

- *What's your surname?*

Vocabulary

Production

- School Subjects: Art, Science, Physical Education (PE), Language, Maths, History, Geography, Technology



INTRODUCTORY ACTIVITIES

After introducing yourself and explaining how this new year will be organised, if not all the students in the class have bought their books yet, take advantage of this time to check how much the students can remember from the previous year presenting fun and entertaining activities. Here are some suggestions:

- Students may introduce themselves using different techniques, for example, forming groups according to their favourite food, colours, rooms of the house, activities they can perform or other topics presented in *All Around 1 New edition*. Students may go around the classroom sharing information while organising the groups. Once they have introduced themselves, translate their names into English, whenever possible. Students love this.
- Present some *getting-to-know-you* activities. In this way, students will get to know one another, and you will get to know them as well. There are some entertaining games which can be used at this stage. Here are just two possibilities:

Read my lips

Choose a student and ask him / her a personal question, any of the ones the students know from the previous year: *What's your name? Where do you live? How old are you? Have you got a pet?*, etc. However, you should do it in a very low voice so that the student cannot hear you but read your lips. He / she guesses the question using the movements of your lips as a clue. Then, he / she answers the question. Invite some students to play your role and ask the questions.

Noughts and crosses

Draw a 3 x 3 cm grid on the board. Write a personal question in each grid. Choose from all



PHONOLOGY

Art	/ˈɑ:t/
Geography	/dʒɪˈɒɡrəfi/
History	/ˈhɪstri/
Language	/ˈlæŋɡwɪdʒ/
Maths	/ˈmɑ:θs/
PE	/pi: ˈi:/
Physical Education	/ˌfɪzɪkl edʒuˈkeɪʃn/
Science	/ˈsaɪəns/
Technology	/tekˈnɒlədʒi/

the personal questions introduced in *All Around 1 New edition*, for example: *What's your name? Where do you live? Have you got a sister? What's your favourite colour? Do you like whales?, etc.* Divide the class into two groups (X and O). One of the groups chooses a square. Then, they choose a representative from the group to answer. If they answer correctly, they can place their team's X or O in the square. If not, their opponent's letter is written instead. The first group that succeeds in placing three of their own marks in a horizontal, vertical or diagonal row wins the game.

- Discuss classroom rules for the present year with the class. Write them on poster paper to be kept visible for everyone at all times. Encourage students to think about guidelines on different aspects like behaviour, organisation of activities, working in class, homework, etc. You can also write questions the students might have about school and classroom rules on different cards. Write the corresponding answers on other cards using different colours. Give the cards to the students and ask them to try to match the questions with the answers.
- Preview *All Around 2 New edition* by handing out a few copies of the Student's Book (those bought by the students themselves) and let them have a look at them in groups so the students can see what to expect. Prepare a worksheet for students to complete which requires them to look at the table of contents, index, etc. Ask general questions about the topics you will cover during the year.

ALL AROUND TEACHING TIPS

While solving these activities, you will be able to see how the students work together as a group. You can also spot potential problems which may crop up during the year and start working towards possible solutions from the very beginning.

How to go about it (pages 4 and 5)

This section introduces each unit of the *Student's Book*. The unit question invites the students to share their opinions and views while revising vocabulary and structures they already know. Encourage the class to describe the photo on the double-page spread and help them with new vocabulary if necessary. Ask questions to guide them with their descriptions; for example: *Where are the children? What school objects can you see? Are they in an Art / a Geography class? Why? Do the students wear uniforms in their school? What do the students look like? Are they happy? Is their classroom similar to yours?, etc.* Invite some volunteers to answer the unit question and write key vocabulary on the board. Explain to the students that as they do the activities in the unit, they will reflect on different aspects related to the unit question and will revise this Big Question at the end of the unit.

This section can be used at the beginning of each unit to present structures and language issues to be taught and it can also be used as a self-evaluation activity at the end of each unit. Once you have finished a unit, go back to this self-evaluation sheet and reflect with the whole class upon the group performance. The students should put a tick or a cross in the boxes to show whether they are able to identify and use the vocabulary and structures introduced in the unit.



INTRODUCTORY ACTIVITIES

Memory Game

Tell students they will play a *Memory Game*. Ask them to get a piece of paper and a pencil. Bring pictures of school objects and stick them on the board or place school objects on a desk where all the class can see them. Invite the students to have a look at the different school objects for a minute. Use a watch to control the time and tell students when

1 What's your favourite subject?

time is over. When this happens, take all the pictures away or cover the school objects on the desk and ask the students to try to write all the school objects they can remember on the piece of paper. Encourage volunteers to go to the front of the class to write the correct answers on the board. Call students' attention if they make spelling mistakes.

Name: Matt
Surname: Miller
Age: 15
City / Country: Oxford, England
Family: two brothers
Pets: -
Special ability: draw great cartoons
Favourite subject: Art

How to go about it (page 6)

1. Read and complete the files.

Before reading, invite students to pay attention to the website on page 6. Encourage the students to identify the type of webpage (a *blog*) and recognise whose blog it is. Then, read the introduction and point to the photos. Make sure students understand the meaning of *exchange students*. Invite the class to describe the new students and encourage them to make questions they would like to ask to get to know the children better. As you elicit the different questions from the students, write them on the board. Possible questions could be:

What's your name?

How old are you?

Where are you from?

Have you got a brother / sister?

Have you got a pet?

What can you do very well?

What's your favourite colour?

What do you like?

Invite students to read the passages to see if they can find answers for the questions they have produced first. After checking this, ask them to read the texts again and complete the files about each character. Finally, encourage them to mention ways in which they may make the new students feel welcome and comfortable: *be kind, show interest in their lives, learn about their likes, share activities with them, introduce them to your friends, etc.*

» Answer Key

Name: Amelie

Surname: Lemaire

Age: 12

City / Country: Paris, France

Family: one brother and one sister

Pets: a dog

Special ability: excellent football player

Favourite subject: PE



REINFORCEMENT ACTIVITIES

Guess Who

Ask the students to work in pairs. Tell them that they have to write four sentences about the new students in exercise 1. Then, with books closed, they take turns to read the information aloud and identify who the person is: *Amelie* or *Matt*. Demonstrate the activity to show that they have to use the third person singular: *This student is from Oxford. / This student has got a big dog.*

ALL AROUND TEACHING TIPS

Give examples

Remember it is always very important to exemplify what the students are supposed to do before starting any activity. You may invite volunteers to come to the front to show clear examples or you yourself could show how to go about them.



INTRODUCTORY ACTIVITIES

Draw the students' attention to the last item in each file on page 6. It is connected to school subjects. Take to the classroom some pictures or objects illustrating different subjects, for example, a map for Geography, the *All Around 1 or 2 New edition Student's Book* for Language or English, some figures for Maths, etc. and place them on the board. Introduce them and then invite the students to give their opinion about these subjects, whether they

like them or have them at school; whether they find them easy or difficult, etc. Encourage them to mention activities they like doing in their favourite subjects and to suggest ways in which they may enjoy other subjects. You may also elicit ways in which they can help each other to understand the subjects they find difficult.

How to go about it (page 7)

2. Listen and repeat.

Draw the students' attention to the objects on page 7. Play the audio CD, pause it after each subject is mentioned and ask the students to repeat chorally. Focus on pronunciation.



TRACK 02

Listen and repeat.

1. Science
2. Language
3. Physical Education (PE)
4. Maths
5. History
6. Geography

3. Listen and circle.

Tell students they are going to listen to three different children talking about their favourite subjects at school. Play the audio CD as many times as necessary. While listening, students have to circle the children's favourite subjects and timetables.



TRACK 03

Listen and circle.

1. Girl: *Hi! My name's Rita. I love school! My favourite subject is Technology. Computers are great! I have Technology lessons on Monday and Wednesday.*
2. Boy 1: *My name's Peter. I'm eleven years old. My favourite school subject is Language. I love reading! I have Language lessons on Thursday.*
3. Boy 2: *Hi, friends! My name's Gregory. I like Language and History but my favourite subject is Art. I have Art lessons on Friday.*

» Answer Key

1. Technology: Monday and Wednesday
2. Language: Thursday
3. Art: Friday



GRAMMAR

Draw the students' attention to the use of capital letters with school subjects and days of the week.

It is really important to remark that no capital letter in these words is considered a spelling mistake.

4. Answer and draw.

Students complete the sentences expressing which their favourite subject is and when they have these lessons. Then, they design an icon illustrating the subject they like. Some students may go to the front of the class to read the paragraph and show the illustration to the group.

» Answer Key

Students' own answers.

SB pages 8 and 9

Objectives

- To revise personal information.
- To introduce the alphabet.
- To listen for specific information.
- To match pieces of information.
- To spell out words.

Language Focus

Production

- *Can you spell (Science), please?*
- *Yes! It's (S-C-I-E-N-C-E).*



INTRODUCTORY ACTIVITIES

Missing letters

Prepare some cards with at least one long word in them. There should be one card per pair of students. Omit some letters when writing the words. For example, if you want to write the word

1 What's your favourite subject?

sharpener, do this: *sh_r_en_r*. Give a card to each pair and invite them to find the missing letters to complete the words.

How to go about it (page 8)

1. Listen and say.

Draw students' attention to the alphabet on page 8. Play the audio CD, pause it after each letter is mentioned and ask students to repeat chorally. Focus on pronunciation.



TRACK 04

Listen and say.

A B C D E F G H I J K L M N O P Q R S T U V W
X Y Z

ALL AROUND TEACHING TIPS

Make students become aware of the importance spelling has in the English language. Explain that many English words are not pronounced in the same way they are written and this may cause spelling problems.

2. Listen and write the subjects.

Encourage the students to write down the subjects they hear being spelled. Play the audio CD more than once. Then, invite some volunteers to write the answers on the board to check.



TRACK 05

Listen and write the subjects.

1. A-R-T
Art
2. H-I-S-T-O-R-Y
History
3. P-E
Physical Education
4. T-E-C-H-N-O-L-O-G-Y
Technology

5. L-A-N-G-U-A-G-E

Language

6. M-A-T-H-S

Maths

7. S-C-I-E-N-C-E

Science

8. G-E-O-G-R-A-P-H-Y

Geography

» Answer Key

1. Art
2. History
3. Physical Education
4. Technology
5. Language
6. Maths
7. Science
8. Geography

Follow Up

Invite volunteers to choose one subject from the list above and spell the word. The rest of the class can guess which subject the student is spelling.

3. Spelling Contest!

Spelling contests are a normal practice at school in English-speaking countries. Introduce this idea to the students by presenting this game. Tell them to complete the table with two words in capital letters for each category. Then, invite the students to work in pairs and take turns to spell the words and complete the table with the words their classmates spell. Walk around the classroom and monitor.

» Answer Key

Students' own answers.



FUN ACTIVITIES

In order to practise the ABC you could play different games:

1. Hangman

This game can be played with the whole group or in small groups. You should draw the scaffold,

think of what you would like to revise: lexical items or specific structures. Write down the initial letter of the lexical item or the initial letters of each word in the sentence and trace a dash per remaining letter. Students call out letters so as to guess the words.

2. Spelling Master

You should divide the class into small groups. Each group selects a Spelling Master to represent them. You say a word introduced in class aloud. Spelling Master 1 spells it. If it is correct, he / she sits down and another student from his / her group stands up and it is group 2's turn. If it is incorrect, he / she leaves the game and another student from his / her group stands up. The winner is the group with more students playing.

3. What can I write here?

Divide the class into five or six groups. Write three categories on the board. They should be connected to the different topics the students have been working on. The students copy the categories on a sheet of paper. Choose a letter. The groups write a word which starts with that letter in each category. They have just one minute to do this. Then, choose another letter. Go on in this way so as to make students work with at least five different letters. The group with more words in all the categories is the winner.



ALL AROUND SEL TIPS

Funny activities

It is important to present, at least, one new activity in every lesson. The unexpected causes the body to release adrenaline, which acts as a memory fixative raising the level of stimulation.

How to go about it (page 9)

4. Listen and complete the table.

Invite students to listen to some short dialogues to complete the table with the necessary information. Play the audio CD and pause after the first dialogue. Give the students time to write

down the information. Continue with the same procedure so that the students complete the rest of the table. Play the audio CD again so that they can check their answers. Finally, check orally with the class by asking: *What's her / his name? Can you spell it? How old is she / he?* Write the answers on the board to check spelling.



TRACK 6

Listen and complete the table.

A.

Interviewer: *Good morning. What's your name?*

Giuliana: *Giuliana.*

Interviewer: *Can you spell it, please?*

Giuliana: *Yes, of course. G-I-U-L-I-A-N-A.*

Interviewer: *How old are you, Giuliana?*

Giuliana: *I'm twenty-five.*

B.

Interviewer: *Good morning. What's your name?*

John: *John.*

Interviewer: *Can you spell it, please?*

John: *It's J-O-H-N.*

Interviewer: *How old are you, John?*

John: *I'm thirty-nine.*

C.

Interviewer: *Good morning. What's your name?*

Fuji: *Fuji.*

Interviewer: *Can you spell it, please?*

Fuji: *F-U-J-I.*

Interviewer: *How old are you, Fuji?*

Fuji: *I'm sixty-four years old.*

» Answer Key

- a. Giuliana; 25
- b. John; 39
- c. Fuji; 64

Follow Up

Ask students for help and copy one of the dialogues on the board. Analyse each question and answer. Then, organise the students in pairs and invite them to write short dialogues similar to the one on the board but using their personal information.

1 What's your favourite subject?

5. Match the questions with the answers. Then, complete the file.

Invite the students to read the questions and match them with the corresponding answers. Ask them to compare their answers with their classmates'. Then, they have to complete the file with the information given in the answers. To check, have some volunteers read the file aloud.

» Answer Key

3, 5, 1, 4, 2

Name: *Manuel*

Surname: *Ortiz*

Age: *16*

City / Country: *Medellín, Colombia*

Favourite subject: *Technology*



FUN ACTIVITIES

Invite students to make the dialogues they wrote in pairs longer. They may include more personal information and pretend they are completing a file. Encourage them to role play their dialogues for the whole class. They can even include costumes, special objects, etc.



ALL AROUND LEARNING TIPS

Remember that by making students act out short dialogues, you will help them improve their pronunciation, intonation and fluency. This type of activity also allows them to have a nice time while learning the language.

SB pages 10 and 11

Objectives

- To revise school vocabulary.
- To talk about different school subjects.
- To talk about possession.
- To read for specific information.
- To answer questions.

Language Focus

Production

- *I have got a (purple) (pen).*
- *Has (Mike) got a (sharpener)?*
- *Yes, (he) (has). / No, (he) (hasn't).*
- *Whose object is this?*

Recognition

- *She has got a lovable cat.*

Vocabulary

Production

- School objects
- Pets

Recognition

- *lovable, naughty, friendly, dangerous*



INTRODUCTORY ACTIVITIES

Before this activity is carried out, ask students to take a special personal belonging to school. Discourage taking wealthy objects. Once at school, collect the belongings and place them on the desk. Take one by one asking: *Whose (book) is this?* Elicit: *It's mine.* Encourage a short conversation about each object and ask the students why the object is special.

How to go about it (page 10)

1. Read and answer.

Tell students a group of children have got some new school materials to start the year. They read a passage about these children, trying to see whose school materials are illustrated on the page. Once the owner is found, students complete the box with the corresponding name. Read the question

aloud and remind the students of the use of 's to express possession. Explain that they have to pay attention not only to the objects themselves but also to their colour.

» **Answer Key**

1. Mike's
2. Fred's
3. Ema's
4. Ema's
5. Fred's
6. Mike's
7. Fred's
8. Ema's



GRAMMAR

Draw students' attention to the use of the possessive 's. Check students pronounce it at the end of each name when correcting the activity.

2. Now, look and match.

Now, students go through the passage again, but this time to find the answers to the questions. It could be advisable to go through the questions orally first. You may ask the questions to different students and encourage them to produce complete answers, not just yes or no. They may even complete the negative ones with the affirmative information. *Has Mike got a green pen? No, he hasn't. He has got a blue pen.*

» **Answer Key**

1. No, he hasn't.
2. Yes, she has.
3. Yes, he has.
4. No, she hasn't.
5. Yes, he has.
6. No, he hasn't.



GRAMMAR

Draw the students' attention to the use of *have / has got*. Revise when to use one or the other and write a chart on the board.

I	}	HAVE GOT three notebooks.
You		
We		
They		
He	}	HAS GOT a red crayon.
She		
It		

ALL AROUND TEACHING TIPS

Remember that the organisation of information on the board is of great importance as it helps the class to concentrate and keep the lesson in focus. It is really essential not to clutter the board too much and always give students enough time to copy everything.

Remind students of how to write negative and interrogative sentences, too.

Follow Up: Reading aloud

After correcting the activity and checking the use of possessive 's and *have / has got*, get some students at random to read the passage aloud. Correct pronunciation.

How to go about it (page 11)

3. Circle the correct option.

Invite students to have a look at the illustrations. Explain that some children are talking about their special pets. First, encourage students to read the sentences carefully. Make sure students understand the meaning of the adjectives: *lovable, naughty, dangerous* and *friendly*. Then, give them some minutes to think and circle the correct option in each sentence. Check their answers on the board.

» **Answer Key**

1. *has got*; 2. *haven't got, have got*; 3. *hasn't got*; 4. *has got*

1 What's your favourite subject?

4. Ask your friend and tick ✓.

Invite the students to work in pairs. Tell them to take turns to ask and answer if they have got the objects and pets illustrated in the pictures and tick the items their classmates have. Encourage them to make specific questions by referring to colours or sizes; for example: *Have you got a small / brown dog?*

» Answer Key

Students' own answers.

5. Now, write about your friend.

Ask the students to use the information in exercise 4 to write about their classmates. Direct their attention to the connector *But* and elicit the structure they have to use: *she / he hasn't got...* Finally, invite some volunteers to read their paragraphs aloud to share the information with the class.

» Answer Key

Students' own answers.

Follow Up

You may ask the students to write their paragraphs in a separate sheet of paper and include their classmate's name at the end. Collect all the pieces of paper and invite a volunteer to pick one. Ask the student to read the information aloud so that the rest of the class guesses. The student who says the correct name, reads another description aloud for the rest to guess.

SB pages 12 and 13

Objectives

- To analyse the format of e-mails.
- To examine the language used in e-mails.
- To correct information.
- To write an e-mail.

Language Focus

Production

- *I'm (Santi).*
- *I've got (two brothers).*
- *My favourite subject is (Language).*
- *I have lessons (on Thursday).*

Recognition

- See you soon!

Vocabulary

Production

- Subjects
- Pets
- Family



INTRODUCTORY ACTIVITIES

Scrambled sentences

Prepare sentences to revise personal information and vocabulary introduced in the unit; for example: *My surname is Johnson. I'm 17 years old. I'm from Brazil. I've got three pets. My favourite subject is History.* Cut the words and put the pieces of paper in an envelope. Divide the class in groups and give them an envelope with the scrambled words. Determine a time limit and tell the groups to form the correct sentences. The group that finishes first gets a point. Then, check the sentences with the class and give a point for each correct sentence. The group with more points is the winner.

How to go about it (page 12)

1. Look and answer.

Read the questions aloud and encourage the students to answer by looking at the message. Elicit words or phrases to support their answers. Introduce the idea of *pen friends* or *e-mail friends*. Ask the students if they have ever sent an e-mail like this or if they have friends living far away.

» Answer Key

1. *It's an e-mail.*
2. *Amelie*
3. *Because she is new in class (and she introduces herself).*
4. *Paris*

2. Memory test! Read the text on page 6 again and correct the wrong information.

Now that the students know that Amelie writes the e-mail, they are going to test their memory about the information posted on the blog on page 6. Encourage the students to read the e-mail again to correct the underlined information. Then, ask them to work in pairs and compare their answers. Finally, they can check their corrections with the information on page 6. Invite some volunteers to read the correct sentences aloud to check. Take this opportunity to analyse the opening and closing phrases in the e-mail and elicit more examples. Highlight the use of commas after *Hi* and *Love*.

» Answer Key

1. *She's twelve years old.*
2. *She's from Paris, France.*
3. *She has got one brother and a little sister.*
4. *She has got a big dog.*
5. *Her favourite subject is PE.*

How to go about it (page 13)

3. Complete the notes with your information.

Tell the class that they are going to answer Amelie's questions and write an e-mail to her. Ask the students to complete the file with their information.

» Answer Key

Students' own answers.

4. Now, write an e-mail to Amelie. Use your notes.

Ask the students to use the information in the notes to complete the e-mail. Walk around the classroom and monitor. Remind them of the use of capital letters and full stop. Finally, invite some volunteers to come to the front and read their e-mails aloud.

» Answer Key

Students' own answers.

Follow Up

If possible, ask students to send the e-mail to their classmates or to you to make the activity more realistic.

ALL AROUND TEACHING TIPS

Every piece of writing is created as part of a process. Give the students the opportunity to discuss and work out ideas. Sit next to them while they are writing and give them advice on how to improve their writing. Get students to write draft copies first so as to reach the best final production. Remember that every piece of writing provides an opportunity to learn about the students' feelings and thoughts as well as for the assessment of their language skills.

ALL AROUND LEARNING TIPS

Encourage students to proofread their own work. It is really important to check accuracy during the revision stage. It is also important to read instructions carefully so as not to produce off-subject pieces of writing.

SB pages 14 and 15 - Integration

How to go about it (page 14)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

1 What's your favourite subject?



ALL AROUND CLIL TIPS

Mind Mapping

Mind mapping is an interesting learning strategy which helps students to organise new vocabulary and process information about a specific topic. This type of activity also encourages a lot of thinking and association during the process.

Language Project: Design a mind map.

Write down words related to school.

Ask the students to work in pairs and write all the words that they relate with school. Determine a time limit and then, brainstorm ideas with the class. Write all the words on the board to check spelling and help the students with new vocabulary.

» Answer Key

Students' own answers.

Now, organise the vocabulary.

Invite the students to have a look at the web. Explain that they are going to organise the vocabulary they have brainstormed. Draw their attention to the different categories on the web and the examples included. Ask the students to complete the web by writing their examples in each category. Draw the same web on a large sheet of paper and invite volunteers to write the words. Leave the web in the classroom at hand for future activities.

» Answer Key

Students' own answers.



ALL AROUND LEARNING TIPS

Whenever possible, it is important to help students reflect on their own learning. By raising awareness, the students will go one step further in their learning process.

How to go about it (page 15)



ALL AROUND SEL TIPS

Highlight the importance of being tolerant and respecting other people's opinions. Encourage the students to be good listeners when they interact by respecting turns, not talking over others, exchanging ideas in a respectful way and not shouting, etc.

Integration: What's your favorite subject? List the things you like about school.

Invite the students to write down words or phrases related to what they like about school. They can revise the mind map they designed in the CLIL section for vocabulary or you may help them with new words. Encourage them to include activities they do or games they play during the breaks or moments they share with their classmates and teachers.

» Answer Key

Students' own answers.

Share your ideas with a friend and answer.

Ask the students to work in pairs and share their ideas. Encourage them to take turns to ask and answer questions. Elicit some structures they can use and write them on the board; for example: *Do you like...? I like... What about you? What's your favourite...?* Tell them to complete the notes with the things they have got in common and the things that are different. Walk around the classroom and monitor. Finally, invite some volunteers to read their ideas aloud. Ask the class if there were things they liked but had not included until they listened to their classmates' ideas. Read the final sentences aloud and invite the students to say why it is important to respect other people's opinions. Elicit ways in which they can interact with others in a respectful way.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Suggestion Box

Bring a box and tell the class that it is a suggestion box where they can put in suggestions and comments. Ask the students to say what would make the class or school time better and how they could make that change. Discuss the ideas orally with the class and write key vocabulary on the board. Encourage the students to write their comments and suggestions on a piece of paper. Finally, ask them to put their pieces of paper into the box. This may be a good way to get them involved and also be responsible for the changes they want to make in the class or at school.

Big Question: What's your favourite subject?

Invite the students to answer the Big Question and give a reason for their answer. Then, invite them to walk around the classroom and ask the question to their classmates to find those who like the same subject and form a group. Once the students are in groups, ask them to share the reasons why they like the subject and design a poster to illustrate them. Encourage them to cut out pictures from magazines and include key words. Finally, invite the groups to present their poster and explain what their favourite subject is and why. Have them share suggestions on how to find the subject easier / more entertaining / more attractive, etc.

SB page pages 76, 77, 78 and 79 - Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts they have learnt.

» Answer Key

1. Complete the file and answer about you.

Students' own answers.

2. Unscramble and match.

1. Technology; 2. Science; 3. Maths;
4. Language; 5. Geography; 6. Art

(From left to right, top to bottom): 5, 6, 2, 3, 4, 1

3. Read and complete. Use **has got**, **hasn't got**, **have got** or **haven't got**.

have got; have got; haven't got; have got; has got; has got; has got; hasn't got

4. Now, draw and colour the school objects in exercise 3.

Girl: Students draw a big pencil case with a lot of coloured pencils, one blue pen, a green sharpener and a green ruler.

Boy: Students draw a school bag, two notebooks, crayons and pencils.

5. Complete about you.

Students' own answers.

6. Classify these words.

Colours: grey, green, orange

Numbers: thirteen, eighteen, twenty

Pets: tortoise, rabbit

School supplies: pencil, notebook, ruler, sharpener

School subjects: PE, Geography, History, Technology

7. Unscramble the sentences and write.

1. *I have History lessons on Wednesday.*

2. *Ophelia is fourteen years old and she is from England. / Ophelia is from England and she is fourteen years old.*

3. *Harry has got a tropical fish and a big cat.*

4. *My new classmate can play the guitar very well.*

8. Complete your timetable.

Students' own answers.

9. Read the file and complete the e-mail.

Bruno; is eleven; is from Montevideo; got one sister; two brothers; has got a hamster; run fast; subject is Maths

2

What do you do around town?

SB pages 16, 17, 18 and 19

Objectives

- To revise personal information.
- To talk about jobs.
- To talk about work places.
- To introduce everyday activities.
- To listen and read to identify main ideas.
- To read and label.

Language Focus

Production

- I am a (doctor).
- I work (at) a (hospital).

Recognition

- I like my job because (I help people).

Vocabulary

Production

- Professions: *businessman, businesswoman, doctor, firefighter, police officer, postman, secretary, teacher, vet, waiter*
- Places: *fire station, hospital, office, pet shop, police station, post office, restaurant, school*

Places:

fire station	/ˈfaɪə ˈsteɪʃn/
hospital	/ˈhɒspɪtl/
office	/ˈɒfɪs/
pet shop	/ˈpet ʃɒp/
police station	/pəˈliːs ˈsteɪʃn/
post office	/ˈpəʊst ˈɒfɪs/
restaurant	/ˈrestərɒnt/
school	/ˈsku:l/

How to go about it (pages 16 and 17)

Read the question in the unit title aloud and direct the students' attention to the people in the photos. Encourage the students to mention the occupations they know and help them with new words. Write the vocabulary on the board. Finally, invite the class to share their ideas about the jobs represented in the photo: *What's your favourite job? What's interesting about each job? What don't you like about the jobs?* Explain to students that they are going to reflect on the subject as they do the activities and, at the end of the unit, they will discuss the Big Question. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It is advisable for the students to know the structures they are going to work on in advance. In this way, they can have a general idea of the topics and can get ready for the learning process.



PHONOLOGY

Professions:

businessman	/ˈbɪznəzmæn/
businesswoman	/ˈbɪznɪswʊmən/
doctor	/ˈdɒktə/
firefighter	/ˈfaɪəfaɪtə/
police officer	/pəˈliːs ˈɒfɪsə/
postman	/ˈpəʊstmən/
secretary	/ˈsekrətəri/
teacher	/ˈtiːtʃə/
vet	/ˈvet/
waiter	/ˈweɪtə/



INTRODUCTORY ACTIVITIES

Ask students if they know different teachers at school. Invite them to tell you their names. Write the names on the board. Elicit information about them: *Do you know Miss Carols? Is she your teacher now? How old is she? Who is the*

secretary at school? Do you know her name? Encourage the students to mention other jobs related to the context of school and give information they know about the people who do the jobs: *cleaner or caretaker, doorman, headteacher, bus driver.*

How to go about it (page 18)

1. Listen and read.

Invite students to pay attention to the website and encourage them to identify it: *It's a blog.* Direct their attention to the photographs and ask the students to describe the people and elicit their jobs. Then, explain that they are going to listen to them talking about their jobs. Play the audio CD and encourage the students to follow the reading texts in their books while listening. Finally, ask the students if they like the jobs and encourage them to give reasons. Write key vocabulary on the board and have the students write their comments for the blog in their notebooks.

TRACK 07

Listen and read.

Boy: *Welcome to my blog! This project for my school is about jobs. I invite people in my town to describe their jobs. Do you like them? Leave your comment.*

Man: *My name is Peter Thompson. I am thirty-three years old. I am a vet. I work in a pet shop from 9 am to 3 pm. I like my job because I help animals.*

Woman: *My name is Sarah Newton. I am thirty-eight years old. I am a businesswoman. I work in an office from 9 am to 5 pm. I write e-mails and have meetings with different people. I like my job!*

Follow Up

Invite students to choose one of the paragraphs on page 18 and copy the sentences, one in

each line, onto a sheet of paper. Ask them to cut the sentences into halves. In pairs, students exchange the sentences. They try to reconstruct the sentences first and then the passage without having a look at their book. They stick the passage in their folder and then check with the book.



PHONOLOGY

At this stage, make students focus on the pronunciation of *animals* and *office* and the rest of the cognates introduced in the unit. Even though cognates are very useful, they may confuse the students as regards pronunciation.

ALL AROUND TEACHING TIPS

Cognates are words in a language which are similar to others in another language and have the same origin. Some examples can be: *bank, talent, bomb, doctor, dentist, etc.*

2. Listen and repeat.

Draw students' attention to the photographs that show more jobs. Play the audio CD, pause it after each job is mentioned and ask students to repeat chorally. Focus on pronunciation.

TRACK 08

Listen and repeat.

- | | |
|-------------------|------------------|
| 1. teacher | 5. vet |
| 2. police officer | 6. firefighter |
| 3. postman | 7. businesswoman |
| 4. waiter | |

2 What do you do around town?



FUN ACTIVITIES

Invite students to talk about their relatives. Ask them if there is any police officer, teacher, waiter, etc. in their families. Invite them to bring photographs to show to the rest of the class if possible. Ask the students what they know about their relatives' jobs and if they know the places where they work. Encourage them to express their opinions about the jobs and write words on the board to help them with vocabulary: *It's interesting / boring / dangerous / difficult / ideal.*



ALL AROUND LEARNING TIPS

Surveys provide the students with a real reason to communicate, which in turn, will help them develop their fluency.



ALL AROUND SEL TIPS

It is vital in the learning process to make the contents taught relevant to the students. Always value the students' feelings, thoughts, opinions and / or knowledge. In this way, students are engaged in the activity and learn the key language meaningfully.



INTRODUCTORY ACTIVITIES

Collect pictures or make illustrations of the following places and jobs: *a restaurant, a pet shop, a post office, a fire station, a school and a police station, a waiter, a teacher, a postman, a vet, a firefighter and a police officer.* Stick them scattered on the board. Invite a pair of students to come and match the pairs of pictures. The police officer should go with the police station, etc. Introduce the new vocabulary and write the words on the board.

How to go about it (page 19)

3. Read and match. Label.

Draw students' attention to the illustrations on page 19. There are some people talking about their jobs. Students have to go through the sentences and match them with the corresponding person. Then, they label each person.

» Answer Key

(Left column from the top) 6. teacher;

5. businesswoman; 3. postman

(Right column from the top) 7. police officer;

4. firefighter; 2. vet; 1. waiter



FUN ACTIVITIES

Hangman

Take advantage of the known vocabulary to revise the alphabet and to encourage students to pay attention to spelling. Choose a word, for example: *post office* and draw the scaffold. Write down the initial letter of the word(s) and trace a line for each letter of the word. Students call out letters so as to guess the word(s). Encourage some of the students to come to the board and take your place in the game.

SB pages 20 and 21

Objectives

- To talk about jobs.
- To ask and answer about jobs and professions.
- To ask and answer about work places.
- To introduce everyday activities.
- To describe jobs' routines.
- To write creatively.
- To listen to and read a comic strip.

Language Focus

Production

- *What do you do?*
- *I'm a (reporter).*
- *Where do you work?*
- *I work (in the streets).*

- I (help) (people).

Recognition

- I never get lost!

Vocabulary

Production

- Actions: cook, cure, deliver, help, interview, work, put out fires
- Jobs: chef, nurse, pilot, reporter, scientist

Recognition

- presenter, software designer, biologist



TRACK 09

Listen and read.

Narrator: It's 2 pm and Bob, the presenter, is in the radio station conducting an interview.

Presenter: Today, our guest is a young talent from our town. Welcome Sarah! What do you do?

Woman: Hi! I'm a software designer. I design apps for locating places.

Presenter: That's interesting! And where do you work?

Woman: I work at home or in an office with my workmates. And I test the app in the streets, too.

Presenter: And can you find the places? you look for?

Woman: Yes! I never get lost!



PHONOLOGY

Actions:

cook	/'kʊk/
cure	/'kjʊə/
deliver	/dɪ'lɪvə/
help	/'help/
interview	/'ɪntəvju:/
work	/'wɜ:k/
put out fires	/pʊt aʊt faɪəz/

Jobs:

chef	/'ʃef/
nurse	/'nɜ:s/
pilot	/'paɪlət/
reporter	/rɪ'pɔ:tə/
scientist	/'saɪəntɪst/



GRAMMAR

Draw students' attention to the two questions: *What do you do?* and *Where do you work?* and what they refer to. Students have already worked with *Do you...?* questions in *All Around 1*. Do not go deep into the idea of auxiliaries at this stage.

Follow Up

After listening and analysing the dialogue, encourage students to read it in pairs and to act it out.

How to go about it (page 20)

1. Listen and read.

Invite students to have a look at the comic strip. Remind them of what makes a comic strip different from any other story. Also remind them of speech bubbles and what they indicate. Show how narration is presented in a comic strip. Ask students to listen to the audio CD and follow the dialogue in their books. Play the audio CD several times so as to make sure they can follow the reading. Encourage them to deduce vocabulary from the context.

2. Look at the pictures and complete the table.

Direct the students' attention to the pictures and elicit the jobs they represent. Read the example aloud and ask the class to complete the table with the answers. Remind the students to use complete sentences. Finally, invite some volunteers to read the answers aloud to check.

» Answer Key

I'm a scientist. I work in a lab.

I'm a businessman / businesswoman / secretary.

I work in an office.

I'm a firefighter. I work in a fire station.

I'm a reporter. I work in an office and in the streets.

2 What do you do around town?

I'm a doctor. I work in a hospital.

I'm a police officer. I work at the police station and in the streets.



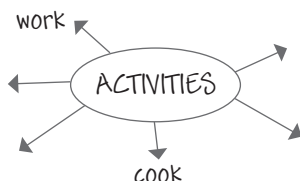
REINFORCEMENT ACTIVITIES

Prepare cards with all the jobs introduced so far. Ask one student to come to the front and show her / him a card. She / He has to pretend to have the job shown on the card by miming daily activities so that the rest of the class guesses. The student who identifies the job comes to the front to represent another job. Continue with the procedure until all the jobs have been represented.



GRAMMAR

Make students become aware of all the actions they already know. These actions are used to talk about different people's routines. Introduce the idea of *verbs* and *everyday activities*. Elicit activities from students and write them on the board in the following way:



Important!

Remember students will only be introduced to the first person singular in Unit 2. It is not necessary to introduce the rest of the persons in the Present Simple tense at this stage.

How to go about it (page 21)

3. Read and write the job. Then, match the jobs with the pictures.

Invite the students to read the sentences and identify the jobs. Then, they match the information with the photographs. Finally, ask some volunteers to read the answers aloud.

» Answer Key

1. chef; 2. a doctor; 3. am a vet; 4. I'm a postman. 5. I'm a reporter. 6. I'm a firefighter. 2, 6, 5, 4, 3, 1

4. Read the model text. Interview someone and write a similar one. Then, draw.

Invite a volunteer to read the passage aloud. Explain that it was written by a student who interviewed a relative. Remind the students of the relatives they talked about in previous classes. Tell them to ask their relatives about their jobs and write the information down. Then, they organise the information and write a paragraph. Help the students with vocabulary and monitor their work. Invite the students to exchange their writing pieces to check grammar, vocabulary and spelling. Once the students have finished, invite them to illustrate the person and include elements that represent the job. Finally, ask the students to come to the front to read their descriptions.

» Answer Key

Students' own answers.

ALL AROUND TEACHING TIPS

Always remember that every piece of writing is created as part of a process. Give students the opportunity to discuss and work out ideas. Sit next to the students while they are writing and give them advice on how to improve their writing. Get students to write draft copies first so as to reach the best final production. Remember constant observation helps you adjust your plan so as to meet the students' real needs.



REINFORCEMENT ACTIVITIES

True or false?

Ask students to prepare two wooden sticks with two paper squares stuck on them. One paper square should read TRUE and the other FALSE. Make statements about the different jobs introduced up to now: *I am a police officer. I work in a hospital. I am a firefighter. I cure sick animals;* etc. Ask students to hold up their sticks after each statement to show if they are true or false. Encourage students to correct the false statements. Then, invite some students to play your role. They come to the front and provide the statements for the rest of the class to decide if they are true or false. Ask students to keep the sticks for future activities.



FUN ACTIVITIES

Opening the classroom to the school community is a nice way to make them become aware of everything done by the students at school. Make a presentation of the pieces of writing. Invite students' relatives to come and share a reading session. They will love listening to their children speaking in English.

SB pages 22 and 23

Objectives

- To ask and answer about the location of people and things.
- To introduce prepositions of place.
- To listen to and read a comic strip.
- To read for specific information.
- To label a picture.
- To complete sentences.
- To introduce the idea of existence: *there be*.

Language Focus

Production

- *Where is the (hospital)?*
- *It's (next to) the (library).*
- *There is a (police station next to the library).*

- *There isn't a (hospital between the school and the bank).*
- *There are (trees behind the café).*
- *There aren't any hotels.*

Vocabulary

Production

- Prepositions of place: *next to, behind, between, in front of*
- Places: *library*

Recognition

- *backpacker*



PHONOLOGY

Places:

library	/'laɪbrəri/
park	/pɑ:k/
café	/'kæfeɪ/
hotel	/həu'tel/
bank	/bæŋk/



INTRODUCTORY ACTIVITIES

Bring to class illustrations of different buildings introduced up to now: *fire station, hospital, pet shop, police station, post office, restaurant and school*. Place them on the board. Include a library and introduce the new word to the students. Ask them if they have ever been to any of these places and why. As you show the pictures, introduce the idea of existence: *There is a post office. There is a fire station. There are two schools. There is a pet shop. There isn't a shopping centre. There aren't any parks*. Write some of these sentences on the board and encourage students to use them.

How to go about it (page 22)

1. Listen and read.

Invite the students to look at the comic strip and encourage them to describe the pictures. Ask: *Who are these people? Where are they? What do they*

2 What do you do around town?

look like? What have they got? Play the audio CD more than once so as to make sure they can follow the reading text. Finally, invite the students to mention if they like going to new places and learning about them. Ask: *What do you do when you visit a new place? What places do you like visiting?*



TRACK 10

Listen and read.

Narrator: *Peter is a tour guide in an old town.*

Tour guide: *There is a big castle near here.*

Tourist: *Where is it?*

Tour guide: *It's next to the park.*

Tour guide: *There is a post office between this castle and the library.*

Tourist: *And where is the hospital?*

Tour guide: *It's next to the library. Let's go!*



GRAMMAR

Draw students' attention to the question: *Where is the hospital?*, and what it refers to. Write the new prepositions of place on the board: *next to* and *between*. Remind students of the ones they already know: *in*, *on*, *under*. Illustrate them and check students understand the difference.

Follow Up

After listening and analysing the dialogue, encourage students to read it in pairs and to act it out.

2. Complete with *next to* or *between*.

Once the idea of *between* and *next to* is clear, tell students to pay attention to the illustrations of the buildings. Ask them where these places are. Go through the activity orally first. Then, invite students to complete the sentences.

» Answer Key

1. *next to*; 2. *between*; 3. *next to*; 4. *between*

Follow Up

Ask the students to write similar sentences and illustrate them in their notebooks.

How to go about it (page 23)



GRAMMAR

Grammar boards have been included to introduce, expand or revise grammar points presented in context. In this case, the board will help students revise the two prepositions of place already introduced: *between* and *next to*; and to present two new ones: *behind* and *in front of*. Focus students' attention on the use of **There is** and **There are** to refer to existence and **There isn't** and **There aren't** to lack of existence.



REINFORCEMENT ACTIVITIES

Invite the students to read the dialogue in the comic strip on page 22 again. Encourage them to put the places in order according to the information provided. Check with the class on the board.

Correct orders: *park, castle, post office, library and hospital / hospital, library, post office, castle and park*

3. Read and label.

Point to the picture and encourage the students to mention the places they recognise and the means of transport they can see. Ask the students to read the description of part of the town and write the names of the places with the corresponding numbers. To check, invite different volunteers to read the answers aloud.

» Answer Key

1. *hospital*; 2. *library*; 3. *school*; 4. *police station*; 5. *bank*; 6. *fire station*; 7. *park*



FUN ACTIVITIES

Invite the students to write six sentences describing the picture of part of the town. Explain that they should include true and false information. Then,

ask them to work in pairs and, in turns, read their sentences and identify if they are true or false. Demonstrate the activity with the class to check understanding. Say, for example: *There are five cars. There is an ambulance in front of the hospital. There are children in the park. There aren't any trees.*

SB pages 24 and 25

Objectives

- To revise buildings.
- To describe where buildings in a town are.
- To revise prepositions of place.
- To exchange information.
- To listen for specific information.
- To ask and answer about the existence of places.

Language Focus

Production

- *There is a (supermarket next to the restaurant).*
- *Is there a (library between the fire station and the post office)?*
- *Yes, there is. / No, there isn't.*
- *Are there any (parks)?*
- *Yes, there are. / No, there aren't.*
- *I'm a (scientist).*
- *I (cure people) here.*

Vocabulary

Production

- Places: toy shop
- Actions
- Jobs

How to go about it (page 24)

1. Read and complete. Then, play with a friend.

Invite students to have a look at page 24. They can see the illustration of a street with different buildings. Tell students you are thinking of one of the buildings. You are going to invent a riddle and they have to guess which building you are talking about. Make sure that the students remember what riddles are. Then, say: *I'm thinking of a building. It's next to the police station, but it isn't the fire station. What is it?* Encourage students to answer chorally: *It's the post office.*

Now draw student's attention to the riddles at the bottom of the illustration. Ask them to read the first one, work on it and complete the name of the missing place. Check with the whole group. After this, students complete the rest of the riddles on their own. Finally, invite the class to work in pairs and tell the students to take turns to invent their own riddles using *There is / isn't* and *There are / aren't*. Walk around the classroom to monitor.

» Answer Key

1. fire station; 2. school; 3. toy shop



ALL AROUND LEARNING TIPS

Creating is the last step in the learning process. Encourage students to produce, to use what was learned and finally to put it into practice. Then, students can share what was created with the rest of the class.

2. Now, look at the street in exercise 1 and circle.

Ask the students to look at the street in the previous exercise and circle the correct option. Go through the first question with the class to check understanding. You may ask: *Can you see a supermarket in the picture?* Once the students have answered the questions, invite some volunteers to read them aloud. Copy the first two questions with the possible answers on the board



INTRODUCTORY ACTIVITIES

Invite students to play a game. Write the word *Places* on the board. Say: *In my town, there is a police station.* Encourage a student to repeat and add another place: *In my town, there is a police station and a (cinema).* Have the next student repeat what the first student said and add another place. Continue the game until all the students have had a turn.

2 What do you do around town?

and analyse the structures with the class. Draw the students' attention to the use of **any** in the Yes / No question in the plural form. Ask the class questions about their town; for example: *Is there a cinema? Is there a post office? Are there any banks?* Invite the students to mention places that are not in their town and they would like to go / visit and elicit why these places are important to them.

» Answer Key

1. Yes, there is. 2. No, there aren't. 3. Yes, there is. 4. Yes, there are. 5. No, there isn't. 6. No, there aren't.

How to go about it (page 25)

3. Complete. Then, listen and check.

Direct the students' attention to the people in the photos and ask them to describe their physical appearances. Encourage the students to guess their jobs and write them on the board. Then, invite the class to read the information in silence and complete the blanks with the missing words. Remind them to pay attention to the words before and after the gaps and to read the complete paragraph to check that it makes sense. Finally, play the audio CD so that the students check their answers and their predictions about the jobs.



TRACK 11

Listen and check.

Man 1: My name's Matt. I'm a police officer. I work from Mondays to Fridays at the police station. It is between the school and the pet shop.

Woman 1: I work in a hospital near my house. I'm a doctor and I love my job. The hospital is next to the Super Pets pet shop.

Man 2: I'm a scientist. I love experiments. My lab is between the bank and the supermarket. It is a very big lab.

Woman 2: I'm Maria and I work in a big restaurant. I'm a very good chef. The restaurant is next to Joe's supermarket.

» Answer Key

1. police officer, between; 2. doctor, next to; 3. scientist, bank; 4. chef, supermarket



REINFORCEMENT ACTIVITIES

Invite the students to draw the street with the buildings the people mention in exercise 3. Tell them to use the picture of exercise 1 as a model. You may help the students by giving them a clue and drawing a picture on the board to show the location; for example: *The restaurant is in front of the school.* Once the students have finished, invite some volunteers to draw the pictures on the board and complete the street.

Correct order: (At the top) hospital, pet shop, police station and school

(At the bottom) bank, lab, supermarket and restaurant.

4. Answer and draw.

Ask some students about their favourite place in town and why they like it. Write key vocabulary on the board. Then, tell the class to answer the questions in their books and draw their favourite place. Invite some students to share their answers with the rest of the class. Tell the students to raise their hands when their favourite place is mentioned and count them to see which place is preferred by most of the students.

» Answer Key

Students' own answers.

Follow Up

Play riddles with the class and encourage the students to describe the location of their favourite place in town so that their classmates identify it.



ALL AROUND SEL TIPS

Whenever students talk about themselves, show interest in their words. Use phrases like: *Really? Great! I can't believe it! Me too! How wonderful!* so that students feel what they say is important for you.



FUN ACTIVITIES

Game: Where are you?

Invite students to play a game. Invite a volunteer to come to the front. Whisper the name of a building to him / her. This student will pretend to be in the building by miming different actions. The rest of the class guesses the building the student is in.

SB pages 26 and 27 - Integration

How to go about it (page 26)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CLIL TIPS

Analysing and creating maps help students improve their observational skills. When students work with maps, they use the language as a medium to interpret graphic information and icons.

Social Sciences Project: Locate places on a map.

Discuss.

Go through the questions with the class and check students understanding. Then, invite the students to discuss their ideas in pairs. Walk around the classroom and monitor. Finally, ask the students to share their ideas and check how much they know about maps. As the students activate their background knowledge, help them with new words and write them on the board. Invite them to mention if they use maps and on which occasions.

» Answer Key

Students' own answers.



ALL AROUND SEL TIPS

It is important to make students become aware of the value of communicating among themselves. In this way, they will avoid just to resort to the teacher for help. Peer interaction is very helpful when the students are in doubt. By encouraging interaction, students also learn to respect each other's opinions every time they want to make a contribution to the class.

Locate important places on your town map. Add the key and glue the map.

The previous class, ask students to bring a map of their town or bring a copy for each student. Direct their attention to the note at the bottom of the page and invite them to write a list of important places. Then, check with the class and write all the places on the board. Explain that they are going to locate these places on their maps by using specific icons as in the examples and that they should add the references. Walk around the classroom and monitor. Finally, invite them to work in pairs and describe the location of the places; for example: *There is a bank next to the toy shop.*

Follow Up

Encourage the students to place their houses on the map and describe their locations.

2 What do you do around town?

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Divide the class into groups. Explain that they are going to make a guide for tourists with the most important areas in town and the buildings they can find. Assign an area to each group and ask them to draw and colour pictures of the buildings. Then, invite the students to glue the places on an A4 sheet of paper to represent their specific locations. Encourage the groups to describe where the buildings are and what people can do there. Then, collect all the sheets of paper and design a cover for the guide. Students may take the guide home or exhibit it in a place at school so that the rest of the community can have access to it.

How to go about it (page 27)



ALL AROUND SEL TIPS

Highlight the importance of being helpful when people are in need. Invite the students to reflect on how they feel when someone is helpful and when they help others.

Integration: What do you do around town? Complete with the correct place and answer about your town.

Direct the students' attention to the people in the photos and ask them what they have in common: *They're looking at a map. They're lost.* Tell them that they have to identify the place the people need to find and then, complete the **You** answer according to the locations of the places in their town. To check, ask different students to read their answers aloud. Invite a volunteer to read the sentences at the bottom aloud and encourage the class to say if they have been lost and if someone has helped them find their way or a specific place.

Elicit how they felt and if they have ever helped anyone in that situation.

» Answer Key

1. pet shop; 2. school; 3. restaurant / café; 4. bank; 5. post office; 6. hospital

Students' own answers.

Big question: What do you do around town?

Direct the students' attention to the big question and invite them to brainstorm all the jobs they have learnt. Ask the class why these jobs are important and how they influence in their town and people's lives. Encourage them to mention a job they would like to do and give reasons. Finally, invite the students to imagine their future lives and describe a job they would do and draw a picture to illustrate it. Explain that they can invent a job that does not exist today. Remind them of the paragraphs they wrote about their relatives' jobs on page 21 to use them as models. Finally, invite the students to read their descriptions and show their illustrations to the rest of the class.



ALL AROUND SEL TIPS

Increase students' self-esteem by showing them how much English they have learnt so far.

SB pages 80, 81, 82, 83 and 84 - Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts they have learnt.

» Answer Key

1. Look and answer.

1. reporter; 2. a firefighter; 3. am a police officer; 4. I'm a vet; 5. I'm a scientist; 6. I'm a

businessman; **7.** I'm a teacher; **8.** I'm a doctor

2. Read and match.

1. In a post office and in the streets. **2.** In a restaurant. **3.** In a school. **4.** In an office. **5.** In a pet shop.

3. Read the files and write.

1. reporter, interview people, the streets;
2. Melissa, a chef, cook food, in a restaurant;
3. Robert, am a vet, I help sick animals. I work in a pet shop. **4.** Andrea, I'm a teacher. I teach IT. I work in a school.

4. Write T (True) or F (False). Correct the false sentences.

1. T; **2.** F. There aren't any houses.
3. F. There is a park next to the coffee shop.
4. T; **5.** T; **6.** F. There is a pharmacy between the restaurant and the book shop.

5. Look at the map and complete.

1. There isn't; **2.** There aren't; **3.** There is;
4. There are; **5.** There aren't; **6.** There is

6. Answer about your town.

Students' own answers.

7. Unscramble the questions. Match them with the answers.

1. What's your full name?
2. Can you spell it, please?
3. Where are you from?
4. What do you do?
5. Where do you work?
6. Where is your lab?
7. Do you like your job?

6 It's next to a very big park.

3 I'm from Sidney, Australia.

4 I'm a photographer.

1 Amelia Anderson.

7 Yes, I love it!

5 I work in a lab and in the street.

2 A-M-E-L-I-A A-N-D-E-R-S-O-N.

8. Think of a job and answer. Then, ask your friend.

Students' own answers.

ALL AROUND TEACHING TIPS

Take advantage of the last 5 spare minutes of the class to receive feedback for future plans. Write the following statements on the board and ask students to complete them with true, personal information. You may focus on what they learned or on what they still have doubts alternatively. Write on the board: *What I still don't understand very well is...* or *The most important thing I learned today is...* Individually, students complete the statements on a separate sheet of paper and then they hand it in to you. They do not need to write their names. This will provide you with information about what you need to revise in future classes.

3

What do you usually do?

SB pages 28, 29, 30 and 31

Objectives

- To revise structures and vocabulary introduced up to now.
- To talk about daily routines.
- To talk about actions in the Simple Present tense.
- To read for specific information.
- To answer questions.
- To fill in gaps in texts.

Language Focus

Production

- I (get up at 7 am).
- Her (eyes) are (grey).
- She has got (a brother).
- I chat with (friends).

Recognition

- Tell me about you!
- Write soon and send photos!

Vocabulary

Production

- Actions: brush my teeth, chat, do my homework, get up, go to school, have breakfast, have lunch

How to go about it (pages 28 and 29)

Read the unit question aloud and direct the students' attention to the photograph on the double-page spread. Encourage the students to describe the teens. Then, ask questions to elicit ideas and predictions: *Where are they? Are they friends? What can they do? Can they skate? Are they busy? Do you like the same activities?* Finally, invite the class to mention activities they do in their free time. Write key vocabulary on the board. Explain to students that they are going to reflect on the subject as they do the activities and, at the end of the unit, they will discuss the Big Question. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Self-evaluation has the double purpose of engaging students in their own learning process and of giving you feedback on their process.



INTRODUCTORY ACTIVITIES

Remind students of Amelie, the girl who sent an e-mail in Unit 1, page 12, to revise the idea of having pen pals. Ask them what other means they use when communicating with their friends who live far away. Elicit different means of communication such as chats, video calls, letters, e-mails, telephone conversations, etc. Encourage a friendly chat about the topic and ask them about the things they share with their friends and why it is important to be in contact with them.



PHONOLOGY

brush my teeth	/,brʌʃ maɪ 'ti:θ/
chat	/'tʃæt/
do my homework	/,du: maɪ 'həʊmwɜ:k/
get up	/,get 'ʌp/
go to school	/,gəʊ tə 'sku:l/
have breakfast	/,hæv 'brekfɑ:st/
have lunch	/,hæv 'lʌntʃ/

ALL AROUND TEACHING TIPS

Remember there are different instances of oral production. When students speak freely, do not interrupt to correct possible grammar mistakes, just do it when what is being said hinders communication.

How to go about it (page 30)

1. Listen and read.

Invite students to pay attention to the e-mail on page 30. Tell them to go quickly through the addresses and signature in the e-mail so as to get information about who wrote it and to whom: *Jasmin (Jas) wrote the e-mail to her friend Laura (Laurita).* Ask students to pay attention again to the e-mail addresses and to see if the two girls live far away. It is possible to guess where Laura lives as her e-mail address is *laurita@upmail.com.ar.* (*She lives in Argentina.*) Explain to students they are going to listen to Jas reading her e-mail and ask: *Where does she live?* Encourage them to follow the reading text in their books while listening. After finishing listening, check answers with the whole class: *Jas (Jasmin) lives in San Francisco.*

TRACK 12

Listen and read.

Girl: *Hi, Laura! My name's Jasmin. I live in San Francisco with my family. We're American. My father's a vet and my mother's a teacher. I've got a brother. His name's Albert and he's twenty. I'm fourteen. My hair's short and straight and my eyes are grey. I love animals. I've got two cats, a dog and a tropical fish. Have you got any pets? I have a busy schedule. I get up at seven am, I have breakfast and I brush my teeth. Then, I go to school. Luckily, my school is next to my house. I have lunch at home at one pm with Albert and I*

do my homework. In the afternoon, I chat with my friends or watch TV. I go to bed at about ten pm. Tell me about you! Kisses, Jas.

2. Write T (True) or F (False). Correct the false sentences.

Invite the students to read the sentences and decide if the information is true or false. Encourage them to correct the false sentences and then, compare their answers with their classmates. Finally, have some volunteers read the answers aloud.

» Answer Key

1. T; 2. F. *Her brother is twenty.* 3. T; 4. T; 5. F. *Her school is next to her house.* 6. F. *Her day is busy. / She has a busy schedule.*

Follow Up: Reading Aloud

Get some students at random to read the e-mail aloud. Correct pronunciation and keep a record of mispronunciations. Give students in need special attention.

INTRODUCTORY ACTIVITIES

Invite students to go through the e-mail again, extract all the activities Jas does every day and complete the following web:



How to go about it (page 31)

3. Read the e-mail again. Number.

Invite students to pay attention to Jasmin's daily routine on the board. Explain they can find the same activities on page 31. In this case, there are illustrations where they can see Jas performing all the activities. The students have to go through

the illustrations and place them in chronological order. They can read the e-mail as many times as necessary. After checking, encourage some volunteers to say if they do their activities in the same order as Jasmin. Write sequencers on the board to help them: *First,... Then,... After that,... Finally,...*

» **Answer Key**

1. get up
2. have breakfast
3. brush my teeth
4. go to school
5. have lunch
6. do my homework
7. chat with friends
8. go to bed



GRAMMAR

Remind students of actions and routines already introduced in the previous unit. The students are still working with the affirmative form of the first person singular in the Present Simple tense.

4. Complete Laura's e-mail with the missing sentences.

Now, invite students to pay attention to Laura's e-mail. She has decided to answer Jasmin's. The problem is that the e-mail is not complete. Some sentences are missing. Read the phrases in the piece of paper aloud to check understanding and clarify the meaning of *hills*. Then, ask the students to read the e-mail to get the general idea and, after that, focus on the words before and after the blanks to complete them with the sentences. To check, invite different students to read the e-mail aloud.

» **Answer Key**

1. Our house is next to a river near the hills.
2. He has got a pet shop.
3. my school is not near my home.
4. I do my homework
5. I sometimes feed the animals



REINFORCEMENT ACTIVITIES

My daily routine

Encourage students to think about their daily routine. Ask them to write sentences in their notebooks. Then, invite students to read the sentences and compare their routines to Jasmin's.

SB pages 32 and 33

Objectives

- To introduce the months of the year.
- To introduce the seasons.
- To introduce adverbs of time.
- To talk about daily activities.
- To listen for specific information.
- To complete sentences.
- To write creatively.

Language Focus

Production

- *In (summer), I usually (walk in the park).*
- *It's in (March).*

Recognition

- *Colourful flowers grow.*
- *I can play in the snow.*
- *Tree leaves fall down.*

Vocabulary

Production

- Seasons: *autumn, spring, summer, winter*
- Months of the year: *January, February, March, April, May, June, July, August, September, October, November, December*
- Actions: *have a picnic, go swimming, play games, read books, ride your bike, walk in the park*
- Adverbs of frequency: *usually*

Recognition

- *beach, holiday, leaves*



PHONOLOGY

Seasons:

autumn	/ˈɔːtəm/
spring	/ˈsprɪŋ/
summer	/ˈsʌmə/
winter	/ˈwɪntə/

Months of the year:

January	/ˈdʒænjuəri/
February	/ˈfebruəri/
March	/ˈmɑːtʃ/
April	/ˈeɪprəl/
May	/ˈmeɪ/
June	/ˈdʒuːn/
July	/dʒʊˈlaɪ/
August	/ˈɔːɡəst/
September	/sepˈtembə/
October	/ɒkˈtəʊbə/
November	/nəʊˈvembə/
December	/dɪˈsembə/

Actions:

have a picnic	/ˌhæv ə ˈpɪknɪk/
go swimming	/ˌɡəʊ ˈswɪmɪŋ/
play games	/ˌpleɪ ˈgeɪmz/
read books	/ˌriːd ˈbʊks/
ride your bike	/ˌraɪd jɔː ˈbaɪk/
walk in the park	/ˌwɔːk ɪn ðə ˈpɑːk/

Adverbs of frequency:

usually	/ˈjuːʒuəli/
---------	-------------

pronunciation. Make the class become aware of the months that are included. Then, ask the class to read the descriptions and complete them with the corresponding season. Invite some volunteers to read the sentences aloud to check. Finally, ask the class if they agree with the children's opinions and descriptions. Invite different students to mention their favourite season and elicit the reasons why they like it.

» **Answer Key**

1. summer; 2. spring; 3. winter; 4. autumn

2. Listen and repeat.

Draw students' attention to the colours of the words and ask why the months are grouped by colour: *Because they are part of the same season.* Go through the months of the year. Play the audio CD, pause it after each month and ask students to repeat chorally. Make students focus on the pronunciation of each word.



TRACK 13

Listen and repeat.

1. January	7. July
2. February	8. August
3. March	9. September
4. April	10. October
5. May	11. November
6. June	12. December



GRAMMAR

Draw students' attention to the fact that the days of the week as well as the months of the year are always written with capital letters in English. This is not the case with the seasons which are just written with capital letters at the beginning of a sentence.



PHONOLOGY

Make clear how to pronounce /v/ and /b/ in *November*. It is important for the students to see it is not the same sound. These sounds need to be differentiated when being pronounced.



INTRODUCTORY ACTIVITIES

Prepare four illustrations of a tree. The same tree should have green leaves, brown leaves, it should be full of snow and covered with colourful flowers. Present the seasons using these illustrations. Place them on the board and write the corresponding season below.

How to go about it (page 32)

1. Look at the pictures and complete.

Draw the students' attention to the photos illustrating the seasons. Read the information aloud and model

3. Play with your friend.

Ask students to work in pairs. Explain that they have to take turns to spell and guess a month. When they identify the month, they have to say the corresponding season. First, demonstrate the activity with the class and then, walk around the classroom and monitor.

How to go about it (page 33)

4. Complete the texts and match. Then, check.

Read the title with the students: *What do you usually do?* Introduce the idea of *usually*. Ask them questions like: *Do you usually come to school? Do you usually study?* At this stage it is correct if the students answer just: *Yes!* or *No!* Then, go through the words on top. Check students know the meaning of all of them. After this, tell students some children have been writing about their routines during the different seasons. Ask them to complete the passages these children have written using the words on top and match them with the photos. After finishing, invite students to listen to the children to check their answers.



TRACK 14

Complete the texts and match. Then, check.

1. Boy: *In summer, I usually swim and play with my friends in the pool.*
2. Girl 1: *In spring, I usually read books in my garden.*
3. Girl 2: *In winter, I usually play video games with my sister.*

» Answer Key

1. summer, swim; 2. spring, garden;
 3. winter, play
- (From top to bottom) 3, 1, 2

5. Answer and draw.

Tell students it is their turn to talk about their favourite season. Invite the class to answer the questions and draw. Walk around the classroom and help them with vocabulary if necessary. Once

they have finished, ask different students to read their answers aloud and share the activities they do with the rest of the class. Divide the board into four columns, one for each season, and write all the activities the students mention in the corresponding column. Encourage the rest of the class to raise their hands when they hear an activity they do and write the top five activities they like.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

All the pieces of writing about the seasons can be published in different ways:

- Prepare an exhibition with frames and glue the pictures that students illustrated with their corresponding descriptions. Invite the school community to visit the exhibition and read the pieces.
- Prepare a special place near the classroom. It can be just a comfortable chair and some cushions for visitors to sit down. Encourage volunteers to take turns to go and sit down on the chair. They wait for visitors to come and sit down on the cushions in order to listen to the different pieces of writing being read aloud by students.
- Prepare a portfolio with all the pieces of writing and encourage a different student to take it home each week. Parents may write comments in Spanish about the pieces on a special page at the end of the portfolio.

SB pages 34 and 35

Objectives

- To ask and answer about everyday activities.
- To introduce the Present Simple auxiliary *do*.
- To talk about the weather.
- To describe pictures.
- To listen to and read a comic strip.

Language Focus

Production

- *I usually (get up early).*
- *I don't (get up late) on (Saturdays).*
- *Do you (do your homework in the morning)?*
- *What's the weather like (in winter)?*

Vocabulary

Production

- *in the morning, in the afternoon, in the evening, in January, on Saturdays*
- The weather: *rainy, windy, sunny, cold, cloudy, snowy, hot*

Recognition

- *humid*

going to play with them again while you stick the timetable on the board. Read the timetable aloud and encourage the students to hold up their sticks after each statement to show if they are true or false. *You go to the sports field on Tuesdays. No, Miss! False! We go to the sports field on Mondays.* Try to use the Simple Present tense in the statements. Keep the timetable on the board if possible.

How to go about it (page 34)

1. Listen and circle.

Remind students of the three children on page 33. They were talking about some of the activities they usually do. Then, draw students' attention to the boy on page 34. Here, he is also talking about his routine, but the passage has not been finished. Go through the passage and make them become aware of the use of *don't*. Tell them the boy is using *not* there. He is expressing a negative idea. Read the entire passage so as to make students understand vocabulary. Explain they are going to listen to the boy in a conversation, talking about his routine. Students have to circle the correct option to complete the passage while listening. Play the audio CD several times so as to make sure they can complete the task. After finishing, check with the whole class.



PHONOLOGY

The weather:

rainy	/ˈreɪnɪ/
windy	/ˈwɪndɪ/
sunny	/ˈsʌnɪ/
cold	/ˈkəʊld/
cloudy	/ˈklaʊdɪ/
snowy	/ˈsnəʊwɪ/
hot	/ˈhɒt/



TRACK 15

Listen and circle.

Man: *Do you get up early every day?*

Boy: *Well, I usually get up early during the week, but I get up late on Saturdays and Sundays because I don't go to school.*

Man: *Do you have breakfast with your family?*

Boy: *No. I don't have breakfast at home. I usually drink some chocolate milk at school every morning.*

Man: *Do you chat with your friends?*

Boy: *Yes, I do. I usually chat with my friends in the evening.*

» Answer Key

1. *get up*; 2. *get up*; 3. *don't go*; 4. *don't have*;
5. *chat*



INTRODUCTORY ACTIVITIES

Prepare a school timetable, big enough to be placed on the board. It should be completed with true and false information about the students' routines at school. Remind students of the two *True / False* signs they prepared some time ago. Tell the students to bring them to class because they are



GRAMMAR

Make students become aware of how to form a negative sentence. Explain the use of *don't* as the negative auxiliary. Introduce the idea of the Present Simple tense.

PRESENT SIMPLE

I usually get up early every day.

(Affirmative)

I don't get up early on Sundays.

(Negative)

Follow Up

Remind students of the timetable on the board. Encourage them to correct the false sentences using the negative auxiliary. *We don't go to the sports field on Tuesdays. We go to the sports field on Mondays.*

2. Complete the table with the missing verbs. Then, ask your friend.

Ask students to look at the questions in the Simple Present tense in the grammar chart. Tell them to fill in the blanks with the correct verb. Direct their attention to the words in bold for help. Then, invite some students to read the questions to check. Have students work in pairs to ask and answer those questions to each other. Walk around the classroom and monitor. Finally, encourage different volunteers to ask the questions to other classmates.

» Answer Key

get, have, do, ride, go

3. Now, look at the chart above. Write True and False sentences about you. Then, play with a friend.

Read the example sentences aloud and tell students to use the information in the chart in the previous exercise to make true and false sentences. Encourage them to form affirmative and negative sentences. Then, invite them to work in pairs and take turns to read and guess if the sentences are true or false. Walk around the classroom and monitor. Once they have worked in

pairs, ask some students to read their sentences aloud for the class to guess. Invite the students to share their ideas and interests in relation to their daily activities. Carry out a survey to find out how much they have in common. Ask, for example: *Do you do your homework on Sundays? Do you ride your bike in the afternoon? Do you chat with friends in the morning?* Tell students to raise their hands to answer positively and count them. Finally, encourage the class to mention what their favourite daily activity is and why.



ALL AROUND LEARNING TIPS

Remind students of the use of drafting and how much they can improve their pieces of writing in every draft if they pay attention to corrections, advice and suggestions.



REINFORCEMENT ACTIVITIES

Divide the class into groups and draw three columns on the board: *Morning, Afternoon* and *Night*. Determine a time limit and ask the groups to write down activities for each moment of the day; for example: *Morning: get up, have breakfast; Afternoon: do homework, play games; Night: have dinner, go to bed*, etc. When time is over, invite volunteers from the groups to read their lists and write them on the board. Count the total number of activities and check spelling. The group that has written more correct words is the winner.



GRAMMAR

Focus the students' attention on the use of the preposition before the different times of the day. Make a poster and keep it at hand.

in { the morning
the afternoon
the evening } at { night }



INTRODUCTORY ACTIVITIES

Take a big map of the country to the class. Ask the students to brainstorm tourist destinations and locate them on the map. Encourage them to think about the weather in the places and mention activities people can do there. Help them with vocabulary and mime words related to the weather: *hot, cold, rainy*, etc. Write the vocabulary on the board.



ALL AROUND CLIL TIPS

Remember that language is the means to learn about the world. It could be profitable to interact with teachers of other subjects at school to carry out cross-curricular work,

How to go about it (page 35)

4. Listen and read.

Invite students to have a look at the comic strip. Ask them to pay attention to the illustration: *Where are the children?* Encourage students to go through the comic strip to find the answer: *In Bariloche*. Ask them to listen to the dialogue to see what is happening. The children are talking about the weather. Perhaps this topic is not new for students as the question: *What's the weather like today?* is surely part of the everyday routine of the class. Play the audio CD several times so as to make sure they can follow the reading text. Encourage them to deduce vocabulary from the context.



TRACK 16

Listen and read.

Narrator: *Pedro is from Misiones. He is in Bariloche for the winter holidays. He has got a new friend. Her name is Mora.*

Boy: *Wow! It's snowy!*

Girl: *Yes! What's the weather like in Misiones?*

Boy: *It is usually hot and humid.*

Boy: *Do you like snowy days, Mora?*

Girl: *Yes, I love them! Let's play!*

Follow Up

After listening and analysing the dialogue, encourage students to read it in pairs and to act it out.

5. Look at the weather icons and answer.

Remind students of the different terms to describe the weather they generally use to talk about it every class: *sunny, cloudy, rainy*, etc. Ask them to find the icons that represent these terms among the illustrations in exercise 5. Ask the students some questions to connect seasons and weather; for example: *Is it rainy in summer? Is it hot in winter?* Then, draw their attention to the other icons. Introduce them to the students. Invite them to answer about the weather in every picture using the vocabulary and following the model in the comic strip.

» Answer Key

1. *It's hot and sunny.*
2. *It's cloudy.*
3. *It's rainy (and cold).*
4. *It's cloudy and windy.*
5. *It's snowy and cloudy.*

SB pages 36 and 37**Objectives**

- To talk about routines.
- To ask about the time something is done.
- To revise the days of the week, the months and the seasons.

Language Focus**Production**

- *When do you (celebrate your birthday)?*
- *I (celebrate my birthday) in (August).*

Vocabulary**Production**

- Actions: *clean my bedroom, fish in the river, organise festivals, study, take lessons, take holidays, visit*

to reflect on the importance of being organised and responsible for their own obligations and activities.

How to go about it (page 36)**1. Look at Laura's notes and circle.**

Draw students' attention to Laura and how she takes down notes of everything she does during the year. Ask students to investigate about her activities and when she does them: in summer, winter, spring; during the week or during the year. After analysing this, encourage students to read the sentences and circle the correct option.

» Answer Key

1. Tuesday; 2. July; 3. spring; 4. Sunday; 5. April

**GRAMMAR**

Focus students' attention on the use of prepositions in timetables, days of the week, months of the year and seasons. Make a poster and keep it at hand.

☐ at 8.00 am

☐ on Monday

☐ in August

☐ in summer

2. Look at the notes again. Write the questions.

Encourage students to pay attention to Laura's notes again. Based on the answers, students complete the questions. Go through the first one with the whole group so they understand the procedure. Make students pay attention to the prepositions in the answers.

» Answer Key

1. *When do you play with the snow? In winter.*
2. *When do you take Art lessons? On Fridays.*
3. *When do you start school? In March.*
4. *When do you have volleyball practice? On Wednesdays.*
5. *When do you go to the beach? In summer.*
6. *When do you organise the school festival? In September.*

**PHONOLOGY**

Actions:

<i>clean my bedroom</i>	/,kli:n maɪ bedru:m/
<i>fish in the river</i>	/,fɪʃ ɪn ðə rɪvə/
<i>organise festivals</i>	/,ɔ:gənəɪz 'festɪvəlz/
<i>study</i>	/'stʌdi/
<i>take lessons</i>	/,teɪk 'lesnz/
<i>take holidays</i>	/,teɪk 'hɒlɪdeɪz/
<i>visit</i>	/'vɪzɪt/

**INTRODUCTORY ACTIVITIES**

Tell students in most professions, people need to have a diary to take down notes, dates, useful information, etc. Show your diary to the students. Tell them what you write there and why. Encourage students to ask you about the activities you do on specific days. Elicit the question and write it on the board: *What do you usually do (on Tuesdays)?* Then, ask them if they have a diary. If not, ask them how they manage to remember meetings, homework, birthdays, or other important events and activities. Invite them

How to go about it (page 37)

3. Complete the information about Laura with the correct form of the verbs in the boxes.

Invite students to complete the sentences about Laura with the verbs in the correct form. Tell them to look at the information in her notes to check. Finally, ask some volunteers to read the sentences aloud.

» **Answer Key**

1. *don't organise*; 2. *don't go*; 3. *start*; 4. *study*;
5. *don't clean*

4. Complete this chart with your usual activities.

Invite students to complete the notepads with their routines. Ask them to include activities related to the seasons, the days and months and explain that they can use Laura's notes as a guide.

» **Answer Key**

Students' own answers.

5. Now, ask your friend and compare your answers.

Have two volunteers read the example dialogue aloud and tell the class to ask and answer about their routines. Walk around the classroom and monitor.

» **Answer Key**

Students' own answers.

SB pages 38 and 39 - Integration

How to go about it (page 38)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CLIL TIPS

In this section, students use the language to analyse and reflect on their daily routines and how their habits affect their health. A survey provides students with a context to learn new vocabulary and the opportunity to draw conclusions and express their opinions in a less controlled way than in other exercises.

Science Project: Survey.

Read and decide: *Good Habit (GH)* or *Bad Habit (BH)*?

Go through the sentences with the class and ask them if the activities described represent good or bad habits. Encourage them to give reasons for their answers.

» **Answer Key**

1. *BH*; 2. *GH*; 3. *GH*; 4. *GH*; 5. *BH*; 6. *BH*; 7. *BH*;
8. *GH*



REINFORCEMENT ACTIVITIES

Divide the class in pairs. Tell students to take turns and ask and answer if they have the habits described in the previous exercise. Ask different volunteers to demonstrate the activity: *Do you go to bed early? Do you always have breakfast?*



GRAMMAR

Focus students' attention on the idea of activities that take place every day. Present the idea of frequency when performing an action. Introduce *always* as a synonym of *every day*. Connect it to the idea of *usually* and how different they are. Introduce *sometimes* and *never* by drawing a chart. Keep the chart at hand in the classroom.

NEVER
SOMETIMES
USUALLY
ALWAYS

Survey: Circle the correct option.

Encourage students to talk about their habits. Invite them to go through the survey and to see how often they carry out these activities. Go through the questions with the whole group first to see if they understand everything. Give students some time to circle the answers. After finishing, invite some volunteers to share their results.

» Answer Key

Students' own answers.

Follow Up

Tell students they have to present their results. Encourage them to write sentences based on their answers. Provide examples and write them on the board as models: *I sometimes eat fruit in the morning. I usually have vegetables for lunch.* Direct the students' attention to the position of the adverb of frequency in the sentence.



ALL AROUND LEARNING TIPS

Remember surveys as well as interviews provide students with a real reason to communicate. They learn how to ask and answer questions and how to collect and record information accurately.

How to go about it (page 39)



ALL AROUND SEL TIPS

Highlight the importance of taking care of our bodies. Encourage students to pay attention to their habits and keep a healthy life.

Integration: What do you usually do? Use the cues to write about you. Draw yourself and colour.

Invite students to revise everything they have been working on in this unit. They have to write about themselves: their routine, what they like; what they don't, etc. Go through the different bubbles to help students understand what they have to write about. Then, they complete the silhouette with their physical characteristics and colour the pictures. Read the sentences at the bottom of the page and ask students what they do to keep a balanced life. Elicit ways in which bad habits affect students' well-being and encourage them to give suggestions to change these habits.

» Answer Key

Students' own answers.

Big question: What do you usually do?

Now that students have answered the question throughout the unit, ask them to mention what they like and do not like about their routines. Write two columns on the board and invite the class to brainstorm their ideas. Refer them to the photo on pages 28 and 29 and ask: *Do you like how they spend their free time? What do you usually do to relax? After writing the ideas in the two columns, direct the students' attention to the activities they do not like and encourage them to suggest ways in which they can make these activities more enjoyable; for example: Clean my bedroom. More enjoyable: Listen to music / Be with my friends when I clean my bedroom. Ask: When do you do the activities? Who do you do them with? Do you share your time with others? Tell them that the moment of the day, the place and the people they do the activities with influence their routines. Finally, invite the students to draw the columns with their own ideas in their notebooks and add a list of suggestions to enjoy the activities they do not like much. Ask them to share their opinions with the rest of the class.*

SB pages 85, 86, 87, 88 and 89 - Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts they have learnt.

» Answer Key

1. Match the phrases with the photos.

(clockwise) 1, 2, 3, 6, 4, 5

2. Complete about you.

Students' own answers.

3. Label.

1. winter; 2. spring; 3. summer; 4. autumn

4. Find the months and write them in order.

S	R	A	U	G	Y	A	T	A	F
E	Y	M	D	J	V	P	O	U	E
P	J	A	N	U	A	R	Y	G	B
T	U	R	P	L	A	I	D	U	R
E	N	C	T	Y	G	L	E	S	U
M	E	H	V	D	U	N	L	T	A
B	L	S	O	C	T	O	B	E	R
E	B	D	P	N	E	T	M	A	Y
R	N	O	V	E	M	B	E	R	O
D	E	C	E	M	B	E	R	T	C

1. January; 2. February; 3. March; 4. April; 5. May; 6. June; 7. July; 8. August; 9. September; 10. October; 11. November; 12. December

5. Think and write.

Sample answers:

What do you usually do in summer?

I take holidays, go to the beach, swim, fish.

What do you usually do in winter?

I usually ski, read books, take holidays.

What do you usually do in spring?

I usually fish in the river, go to school, study.

What do you usually do in autumn?

I usually go to school, read, watch TV.

6. Answer.

Students' own answers.

7. Read the notes and correct the sentences.

1. I don't go to bed early. I go to bed at 11 pm.

2. I don't go to school in the afternoon. I go to school at 8 am. / in the morning.

3. I don't have a shower in the morning. I have a shower at 8 pm. / in the afternoon.

4. I study English.

5. I don't have dinner late at night. I have dinner at 9 pm.

6. I don't do my homework at 5 pm. I chat with friends at 5 pm.

8. Complete with in, on or at.

1. in; 2. in; 3. at, on; 4. at; 5. in; 6. in; 7. on

9. Circle the correct option.

1. Where; 2. When; 3. What; 4. Where; 5. What; 6. Do

10. Match the answers with the questions in 9.

1. At the sports club. 2. In the afternoon. 3. Water. 4. On a sofa in the living-room. 5. Pizza. 6. Yes, I do!

11. Use these words and write about you.

Students' own answers.

4

What's your best friend like?

SB pages 40, 41, 42 and 43

Objectives

- To talk about and describe personalities.
- To identify personality adjectives.
- To revise actions and frequency adverbs.
- To recognise the first and third person singular forms of the Present Simple tense.

Language Focus

Production

- *(She) is (thirteen) years old.*
- *(She) has got (long hair). (She) hasn't got (brown eyes).*
- *(She) is (a teacher).*
- *I am (generous) and (sociable).*

Recognition

- *He sleeps on a sofa.*
- *Because...*

Vocabulary

Production

- Parts of the body: *eyes, hair*
- Adjectives: *short, long, wavy, straight, blonde, dark*
- Personality adjectives: *generous, obedient, sociable, reliable, shy, friendly, lazy, intelligent*

Recognition

- Personality adjectives

<i>shy</i>	<i>/ˈʃaɪ/</i>
<i>friendly</i>	<i>/ˈfrendli/</i>
<i>intelligent</i>	<i>/ɪnˈtelɪdʒənt/</i>
<i>reliable</i>	<i>/rɪˈlaɪəbl/</i>

How to go about it (pages 40 and 41)

Read the unit question aloud and explain to the class that they are going to talk about personality qualities. Direct their attention to the photo and encourage them to describe the children. Ask: *What do they look like?* and write the question on the board. Then, encourage speculation about their personality traits and write: *What are they like?* Highlight the difference between the two questions on the board. Finally, have the class share their ideas about their friends and guide them with questions: *Have you got a lot of friends? What do you have in common? In what ways are you different? What's your best friend like?* Help students with new vocabulary and write key words on the board. Explain to students that they are going to reflect on the subject as they do the activities and, at the end of the unit, they will discuss the Big Question. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Once you have finished a unit, go back to this self-evaluation sheet and go through it with the whole class so as to reflect upon the group performance. Students should put a tick or a cross in the boxes to show if they are able to identify and use the vocabulary and structures introduced in the unit or not.



PHONOLOGY

Personality adjectives:

<i>lazy</i>	<i>/ˈleɪzi/</i>
<i>obedient</i>	<i>/ˌəʊˈbiːdɪənt/</i>
<i>sociable</i>	<i>/ˈsəʊʃəbl/</i>
<i>generous</i>	<i>/ˈdʒenerəs/</i>



INTRODUCTORY ACTIVITIES

Bring a photograph of your best friend or some friends and describe it to the class. Show it to the students and explain to them who the person is /

people are. Describe their physical appearance and give information about their personal characteristics. Say: *This is my best friend. She / He is ... years old.* Encourage students to help you describe the picture. Ask guiding questions: *Has she / he got long fair hair? Is she / he tall? Has she / he got green eyes?* Write the key words on the board.

How to go about it (page 42)

1. Listen and read.

Tell students they are going to listen to two people describing their friends. Invite students to look at the pictures and describe the physical appearance of the people in the photos so as to revise vocabulary related to the parts of the body. Elicit additional personal information about these people: *What's his / her name? How old is he / she? Is he a teacher? Is she a chef?* Then, play the audio CD and ask students to follow the reading texts in their books. Encourage students to deduce the meaning of new words from the context.

TRACK 17

Listen and read.

Narrator: *Celebrate friendship with us this month. Write about your friends and tell us why they are special.*

Boy: *My best friend is Penny. She is thirteen years old. She is tall and she has got curly blonde hair. We go to school together.*

Penny is a shy girl. She never talks in front of the class. But I like Penny because she is reliable. She always keeps secrets and tells the truth. She is very generous, too. She usually helps me with my homework.

Woman: *My best friend is Alice. She has got short dark hair and brown eyes. She is a clothes designer. We work in the same office. Alice is very friendly and sociable. Everyone at work knows her.*

Alice has got a dog, Toffee. He is a very intelligent and obedient dog because he always does what she says. In winter, he is usually a bit lazy. He sleeps on the sofa next to the fire all day!

Follow Up: Reading aloud

Get some students at random to read the texts aloud. Correct pronunciation.

ALL AROUND TEACHING TIPS

When students are encouraged to follow the reading texts in their books while listening, they are also exposed to natural English pronunciation. This prevents students from applying their own pronunciation rules and from mispronouncing words.

2. Complete the sentences with the correct name(s).

Invite students to read the sentences and identify the person they refer to. Encourage students to compare their answers with their classmates. Finally, have some volunteers read the sentences aloud to check.

» Answer Key

1. Penny; 2. Alice; 3. John; 4. Toffee; 5. Poppy;
6. Alice; 7. John and Penny; 8. Poppy and Alice



REINFORCEMENT ACTIVITIES

Memory game

Divide the class into four teams and ask students to close their books. Tell them you will read sentences from the texts and they will have to complete them with the missing information. Demonstrate the activity by giving an example: *John is... years old. (Thirteen.)* Read a sentence to each team and if

4 What's your best friend like?

the students say the correct word or phrase, the group gets one point; for example: *Poppy has got... hair. Toffee sleeps on... next to the fire. Alice is a... designer. Penny has got... hair. Toffe is very...*



INTRODUCTORY ACTIVITIES

Bring word cards with personality adjectives and construction paper with pictures of people that illustrate the characteristics described by the words. Invite volunteers to read one of the cards and stick it on the construction paper to label the corresponding picture. Repeat the procedure with the remaining cards. Finally, display the poster on one of the classroom walls.



ALL AROUND LEARNING TIPS

Flash cards

Memorising words can be difficult for some students and boring for others. One way to make it more pleasurable is by getting the students to create their own flashcards. Encourage students to draw pictures on separate sheets of paper and label them. Ask them to designate a space in their room to display the pictures and change them periodically.

How to go about it (page 43)

3. Read the descriptions and write the adjectives.

Ask students to read all the adjectives and the sentences. Tell the class that they may read the descriptions again for help and write the adjectives with the correct sentences. Explain that they have to use more than one adjective in two sentences.

» Answer Key

1. lazy; 2. shy; 3. friendly, sociable; 4. reliable;
5. generous; 6. obedient, intelligent

4. Think and write: *Who is... in class?*

Tell students to look at the words and think of a person in the class with those personal qualities. Explain they have to write the name of a classmate next to the adjective. Encourage students to share and compare their answers with the rest of the class. Explain that people sometimes have different views of our personality traits. Remind them that it is important to get to know people before judging them. Encourage some volunteers to say if they agree with other classmates' ideas and if they feel identified with what others think about them and why. Make sure they do not feel uncomfortable and emphasise the importance of not categorising people.

» Answer Key

Students' own answers.

5. Complete about you. Then, ask your friend.

Now, it is the students' turn to write about their personalities. Ask students to think of their personal characteristics and complete the sentences in the bubble. Ask the questions to some students: *Are you shy? Are you lazy?* and ask them to use two adjectives to describe their personalities. Once the students have finished, invite them to draw themselves or glue a photograph on the blank space. Then, they take turns to ask and answer questions about their personality traits. Finally, invite different students to report their friends' personalities to the class; for example: *(Friend's name) is lazy.*

» Answer Key

Students' own answers.



ALL AROUND LEARNING TIPS

When learning vocabulary it is very important to put the words to use in a meaningful context that will help to ensure they are stored in the long-term memory. Encourage students to use the new words to talk about their hobbies, activities or preferences.

SB pages 44 and 45

Objectives

- To describe personal characteristics.
- To revise action verbs and frequency adverbs.

Language Focus

Production

- (I) usually clean (my bedroom).
- (She) never talks (in front of the class).

Recognition

- He watches TV all day.
- He does what she says.

Vocabulary

Production

- Personality adjectives: *generous, obedient, sociable, reliable, shy, friendly, lazy, intelligent*

Recognition

- Personality adjectives: *messy, disobedient, tidy, hardworking, dishonest*

ALL AROUND TEACHING TIPS

Cognates are all the English words that are similar to Spanish because they share the same root, for example: *secret / secreto*. They help students to enlarge and enrich their vocabulary in L2 in an easier way.

How to go about it (page 44)

1. Listen and match.

Invite students to read what the people in the pictures say and match the sentences with the corresponding adjective. Then, play the audio CD and tell students to check their answers. Finally, ask students if they share some of these traits and encourage them to make comments about the people's personalities. Elicit ideas about what they can do to change bad habits; for example: Description: *I never clean my bedroom. It's always a disaster.* Suggestion: *Put your things away after you use them.*



PHONOLOGY

messy	/ˈmesi/
disobedient	/dɪsəˈbi:djənt/
tidy	/ˈtaɪdi/
hardworking	/ˌhɑːdˈwɜːkɪŋ/
dishonest	/dɪsˈɒnəst/



INTRODUCTORY ACTIVITIES

Act it out

Display cards with personality adjectives on the board, read them and ask students to repeat after you. Invite volunteers to come to the board and circle the adjectives that are similar to the ones in their native language. Then, act out the words by saying things that illustrate the specific traits; for example: *I always keep secrets. (Reliable.)* Encourage students to come to the front and take your place and act out the words.



TRACK 18

Listen and match.

1. Boy 1: *I never clean my bedroom. It's always a disaster.*
Narrator: *He is messy.*
2. Boy 2: *I usually cheat in exams.*
Narrator: *He is dishonest.*
3. Man: *I work long hours from Monday to Saturday.*
Narrator: *He is hardworking.*
4. Girl: *I always keep my things in order.*
Narrator: *She is tidy.*
5. Boy 3: *I never do what my teacher says.*
Narrator: *He is disobedient.*

» Answer Key

1. messy; 2. dishonest; 3. hardworking; 4. tidy; 5. disobedient

2. Classify the personality adjectives on pages 43 and 44.

Ask: *Is dishonest a positive or negative characteristic?* Elicit: *Negative*. Ask students to write the adjectives in exercise 1 into the corresponding boxes and also add the adjectives that appear on page 43.

» Answer Key

Positive: *reliable; generous; sociable; friendly; obedient; hardworking; tidy; intelligent*

Negative: *lazy; messy; dishonest; disobedient*



FUN ACTIVITIES

Finger writing

Tell students that you are going to revise personality adjectives. Divide students into groups of six and ask them to stand in a line facing the board. Give the student at the front of the line a piece of chalk. Ask the last student in line to 'write' a word using his / her finger on the back of the student in front of him / her. Then, he / she writes the same word on the back of the next student in line, and so on. The first student in the line writes the word on the board. Repeat the procedure with other adjectives.



INTRODUCTORY ACTIVITIES

1. Whispering: Revise vocabulary related to daily activities. Organise students in groups of five or six. Ask each group to stand in a line. Whisper a sentence including a *daily activity* to the first student in each line. The students pass the information to the student behind them by whispering the sentence in his / her ear. The last student in each line has to perform the action. If the action is incorrect, the first student in the line will have to perform the action.

2. Find someone who...: Write the following cues on the board and ask students to use them to write questions on their sheets of paper, leaving enough space for the answer: *get up early, have breakfast with your family, do your*

homework in the bedroom, chat with your friends, keep secrets, clean your bedroom. Invite volunteers to read the questions out loud: *Do you get up early?* Play music and encourage students to walk around the classroom, find a classmate who does each activity and write his / her name next to the appropriate question.

ALL AROUND TEACHING TIPS

Communication channels

As you get to know your students you will be able to distinguish who responds more to visual, oral and kinesthetic (tactile) stimulation. Favour the preferred method of communication when you want to teach a key structure or vocabulary group. Write the rules for your visual students, say them out loud for those who respond to oral stimulus and have the third group write them down themselves. If you combine the three types of communication, students will learn more successfully.

How to go about it (page 45)



GRAMMAR

In this case, the grammar board revises the use of the Present Simple tense (with the subject pronoun *I*) and goes further on the third person singular (*he / she*) of the Present Simple. It also revises the frequency adverbs introduced in unit 3. Go through the examples with the whole class. Draw students' attention to the first form of the Present Simple and then focus on the third person singular form. Give them time to analyse the examples and compare the forms. The positive form of the third person singular of the Present Simple finishes with an *-s* (*sit-sits*) or *-es* (*watch-watches*). Explain that this verb ends in *-ch* and, because of this ending, the third person singular form is made by adding *-es*. You can give another example for students to recognise the form: *teach – teaches*.



PHONOLOGY

Make students focus on the pronunciation of the -es ending /ɪz/ in *watches* and relate it to the spelling rule.

3. Match.

The aim of the activity is to focus on the different forms of the verb in the Present Simple tense with the first person and the third person singular. Ask students to look at the verbs and invite them to match the first person singular form of the Present Simple with the third person singular form. Draw students' attention to the spelling rules for verbs in the third person singular. Focus on the verbs *study* and *copy* that end in a *consonant + y*. In these cases, the third person singular form is made by changing the -y to -i and adding -es.

» Answer Key

<i>study: studies</i>	<i>watch: watches</i>
<i>clean: cleans</i>	<i>keep: keeps</i>
<i>copy: copies</i>	<i>do: does</i>
<i>say: says</i>	<i>tell: tells</i>
<i>play: plays</i>	<i>talk: talks</i>

4. Complete the descriptions. Use some of the verbs in exercise 3.

Ask students to complete the sentences with a verb from the previous exercise. Then, invite some volunteers to read the answers to check.

» Answer Key

1. *keeps*; 2. *talks*; 3. *tells*; 4. *plays, watches*;
5. *does*



REINFORCEMENT ACTIVITIES

1. Cue it: Bring cards with action verbs. Display the cards on the board. Encourage students to form complete sentences; for example, *get up*. Students may say: *I get up early*. Repeat the sentence to the class by using the third person singular: *He / She gets up early*. Repeat the procedure with other verbs and encourage students to report what their classmates do by using the third person singular.

2. If you did the introductory activity *Find*

someone who..., you can now ask the students to report the answers to the class; for example, (Student's name) *gets up early*.

SB pages 46 and 47

Objectives

- To recognise and use punctuation marks and capitalisation.
- To recognise different types of sentences: affirmative, negative, exclamatory and interrogative. To revise and recognise personality adjectives.
- To ask and answer about personality traits.
- To revise frequency adverbs.
- To express opinions about other people and give reasons.

Language Focus

Production

- *Tidy your room!*
- *Can you help me with my homework, please?*
- *Do you (keep secrets)?*
- *Yes, I do. / No, I don't.*
- *He is generous because he shares his things.*

Recognition

- *I think...*

Vocabulary

Production

- Personality adjectives



INTRODUCTORY ACTIVITIES

1. Memo game

Write personality adjectives on the board and invite the students to copy each word on an index card. Ask them to think of a simple definition for each adjective and write it on a separate card. Divide the class into groups of four. Invite each group to shuffle all the words and definitions separately and place them face down in two piles on a desk. Have them take turns turning over



a card from each pile. If they match, they keep them. The student with the most index cards wins.

2. Spelling contest

Write personality adjectives on cards and put them in a bag. Divide the class into two teams. Ask a student from one team to pick a card and spell the word. The remaining students of the group have to guess what word it is. If the students also make a sentence using the adjective, the team wins an extra point. Continue with the other team. The team with the most points at the end of the game wins.

How to go about it (page 46)

1. Listen and repeat.

Draw students' attention to the punctuation marks. Play the audio CD, pause it after each punctuation mark is mentioned and encourage students to repeat chorally.



TRACK 19

Listen and repeat.

- | | |
|---------------------|------------------|
| 1. colon | 4. comma |
| 2. capital letter | 5. question mark |
| 3. exclamation mark | 6. period |



GRAMMAR

Invite students to think of the uses of punctuation marks. Write examples on the board and encourage the class to explain the uses.

Definitions:

Exclamation mark (!): is used to mark the exclamatory sentences to indicate excitement, anger or surprise; e.g.: *This is great! Be careful! Hurry up!*

Colon (:): is used before an explanation or a list; e.g.: *I like fruit: oranges, apples and watermelon.*

Capital letter (A): is used at the beginning of a sentence and for proper nouns; e.g.: *He lives in Argentina.*

Comma (,): is used to separate words in a list in a sentence; e.g.: *Materials you need: pencils, crayons, glue and an eraser.*

Question mark (?): is used at the end of interrogative sentences: *Do you play tennis?*

Period (.): is used to mark the end of an affirmative or negative sentence; e.g.: *I am shy. He isn't dishonest.*

2. Add punctuation marks and capitalisation in these text messages.

Ask the students to write the missing punctuation marks and rewrite the messages on the lines provided. Invite a volunteer to read the first sentence and encourage the class to say the correct version with the corresponding punctuation marks. Draw their attention to the emoji to identify how the mother feels. Write the sentence on the board and tell the students to continue working with the other messages. Finally, have some volunteers write the punctuated sentences on the board to check.

» Answer Key

Tidy your room!

Can you help me with my homework, please?

I've got tickets for the concert tomorrow.

Do you want to come with me?

3. Listen and tick (✓) the correct option.

Tell the students they are going to listen to descriptions of different personality characteristics. Go through the sentences with the class and help them identify the differences between the options. Then, play the audio CD more than once so that they can complete the exercise and check their answers.



TRACK 20

Listen and tick (✓) the correct option.

Narrator 1: *My best friend is very sociable. She talks to everybody at parties.*

Narrator 2: *Clara is a very intelligent girl. She never studies but she passes all her exams.*

Narrator 1: *Oscar smiles and says hello to all the people. He is very friendly.*

Narrator 2: *Our teacher sometimes gives us special prizes. She is very generous.*

Narrator 1: *My brother Tom is so lazy! He never does his homework.*

» **Answer Key**

1. *My best friend is very sociable. She talks to everybody at parties.*
2. *Clara is a very intelligent girl. She never studies but she passes all her exams.*
3. *Oscar smiles and says hello to all the people. He is very friendly.*
4. *Our teacher sometimes gives us special prizes. She is very generous.*
5. *My brother Tom is so lazy! He never does his homework.*

How to go about it (page 47)

4. Ask a friend and tick ✓.

Tell students that they are going to carry out a survey about a friend's personality. Demonstrate the activity with a volunteer and ask him / her some of the questions. Make sure they all understand what they are supposed to do. Each student will choose a friend / classmate and they will have to ask him / her questions in order to find out what type of friend they are. They will complete the chart according to their friends' answers. Make sure the students ask questions and answer in English since the main objective of this activity is to get the students to practise the structure systematically.

Follow Up

1. Encourage students to think about and write down more questions to add to the survey. Invite them to share their ideas with the class and ask other students to answer them.
2. **Sharing the results:** To round up, ask students to report their findings orally. Encourage them to use the third person singular form of the Present Simple. Ask some of the questions to guide them: *Does your friend keep secrets? / Does he / she help his / her classmates?* Encourage them to mention qualities they value in their friends and give reasons.

» **Answer Key**

Students' own answers.

ALL AROUND LEARNING TIPS

Remember that surveys and interviews provide English language learners with a real reason to communicate, which, in turn, will help them develop their fluency. Students learn how to ask and answer questions and how to collect and record information accurately.

5. Look at the survey and write about your friend.

Now, students write complete sentences using the third person singular form of the Present Simple and include adjectives describing their friends' personalities. Draw students' attention to the structures and vocabulary used in the example. Invite students to write their paragraph and start it with: *I think...*

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Remember and say

Tell students that they are going to practise personality adjectives together with adverbs of frequency and the Present Simple tense. Start by saying: *I am sociable. I always talk to people.* Write the sentences on the board and invite a volunteer to repeat your sentences but using the third person singular; for example: *She is sociable. She always talks to people.* Invite the same student to describe his / her personality. The student who continues has to repeat the previous sentences using the third person singular and add his / her own description.

SB pages 48 and 49

Objectives

- To identify clothes and accessories.

- To describe people's clothes in relation to activities, weather, and particular occasions.
- To answer questions related to clothes.

Language Focus

Production

- *Do you wear a tie at school?*
- *Yes, I do. / No, I don't.*
- *I wear (sandals in summer).*

Recognition

- *He / She wears (an apron).*

Vocabulary

Production

- Clothes and accessories

Recognition

- Clothes and accessories

to repeat after you. Give magazines to students and invite them to cut out pictures of clothes and accessories. Label the sheets of construction paper with different clothes or accessories and display them on the classroom walls. Encourage students to glue their cutouts on the corresponding sheets of construction paper to make collages.

How to go about it (page 48)

1. Listen and repeat.

Direct students' attention to the webpage and encourage them to say what type of webpage it is. Then, play the audio CD, pausing after each item and have students repeat. Finally, ask different volunteers about the items: *Who has got earrings in the class? Have you got overalls?*



PHONOLOGY

Clothes and accessories:

overalls	/'əʊvəɔ:lz/
tie	/'taɪ/
pyjamas	/'pɪ'dʒɑ:məz/
belt	/'belt/
sweatshirt	/'swetʃɜ:t/
coat	/'kəʊt/
apron	/'eɪprn/
slippers	/'sli:pəz/
high heels	/'haɪ 'hi:lz/
robe	/'rəʊb/
sandals	/'sændəlz/
bracelet	/'breɪslət/
gloves	/'glʌvz/
ring	/'rɪŋ/
necklace	/'nekləs/
earrings	/'ɛərɪŋz/



TRACK 21

Listen and repeat.

Woman: *My best friend, Lucy, is very hardworking. She's a businesswoman and she sells clothes online. Have a look at her site!*

- | | |
|---------------|---------------|
| 1. overalls | 9. high heels |
| 2. tie | 10. robe |
| 3. pyjamas | 11. sandals |
| 4. belt | 12. bracelet |
| 5. sweatshirt | 13. gloves |
| 6. coat | 14. ring |
| 7. apron | 15. necklace |
| 8. slippers | 16. earrings |



GRAMMAR

This is a good opportunity to work on grammar. When you introduce the new vocabulary, stress the difference between singular and plural. Help students to identify the singular and plural nouns and to notice that the word *apron* begins with a vowel sound. Invite them to revise the rule:

1. Write *a* before words that begin with the sound of a consonant; for example, *a tie*.
2. Write *an* before words that begin with a vowel sound; for example, *an apron*.



INTRODUCTORY ACTIVITIES

Bring picture cards illustrating clothes and accessories and various sheets of construction paper. Display the cards on the board, name them and ask students

2. Classify.

Read the labels of the boxes. Invite students to classify the new words and write them into the corresponding boxes. Encourage the class to mention other clothing items, shoes and accessories that they use. Write the new words on the board and ask some volunteers what their favourite items are and why.

» Answer Key

Clothes	Shoes	Accessories
overalls	slippers	tie
pyjamas	high heels	belt
sweatshirt	sandals	bracelet
coat		gloves
apron		ring
robe		necklace
		earrings



FUN ACTIVITIES

Divide the class into teams. Ask a student from one team to come to the board. Whisper a clothing item or an accessory in her / his ear to draw it. The students of his group have to guess the word. Encourage students to spell the words and ask one student to write it under the picture.

How to go about it (page 49)

3. Look, read and complete.

Direct students' attention to the photos of the woman. Remind them that she is Lucy and ask: *What does she do?* Encourage students to describe the pictures and ask them to guess why she has got different styles. Then, tell the class to complete the text according to the photos. Finally, invite different students to read the text aloud to check. Ask students if they wear similar clothes every day or if they have different styles for different occasions.

» Answer Key

1. high heels;
2. accessories;
3. pyjamas;
4. slippers

4. Read and circle the correct word.

Invite students to read the sentences paying attention to the key words that will help them identify the correct option. Then, give students

some minutes to read in silence, think and circle the options that complete the sentences logically.

» Answer Key

1. sweatshirt;
2. gloves;
3. sandals;
4. tie;
5. bracelets



ALL AROUND LEARNING TIPS

Context cues

Encourage students to use context cues when they come across a word they don't understand in a text. To help them begin do this, write a sentence on the board and underline the unknown word; for example: *I don't like high heels. They're difficult to walk in and I look too tall when I wear them.* Ask students questions to encourage them to look at the words around the new word and deduce its meaning from them: *Are high heels clothes? Are they comfortable? Are they informal?*

5. Answer about you. Then, ask your friend.

Invite students to read the questions and answer them. Encourage students to expand their ideas so that apart from using short answers (*Yes, I do. / No, I don't.*), they also produce complete sentences using the Present Simple tense. Then, they work in pairs to ask and answer the questions. Walk around the classroom and monitor. Finally, invite some students to share their answers with the rest of the class.

» Answer Key

Students' own answers.

SB pages 50 and 51 - Integration

How to go about it (page 50)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

4 What's your best friend like?



ALL AROUND CIL TIPS

This is a great opportunity to encourage the students to use their imagination and learn new language to express their ideas, while applying their IT knowledge. If it is possible, work with their IT teacher so that they can use specific software for their designs so that the experience becomes more meaningful.

IT Project: Design a smart clothing prototype.

What is smart clothing? Read the webpage and answer.

Draw students' attention to the web page and ask: *What's the name of the webpage? What does it show?* Then, give the class time to read and answer the question in the instruction. After checking, go through the different items and clarify meaning if necessary. Ask: *What's the prize of the contest?* Encourage the students to mention other examples of smart clothing they may know and explain their uses. Finally, invite them to reflect on the idea of the presence of technology in our everyday objects, particularly clothes: *What are the advantages / disadvantages of wearing smart clothing? Is it really necessary to combine electronic elements with clothes? In which areas is it very useful? Sports, health, work?*

» Answer Key

Smart clothing combines electronic elements with clothes and accessories.

Complete the file and design your prototype.

Now, tell the students it is their time to design a prototype of a smart clothing item. Remind them of brainstorming ideas and planning before writing their final versions. Draw their attention to the file so that they become aware of the information they have to provide and tell them that once they have written all the details, they have to draw their design. Explain that they can use the descriptions above as models. Walk around the classroom to monitor and offer help if necessary. Finally, invite students

to present their designs to the rest of the class and explain their uses. If you work together with their IT teacher, students may make their designs using their computers and then post them on a blog or print them.

» Answer Key

Students' own answers.

How to go about it (page 51)



ALL AROUND SEL TIPS

Remind students that it is important to respect other people's feelings and personality traits. Make emphasis on the idea that we are all different and unique.

Integration: What is your best friend like? Read and circle the correct option.

Invite the class to describe the pictures of the boy and the girl. Encourage students to make guesses by asking: *How old is he / she? What is he / she like? Is he / she generous / disobedient?* Then, tell students to read the texts and circle the correct options. Remind them to pay attention to key words to help them. Finally, have some volunteers read the answers aloud. Elicit positive ideas that are included in the descriptions: *Tom is extraordinary. He is hardworking. Sarah is great. She is tidy. She sometimes tidies my room, too.*

» Answer Key

Tom: *hardworking; shy; talks much; wears*

Sarah: *tidy; plays; likes; accessories; never*

Now, complete about your best friend.

Ask students to write about their best friends, highlighting their positive characteristics as in the previous exercise. After completing their descriptions, they draw a picture of their friends. When they finish, read the phrases at the end of the section aloud and invite different volunteers to read their descriptions aloud to share the positive things they value in their friends. Invite the class to mention how they show their friends that they are important and special to them.

» Answer Key

Students' own answers.

Big Question: What is your best friend like?

Revise the unit question with the class and encourage them to mention three qualities that they consider very important in a friend. Write the adjectives on the board and ask the students if they think they have these personality traits. Invite them to reflect on ways they are different from their friends, how these differences affect their friendship and what they do to overcome their differences. Finally, tell the class that they are going to make a poster with words that reflect the most important personality characteristics of a friend and include pictures to illustrate them.

SB pages 90, 91, 92, 93 and 94 - Workbook

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

» Answer Key

1. Classify.

Personality: *obedient, lazy, shy, intelligent, friendly, sociable, generous, reliable*

Physical appearance: *brown eyes, straight hair, tall, short hair, curly hair, long hair*

2. Write the correct adjective.

1. *intelligent*; 2. *lazy*; 3. *sociable*; 4. *reliable*;
5. *obedient*

3. Think and write two words.

Students' own answers.

4. Match and write.

3, 5, 1, 7, 2, 6, 4

1. *sleep on the sofa*; 2. *talk in front of the class*; 3. *keep secrets*; 4. *tell the truth*; 5. *play video games*; 6. *do what she says*; 7. *help with homework*

5. Read and write T (True) or F (False). Then, draw and label.

1. F; 2. T; 3. T; 4. F

Students draw Peter as a short boy with brown hair and shy; Ben as a tall boy with blonde hair and tidy and hardworking; Molly as a tall girl with long straight hair (talking with other children); and Daisy with short curly hair and brown eyes.

6. Add punctuation and capitalisation and rewrite.

1. *What do you usually wear on Saturday?*
2. *You always watch TV. You're very lazy!*
3. *Do you usually tidy your room?* 4. *Kate is very sociable and she has got many friends.*

7. Unscramble and answer.

1. *Do you do homework?* 2. *Are you a generous friend?* 3. *Can you keep secrets?*
4. *Do you study for exams?* 5. *Are you a disobedient student?*

Students' own answers.

8. Complete the chart.

make: makes, like: likes, sit: sits, watch: watches, do: does

9. Now, choose two verbs and write about you and your friend.

Students' own answers.

10. Find and circle: 6 clothes pieces, 3 types of shoes and 7 accessories.

Clothes: overalls, sweatshirt, robe, coat, pyjamas, apron

Shoes: sandals, slippers, high heels

Accessories: bracelet, belt, gloves, necklace, tie, ring, earrings

11. Complete these sentences.

Students' own answers.

12. Write about your best friend.

Sample Answer:

My best friend's name is Carlos. He is eleven. He is short and thin and he has got green eyes and short, straight hair. He is intelligent and reliable. He always keeps secrets. He never studies for exams! But he always passes his exams. He is sociable and friendly. He always makes new friends. He is also very generous and always helps me with my homework. He usually wears jeans, T-shirts and sweatshirts.

5 Who's your favourite pop star?

SB pages 52, 53, 54 and 55

Objectives

- To talk about pop stars' routines.
- To revise the affirmative form of the Present Simple tense.
- To recognise the negative form of the third person singular of the Present Simple tense.
- To read for specific information.
- To talk about preference.

Language Focus

Production

- *He is from (Hawaii).*
- *He has got (dark hair).*
- *He lives in Hollywood.*
- *He doesn't play (the saxophone).*
- *I like (Bruno Mars). I don't like (him).*

Recognition

- *He sometimes performs at weddings.*
- *What instruments can he play?*

Vocabulary

Production

- Parts of the body: *eyes, hair*
- Adjectives: *short, long, wavy, straight, blonde, dark*
- Action verbs: *get up, write, read, wear, eat, play, listen, give*

Recognition

- *bass, maroon, chicken adobo*

students to describe his physical appearance and invite them to speculate ideas by asking: *Where is he? Is it a big concert? What's the weather like? What time of the day is it?* Then, invite some volunteers to share their opinions about Bruno Mars' music and give reasons. Explain to students that they are going to reflect on the subject as they do the activities and, at the end of the unit, they will discuss the Big Question. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It would be profitable to remember that knowing in advance what structures are going to be worked on is of great help for students. In this way, they can have a general idea of the topic and get ready for the learning process.



INTRODUCTORY ACTIVITIES

Bring pictures of famous singers and bands. Hold them up one by one and elicit their names. You can also ask students to describe the artists' physical appearances and provide more information about them: nationality, age, names of their famous songs. Draw two columns on the board and label them: *I like them* and *I don't like them*. Invite a volunteer to take a picture, place it in one of the columns and say why he / she likes or dislikes the artists; for example: *I like Justin Bieber because he sings very well. I don't like Selena Gomez because she isn't friendly*. Repeat the procedure with the remaining pictures.

How to go about it (pages 52 and 53)

Read the unit question aloud to introduce the class to the topic. Direct the students' attention to the photo and ask them if they know the artist (*Bruno Mars*). If they can identify him, elicit information they may know and write it on the board. Encourage

How to go about it (page 54)

1. Read.

Tell students that they are going to read about Bruno Mars and check the information they provided at the beginning of the lesson. If



necessary, ask more guiding questions so that they predict more information: *Where is he from? How old is he? Has he got a band? Has he got a big family?* Write the answers on the board to confirm or deny students' predictions after reading the text. Give students some minutes to read in silence. Once they have all finished, invite them to compare their ideas to what they have read.

2. Read and correct the sentences in your notebook.

Now, tell students to correct the wrong information. This exercise revises the different language structures that have been introduced up to now. When they finish, ask some students at random to read the correct sentences aloud and write them on the board to check grammar and spelling.

» Answer Key

1. His / Bruno's birthday is in October.
2. He can play the piano, the guitar, the bass and the drums.
3. His hair is curly.
4. His favourite food is chicken adobo.
5. He has got four sisters. / He has got one brother.
6. His brother plays the drums in The Hooligans.

3. Memory test! In pairs, ask and answer.

Encourage students to work with a classmate and ask and answer about Bruno so as to revise how to frame questions and go through the information provided in the text. Walk around the classroom and monitor. Finally, encourage some students to ask questions to the rest of the class.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

1. True or False?

Divide the class into four groups and ask them to write true and false sentences about Bruno, such as: *He is from England. He has got a dog.*

Get volunteers from different teams to read the statements for the other teams to decide whether they are true or false.

2. Twenty questions

Give students an index card and ask them to write their name on it. Collect the index cards, shuffle them and divide the class into pairs. Stick an index card on each student's back. Invite students to guess the name on their index card by asking their classmate up to 20 questions about the student. Tell them the answers to the questions must be Yes or No: *Is it a boy? No, it isn't. / Does she like English? Yes, she does.*



ALL AROUND SEL TIPS

Peer help

Create a productive, caring learning environment in the classroom by encouraging students to help their peers whenever they need it.



INTRODUCTORY ACTIVITIES

Ask students to write down the names of five pop stars they don't like. Give students some minutes to walk around the classroom to find classmates who actually like them. Copy this structure on the board: *(Classmate's name) likes ..., but I don't like him / her / them.* Encourage students to make sentences about them and their mates using this structure. Invite some students to read their answers aloud and write some examples on the board.

How to go about it (page 55)



GRAMMAR

This grammar board will help the students focus on the use of the negative form of the third



person singular of the Present Simple tense. Go through the examples with the whole class and give students time to compare the forms. Focus on the negative example and explain that the negative is formed by *doesn't + infinitive verb*. You can draw students' attention to the examples on the board and compare the negative forms of the first and third person singular.

4. Complete the sentences with the correct form of the verbs.

Ask students to read the sentences about Bruno and write the corresponding verb in the affirmative or negative form of the Present Simple tense. Invite a volunteer to read the first sentence and work with the whole class to check they understand the procedure. Once they have finished, get some students at random to check the answers.

» Answer Key

1. *doesn't live*; 2. *performs*; 3. *doesn't write*;
4. *doesn't play*; 5. *likes*; 6. *lives*.

5. Read what Bruno says and write. Check.

Invite students to read what Bruno says and tell them they are going to write the same sentences using the third person singular (*he*). Ask a volunteer to read the example to check understanding. Encourage students to read out the sentences and ask them to write their versions. Then, play the audio CD to check. You can invite volunteers to write the answers on the board.

TRACK 22

Read what Bruno says and write. Check.

1. *He listens to his songs in his car.*
2. *He writes songs for other singers.*
3. *He is very hardworking and makes songs of different styles.*
4. *He always wears a hat because his hair is a mess.*
5. *He doesn't give too many interviews.*

» Answer Key

1. *He listens to his songs in the car.*
2. *He writes songs for other singers.*

3. *He is very hardworking and makes songs of different styles.*
4. *He always wears a hat because his hair is a mess.*
5. *He doesn't give too many interviews.*

Follow Up

Invite students to invent 5 more sentences to add to the previous activity, using the information from the previous page. Encourage students to write what Bruno says and exchange the ideas with their classmates so that they write the sentences using the third person singular; for example: *I play the guitar, the piano, the bass and the drums. / He plays the guitar, the piano, the bass and the drums.*

SB pages 56 and 57

Objectives

- To correct information.
- To revise the affirmative and negative form of the third person singular of the Present Simple tense.
- To identify parts of speech.

Language Focus

Production

- *He usually wears (hats).*
- *He doesn't go to (the theatre) in his free time.*
- *She has online English lessons (on Tuesday).*

Recognition

- *Your favourite singer is performing his new songs excellently!*

Vocabulary

Production

- Parts of speech: *noun, verb, adjective, adverb*

Recognition

- Parts of speech



INTRODUCTORY ACTIVITIES

Correct me.

Ask students to say true statements about them. Write the sentences together with the names of the students on the board; for example: *I go to school in the morning. (Student's name)*. Say an incorrect statement about someone in the class. Throw a soft ball to a student and invite him / her to correct the incorrect statement: *(Student's name) doesn't go to school in the afternoon. He / She goes to school in the morning*. Repeat the procedure with other students.

How to go about it (page 56)

1. Read and match to correct the wrong information. Then, write.

Explain to the class that the sentences on the left are wrong and they have to match them with the corrections on the right. Invite a volunteer to read the first sentence and encourage the students to find the correct version. Then, give them time to work with the remaining sentences. Finally, have some students read the answers aloud to check. Direct the students' attention to the different phrases to say that something is wrong: *That's not right! Not true! That's wrong / false / incorrect*. Take this opportunity to talk about the importance of checking facts and consider more than one source when they look for information. Invite students to mention where and how they find the information they need.

» Answer Key

1. Bruno doesn't go to the theatre in his free time. He goes to the cinema.
2. He doesn't usually wear gloves. He usually wears hats.
3. He doesn't play the drums in his band, The Hooligans. He plays the guitar.
4. He doesn't watch the news to relax in his free time. He watches shows and series.
5. He doesn't communicate with his fans through Facebook. He communicates with his fans through Twitter.

6. He doesn't only like reggae. He likes different types of music.

7. He doesn't go to bed early when he records new albums. He usually goes to bed late when he records new albums.



FUN ACTIVITIES

Invent your own test!

Ask students to take a sheet of paper and write five false sentences about a pop star on the left. Then, tell them to write the correct statements on the right but in a different order; for example: *He likes playing instruments. / No! Singing*. Invite students to exchange their sheets of paper so that they write down the information about their classmates' pop star; for example: *He doesn't like playing instruments. He likes singing*. Get some students at random to share the information with the class.



ALL AROUND SEL TIPS

Child-centred teaching

Students are individuals with a lot to contribute to the class. Try to include many activities aimed at encouraging students to share their thoughts, opinions, feelings and experiences with their classmates.

How to go about it (page 57)

2. Listen and read.

Invite students to look at the comic strip and describe the pictures. Ask guiding questions: *Where is the girl? What does she look like? How does she feel? Why is she using a computer?* Tell students to listen to and follow the reading text. Then, encourage them to read it in pairs.





TRACK 23

Listen and read.

Narrator: *Lisa has online English lessons on Tuesday and Thursday. Today's lesson is about parts of speech.*

Teacher: *Let's revise! Think of a sentence that has a noun, a verb, an adjective and an adverb.*

Girl 1: *Wow! That's difficult.*

Girl 2: *Amy, come! Your favourite singer is performing his new songs excellently!*

Girl 1: *Mmm... singer-performing-new-songs-excellently*

Girl 1: *I know!*

ALL AROUND TEACHING TIPS

When working on listening tasks, it is important to ask students to go through the instructions attentively so as to make sure they all understand what they have to do before listening. Relaxation is a key point when solving a listening task. Invest a few minutes to create a relaxed atmosphere.



INTRODUCTORY ACTIVITIES

Change it.

Get some students at random to read the explanations that appear in the box. Write some sentences on the board for students to identify the parts of speech; for example: *Bruno adores Italian food: noun, verb, adjective, noun.* Ask different students to erase and rewrite parts of speech to form a new sentence; for example: *Bruno hates Italian food. / Bruno loves Mexican food. / Bruno likes romantic songs.* Repeat the procedure several times with different sentences.

3. Read and circle the correct option.

Invite a volunteer to read the first sentence and

say which part of speech the underlined word is. Ask students to repeat the procedure for the remaining sentences. Invite students to read their answers to check.

» Answer Key

1. adjective; 2. adverb; 3. verb; 4. noun; 5. verb; 6. adjective



REINFORCEMENT ACTIVITIES

1. Act it out.

Ask students why the girl is happy at the end: *Because she has a sentence with a noun, verb, adjective and adverb for her English lesson.* Divide students into pairs and invite them to act out the comic strip, changing the characters, the situation and the sentence. Ask pairs of volunteers to act out their new comic strip.

2. Mime it.

Divide students into two teams and give them cards with parts of speech: *noun, adjective, adverb, and verb.* Ask a volunteer from one team to come to the front. Whisper a word to the volunteer: *eat.* Ask him / her to hold up the corresponding word card: *verb* and mime the word to his / her team to guess. Repeat the procedure several times alternating the teams. The team that guesses the highest number of correct words wins.

SB pages 58 and 59

Objectives

- To talk about routines.
- To ask questions to check information.
- To revise the affirmative and negative forms of the third person singular of the Present Simple tense.
- To recognise and practise the interrogative form of the third person singular of the Present Simple tense.

Language Focus

Production

- He gets up early.
- He doesn't eat (meat).
- Does he / she play (the guitar)?
- Yes, he / she does. / No, he / she doesn't.

Recognition

- Does he / she sing (alone)?
- Yes, he / she does. / No, he / she doesn't.
- I have breakfast at about seven thirty.

Vocabulary

Production

- Action verbs
- guitar, drums, piano



PHONOLOGY

go	/ˈgəʊ/
write	/ˈraɪt/
play	/ˈpleɪ/
get up	/ˌget ˈʌp/
talk	/ˈtɔːk/
have	/ˈhæv/
read	/ˈriːd/
eat	/iːt/
guitar	/ɡɪˈtɑː/
drums	/ˈdrʌmz/
piano	/piˈænəʊ/



INTRODUCTORY ACTIVITIES

Memo game

Divide the class into three groups. Give each group five picture cards illustrating daily activities and five index cards. Ask students to write the Present Simple forms (first and third person singular) of the verbs on their index cards: go, goes; have, has (breakfast); get up, gets up, etc. Invite them to shuffle the picture and the index cards separately and place them face down on a desk. Ask them to take turns turning over a picture

and an index card each. If they match, they can keep them. The student with the most cards wins.

How to go about it (page 58)

1. Match.

Ask students to match the parts and make phrases that refer to daily activities. Check orally with the class.

» Answer Key

1. go to the gym; 2. play the guitar; 3. get up;
4. have breakfast; 5. eat meat; 6. give concerts

2. Now, complete the interview with the phrases in 1. Check.

Invite students to read the interview and write the phrases to complete it correctly. Divide the class into pairs and have them compare their answers. Then, play the audio CD for students to check their answers. The time is introduced and practised quite informally in this textbook, following new tendencies: *It is eight (o'clock). / I get up at seven thirty every day. / I go to bed at ten twenty.* However, if you want, you may take the chance to introduce this topic more formally by teaching students the traditional forms: *I get up at half past seven. / I go to bed at twenty past ten. / It is a quarter to nine. / I have lunch at a quarter past one every day.* Finally, invite the class to decide if Bob has a healthy routine and why. Elicit ideas about pop artists in general: *Do they have a healthy life? Do they need to be more careful with their habits? Why? What problems can they have?*



TRACK 24

Now, complete the interview with the phrases in 1. Check.

[Interview with a pop star. Sam is a teenage boy.]
 Sam: *Hi, Bob! Your fans want to know everything about you. Please, tell us.*
What time do you usually get up?
 Bob: *Well, I get up at 6.30 every day.*
 Sam: *That's early! What time do you have breakfast?*
 Bob: *At about 7.30.*

Sam: What do you do after breakfast?

Bob: I play the guitar. I practise from 8 to 10 every morning.

Sam: Do you have lunch?

Bob: Yes, of course. I don't eat meat because I'm a vegetarian. I eat all types of vegetables, rice and pasta.

Sam: That's very healthy. What do you do in the afternoon?

Bob: I go to the gym to exercise.

Sam: Oh! How interesting! And do you go to bed early?

Bob: No, I don't. I usually give concerts at night!

Sam: And... [fading].

» Answer Key

1. get up; 2. have breakfast; 3. play the guitar;
4. eat meat; 5. go to the gym; 6. give concerts

Follow Up

Ask students to work in pairs and practise reading the interview aloud. Then, encourage different pairs of students to come to the front in turns and read the interview to the class.



REINFORCEMENT ACTIVITIES

Bingo

Tell the class they are going to practise the time. Invite students to fold a sheet of paper into ten or six and draw lines along the folds. Ask them to draw ten or six watches showing different times in each one. Write sentences in strips of paper and put them in a bag; for example: *It's half past six.* / *It's ten to nine.* Take the strips of paper and read the sentences. If the picture that represents the word is on their chart, tell students to cross it out on their bingo cards. The first student to cross out his / her whole card is the winner.

ALL AROUND TEACHING TIPS

End-of-day fun

Games are an excellent choice for the last ten minutes of the day when students are particularly tired. They can be 'one-off' activities with little relation to the day's lesson or can be linked to class content. Games help children stay interested and motivated. They also provide them with meaningful language contexts and are a source of intensive language practice.

3. Complete the sentences about Bob.

Ask students to read the sentences and identify the part of speech that is missing. Encourage them to fill in the blanks using the verbs in the correct forms. Explain that they can read the interview again for help. Finally, invite different volunteers to read the complete sentences aloud. Write the answers on the board so that students check spelling.

» Answer Key

1. gets up; 2. eats; 3. doesn't go, gives; 4. has;
5. goes



REINFORCEMENT ACTIVITIES

Act it out!

Ask a volunteer to come to the front, pretend to be a famous pop star and tell the class about his / her typical day: *I get up at nine o'clock. I go to the gym at nine thirty.* Encourage the use of body language and movements. Then, ask another student to report something about the star's day: *Avril gets up at nine o'clock.* Call students' attention to the fact that the third person singular form of the Present Simple tense changes. Invite other volunteers to continue reporting. Repeat the procedure several times with different stars.

How to go about it (page 59)

4. Answer and draw.

Ask some students: *Who's your favourite pop star?* Then, invite the class to complete the blank space with the name of their favourite pop star and draw. Encourage students to give reasons for their preferences and ask: *What do you value in a pop star? Do they have an important influence in your life? In what ways do they have an impact on you?*

» Answer Key

Students' own answers.

5. Ask and answer in pairs. Guess!

Ask students to work in pairs. Explain to them that they have to ask and answer the questions that appear in the chart. Tell them to write their classmates' answers down so that they can then guess their friend's favourite pop star. Once they know who the star is, they have to complete the blank space with the star's name.

» Answer Key

Students' own answers.



GRAMMAR

In this case, the board will help students focus on the use of the interrogative form of the third person singular (*he / she*) of the Present Simple tense. Write some of the questions in exercise 5 on the board and go through the examples with the class. Highlight the use of *does* and an *infinitive verb* to make questions with *he* or *she*. Draw students' attention to the form of the short answers and the use of the auxiliary. You can also revise the structure of questions with the first person singular and compare it with the examples on the board.



REINFORCEMENT ACTIVITIES

Divide the class into groups and give them magazines and a sheet of construction paper. Ask students to draw a line in the middle of the paper and write a girl's name on one side and a

boy's name on the other. Invite students to cut out pictures of different activities and stick them in either column. Then, tell students from one group to look at a poster from another group and ask their mates about what the girl and boy do; for example: *Does she go to the gym? Yes, she does. Does he get up early? No, he doesn't.* You can ask students to write the questions and answers on strips of paper and stick them on the corresponding poster.

ALL AROUND TEACHING TIPS

Visual learning

Research shows that visual memory is extremely accurate. Display icons, logos or symbols of the vocabulary and grammar you teach. They will act as a powerful reminder to the unconscious mind.

SB pages 60 and 61

Objectives

- To revise parts of speech.
- To revise the Present Simple tense.
- To ask for information.
- To introduce *wh-* words and practise *wh-* questions.
- To express contrast.

Language Focus

Production

- *Does he like...?*
- *Yes, he does. / No, he doesn't.*
- *Wh-* questions: *What time does she (get up)? How often does she (have piano lessons)? What type of food does she like? When does she (go to school)? Where does she (live)?*

Recognition

- *I feel excited.*

Vocabulary

Production

- Action verbs
- Clothes and accessories

- Wh- words: how, when, why, how often, what time, what, where, what type

Recognition

- Wh- words



PHONOLOGY

how	/ˈhaʊ/
when	/ˈwen/
why	/ˈwaɪ/
how often	/ˌhaʊ ˈɒfn/
what time	/ˌwɒt ˈtaɪm/
what	/ˈwɒt/
where	/ˈweə/
what type	/ˌwɒt ˈtaɪp/



INTRODUCTORY ACTIVITIES

Word chain

Tell students they are going to revise vocabulary related to clothing items. Explain that you will write a word on the board and they have to think of clothes or accessories that begin with the last letter of your word; for example: *apron, necklace, earrings, slippers, sweatshirt, tie*. You can also ask students to classify the items into clothes, shoes and accessories.

How to go about it (page 60)

1. Listen and read.

Invite students to look at the picture and describe the boys' physical appearances and clothes. Tell them they are going to listen to a chat between these friends. Play the audio CD and ask students to follow the reading text. Encourage students to read it in pairs.



TRACK 25

Listen and read.

Narrator: *John and Peter go to the same school. They are different but they are good friends.*

Boy 1: *I've got tickets for a rock concert on Saturday. Do you like rock?*

Boy 2: *Sorry, I only like electronic music. And I usually play music on the radio on Saturday.*

Boy 1: *Ok, do you feel nervous when you play on the radio?*

Boy 2: *No, I feel excited! This is my favourite activity.*

Boy 1: *Great! Have a good time!*

Boy 2: *You too!*



REINFORCEMENT ACTIVITIES

Ask students some questions about the chat to check understanding and also practise the Present Simple tense: *Are John and Peter similar or different? Does Peter like rock? Does Peter wear accessories? Does John like rock? Does John like electronic music?*



ALL AROUND LEARNING TIPS

Reading benefits

Tell students to read in English as much as they can. The more they read, the more words they will come into contact with. Reading stories will help them develop their imagination and thus their creativity skills will be enhanced. And their vocabulary will be increased without them even noticing it!

2. Identify parts of speech.

Invite two volunteers to read the first exchange between John and Peter. Ask the class to identify and underline the nouns in green (*tickets; concert; rock; music; radio; Saturday*) and the adjectives in red (*rock; electronic*). Encourage students to follow the procedure with the rest of the conversation and then, complete the lists. Draw the same boxes on the board and invite students to write the answers.

» **Answer Key**

Nouns: *tickets, concert, Saturday, rock, music, radio, activity, time*

Adjectives: *rock, electronic, nervous, excited, favourite, good*



INTRODUCTORY ACTIVITIES

Match it.

Bring paper strips with questions and answers. Divide the class into four groups. Stick the questions on the board and invite some students to read them aloud. Then, hold up a strip of paper with one of the answers and encourage students to match it with the corresponding question; for example: *When do you get up? I get up at ten. Where do you read books? In the library. What do you drink every day? Water. Why do you like Taylor Swift? Because she sings very well!*

How to go about it (page 61)

3. Complete these questions.

Ask a volunteer to read the words in the boxes to check understanding. Encourage students to read the questions and answers so as to complete the blanks with the corresponding word. Explain that the answers will help them decide on the type of information that they have to ask. Check the answers on the board.

» **Answer Key**

1. *Where*
2. *What type*
3. *When*
4. *What time*
5. *How often*
6. *What*
7. *Why*
8. *How*



GRAMMAR

Focus on the examples on the board and elicit the use of the different *wh-* question words. You can draw students' attention to the questions with

when, where and why since students are already familiar with them. You can ask some guiding questions and also write *yes / no* questions so as to compare the structure and use.



ALL AROUND SEL TIPS

Moving around the class

Movement creates a physical closeness to the students, so circulate around the class as you talk to them or ask questions. Avoid sitting behind your desk for long periods in class as this creates barriers between you and your students.

4. In pairs, choose a card and ask.

Now, students choose one of the cards and make questions about Maggie or Nick. Encourage students to write different types of questions and then ask them to their classmates.

» **Answer Key**

Students' own answers.

Follow Up

As a challenge, you can ask students to answer the questions with their books closed so as to test their memory.

» **Sample Answers**

1. *Where does Maggie live?*
2. *What type of food does she like?*
3. *What time does she get up?*
4. *When does she have piano lessons?*
5. *What does she like best?*
6. *Why does she like classical music?*
7. *How does she get before concerts?*

SB pages 62 and 63 - Integration

How to go about it (page 62)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different



personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CLIL TIPS

By learning about musicians, students will broaden their knowledge and vocabulary related to the subject. Take this opportunity to draw their attention to the different musical styles and arouse their interest in varied types of music.

Music Project: Write a bio.

Find information to complete the notes. Then, write.

Direct students' attention to the name of the web page (*musicpedia*) and tell them they are going to write short biographies of famous musicians so that other people can find all the information together. Prepare strips of paper with the names of famous musicians and ask each student to pick up one. You may ask the Music teacher about musicians or music styles the students are working on in her / his classes. Encourage them to find information to complete the notes before writing the bio. Explain that there may be some points that they may not be able to complete. Remind students of using different sources of information and check the facts. Once they have completed the notes, ask them to write the bios. Walk around the classroom to monitor and offer help if necessary. You may design cards where they can write the information and create a real guide of musicians for the class / school or you may ask the IT teacher to have students design the cards online. Invite the students to read the bios to the rest of the class and, if they can, play part of the music that represents the artists' style. Encourage the students to say what piece of information surprised them or interested them the most. Finally, invite the class to reflect on the different types of music and artists and say what they have and do not have in common. Ask students if they listen to music and in what situations: *When do you listen to music? How does listening to music make you feel?*

» Answer Key

Students' own answers.

How to go about it (page 63)



ALL AROUND SEL TIPS

Encourage students to interact with each other in respectful ways. Show them how to be good listeners and contribute to positive interactions by expressing interest, giving feedback, respecting their turns, etc.

Integration: Who is your favourite pop star? Complete the card about your favourite pop star.

Invite students to complete the cards about their favourite pop stars. If they do not know all the details, tell them to guess and write their ideas. Ask them to pay attention to the verbs that appear before the blanks so as to know what type of information they must write.

» Answer Key

Students' own answers.

Write questions to get information about your friend's favourite pop star.

Once students have completed the cards, they write questions to ask to their classmates. Explain that they have to ask about the information on the card. Determine a time limit and check the questions with the class. Then, students take turns to ask and answer the questions. After listening to all the information, encourage the students to guess who their classmates' favourite pop star is. Invite some volunteers to talk about their classmates' favourite pop star and ask them if they also like the artist or not. Finally, read the phrases at the end of the page and ask the class to reflect on their interactive skills: *How can you be good listeners? How can you show interest?* Explain that when interacting, it is important to maintain eye contact and avoid interrupting the other person. They may also show interest by making comments such as *That's interesting!* and *Really?*

» **Answer Key**

1. Where does she / he live?
2. What does she / he like?
3. What instruments does she / he play?
4. What time does she / he get up?
5. What does she / he eat?
6. What type of music does she / he like best?
7. Why does she / he like (type of music)?
8. When does she / he get nervous?

Big question: Who is your favourite pop star?

Draw students' attention to the unit question. Invite the class to reflect on and explain the concept of 'being a star'. Encourage them to mention what they like about their favourite pop artists and what they consider to be important characteristics: *their talent, personality and attitude, interests, appearance and look, lifestyle, etc.* Write all the ideas on the board and have the class vote for the five most important aspects. Finally, ask students if their favourite pop stars have any of these qualities they value. Also, explore the idea that when interacting with others, it is important to show interest and be respectful.

SB pages 95, 96, 97, 98 and 99 - Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

» **Answer Key**

1. Read and write the verbs in the correct form.

1. gets up; 2. runs; 3. has; 4. takes; 5. has;
6. practises; 7. goes; 8. records; 9. doesn't give; 10. doesn't go

2. Write T (True) or F (False). Correct the wrong information.

1. F. She gets up at 7 am. 2. T; 3. F. She has lunch before she goes to the studio. 4. T; 5. T; 6. F. She

doesn't take a shower at night. She always takes a shower after breakfast / in the morning.

3. Read and match.

1. A happy boy plays happily.
2. A slow woman walks slowly.
3. A fast girl runs fast.
4. A good football player plays football well.
5. A quiet class speaks quietly.

4. Complete.

1. Joe is a fast boy. He skates very fast.
2. They are good children. They behave well.
3. Alice is a good guitar player. She plays the guitar very well.
4. They are happy children. They play happily.

5. Read and complete. Then, match.

1. fast; 2. hardworking; 3. well; 4. electric;
5. healthy; 6. loudly
3, 2, 4, 1, 5, 6

6. Read and complete.

Students' own answers.

7. Classify these answers.

How often: once a month, twice a week, always

Where: at home, to school, in the USA

When: on Sunday, in the morning, at night

What: an actress, pizza, the guitar

How: sad, excited, nervous

8. Unscramble the questions and answer them.

1. How often do you play video games?
2. Where does your favourite singer live?
3. What do you usually do in the afternoon?

Students' own answers.

6 What are you doing?

SB pages 64, 65, 66 and 67

Objectives

- To describe holiday activities.
- To recognise the Present Continuous tense.
- To revise the Present Simple tense.

Language Focus

Production

- *I swim in the sea. He doesn't like the beach.*
- *Do you collect shells?*
- *Yes, I do. / No, I don't.*

Recognition

- *I'm playing with the sand.*
- *My brother is building a sandcastle.*
- *My brother and my sister are putting sunblock on my father's back.*
- *We are sailing into the sea.*

Vocabulary

Production

- Family members

Recognition

- Holiday activities: *play volleyball, swim, collect shells, put sunblock, sail, surf, lie in the sun, build sandcastles*
- *beach, sea, shells, hotel, waves*

build sandcastles /bɪld 'sændkɑːslz/

beach /'biːtʃ/

sea /'siː/

hotel /həʊ'tel/

waves /'weɪvz/

How to go about it (pages 64 and 65)

Direct students' attention to the photo and invite them to describe it and share their ideas. Ask guiding questions: *Where are they? Are they friends, siblings, cousins? What's the weather like? How do they feel? Why? What are they doing? Are they swimming in the sea?* Highlight the idea that, as they can see in the photo, the teens are lying in the sun. Read the unit question aloud and answer it to clarify meaning: *I'm talking. I'm teaching English.* Bring photos of your holidays and describe what you are doing. Invite the class to say if they like the activities. Explain that they are going to reflect on the subject as they do the activities and, at the end of the unit, they will discuss the Big Question. This section can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It would be profitable to remember that knowing in advance what structures are going to be worked on is of great help for students. In this way, they can have a general idea of the topic and get ready for the learning process.



PHONOLOGY

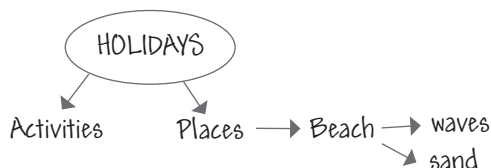
<i>play volleyball</i>	/,pleɪ 'vɒlɪbɔːl/
<i>swim</i>	/'swɪm/
<i>collect shells</i>	/kə'lekt 'ʃelz/
<i>put on sunblock</i>	/,pʊt ɒn 'sʌnbloʊk/
<i>sail</i>	/'seɪl/
<i>surf</i>	/'sɜːf/
<i>lie in the sun</i>	/,laɪ ɪn ðə 'sʌn/



INTRODUCTORY ACTIVITIES

1. Match: Draw a mind map on the board with the word *Holidays* in the middle. There should be two groups under this heading: *Activities* and *Places*. Stick pictures with vocabulary related to the topic in the corresponding group. Hold up a card with a word and ask a volunteer to come to the front and match the word with the corresponding picture. Once students have

completed this activity you can ask guiding questions so as to add more vocabulary; for example: *What do you do on holidays? Do you swim? Do you ride a horse? What's your favourite activity? Why?*



2. Make a sentence: Invite students to make a sentence using two of the words from the mind map on the board; for example: *I swim in the sea. I play volleyball on the beach.* Get some students at random to make their sentences.

How to go about it (pages 66 and 67)

1. Listen and read.

Tell students they are going to read and listen to Mike and his friends describing their holiday activities. Encourage the class to describe the pictures and use vocabulary related to the topic. Invite students to listen to the first paragraph and follow the reading text in their books.

TRACK 26

Listen and read.

Narrator: *Mike and his friends usually go to the beach on holidays. They post their photos on their Instagram accounts to share the activities they do with their families and friends. They are all having a good time!*

2. Complete and check.

Ask a volunteer to read the words aloud. Explain that they have to complete the descriptions below the photos with a word. Then, play the audio CD to check their answers. Finally, tell the students to add the words in the mind map that they completed at the beginning of the lesson. As some words are specific, encourage them to decide which category

they belong to; for example: they can write *sand* and *sea* next to *beach*.

TRACK 27

Complete and check.

1. *I'm playing with the sand.*
2. *I'm swimming in the sea.*
3. *We are playing in the pool at the hotel.*
4. *My brother is building a wonderful sandcastle.*
5. *My little brother and my sister are putting sunblock on my father's back.*
6. *I'm playing volleyball on the beach.*
7. *We are sailing into the sea.*
8. *My sister is collecting shells for my Grandma.*
9. *Relaxing time! I am lying in the sun.*
10. *My cousin is surfing huge waves.*

» Answer Key

1. *I'm playing with the sand.*
2. *I'm swimming in the sea.*
3. *We are playing in the pool at the hotel.*
4. *My brother is building a wonderful sandcastle.*
5. *My little brother and my sister are putting sunblock on my father's back.*
6. *I'm playing volleyball on the beach.*
7. *We are sailing into the sea.*
8. *My sister is collecting shells for my Grandma.*
9. *Relaxing time! I am lying in the sun.*
10. *My cousin is surfing huge waves.*

Follow Up

Get some students at random to read the sentences aloud. Correct pronunciation. Finally, invite the students to talk about their holidays and activities they do: *Where do you spend your holidays? Who do you spend your holidays with? Do you post photos or share them with your friends? Are you in contact with your friends when you are on holidays? What do you love about being on holidays?*

ALL AROUND TEACHING TIPS

Remember that when students read aloud, you can see how much they have improved or if they still need further practice as regards pronunciation, rhythm and intonation.

3. Match.

The aim of this exercise is to work on the specific verbs and vocabulary previously presented in the story. Ask some students at random to read the words aloud. Then, ask them to write the numbers in the corresponding box. Tell them to look at the pictures for help.

» Answer Key

1. play with the sand
2. swim in the sea
3. collect shells
4. build a sandcastle
5. put sunblock on Mike's back
6. sail into the sea
7. play volleyball on the beach
8. surf huge waves

**REINFORCEMENT ACTIVITIES**

Encourage students to write four questions using the verbs in the Present Simple tense and ask them to their classmates. Tell them to write the answers down. Then, invite some students to share the ideas with the class. You can ask a question to one of the students and write the example on the board: *T: Do you collect shells?*
S: Yes, I do. T: (Student's name) collects shells.

4. Play with your friend.

Tell students to say a sentence describing a picture so that their classmate identifies what picture it is.

» Answer Key

Students' own answers.

**REINFORCEMENT ACTIVITIES****Mime.**

You can ask students to come to the front and mime an activity on page 66 or 67. Invite the class to guess it. Repeat the procedure with other students.

**FUN ACTIVITIES****Our photo album**

Ask students to bring family photos of a trip to the beach, a sheet of construction paper, paper strips, coloured markers, and glue. Invite students to write a caption on a paper strip to describe their photo: *I'm surfing with my dad.* Tell students to glue the photos and captions on the construction paper to make a page of a photo album. Display it on one of the classroom walls.

Variation: Instead of bringing photos, students can draw pictures of themselves at the beach.

SB pages 68 and 69**Objectives**

- To describe people and pictures.
- To recognise and practise the affirmative and negative form of the Present Continuous tense.
- To recognise the interrogative form of the Present Continuous tense.

Language Focus**Production**

- *I am (not) eating sandwiches.*
- *He / She / It is (not) taking photographs.*
- *We / You / They are (not) playing volleyball.*

Recognition

- *What are you doing?*
- *What is she / he doing?*
- *What are they doing?*

Vocabulary**Production**

- Holiday activities



INTRODUCTORY ACTIVITIES

Show students a picture full of people doing many different activities. Ask them to listen to your descriptions and identify each person. For example: *A man is playing the guitar. Who is the man? The man in a blue T-shirt.* Try to say sentences with different subjects so that you expose students to the different forms of the Present Continuous tense.

How to go about it (page 68)



GRAMMAR

Draw the students' attention to the grammar board to focus on the use of the affirmative and negative forms of the Present Continuous tense. Go through the examples with the whole class. Give students time to analyse the new structure and to understand how to organise it. Remind students that they can use the contracted form of the verb *to be*. You can write some sentences with mistakes for students to correct them; for example: *I wearing a uniform.* Encourage students to give reasons for their corrections.

1. Look and correct the sentences.

Draw students' attention to the picture and ask them to mention all the words related to the beach that they can see. Then, tell them they are going to correct the sentences and describe what each person is doing. Read the example aloud to check understanding and ask: *Is the girl in 1 collecting shells? What is she doing?* Encourage them to continue on their own with the rest of the sentences. Finally, invite some volunteers to read their corrections aloud and write them on the board to check.

» Answer Key

1. *She isn't collecting shells. She is building a sandcastle.*
2. *He isn't swimming in the sea. He is surfing.*
3. *He isn't running fast. He is walking.*

4. *She isn't drinking coconut water. She's eating an ice cream.*
5. *They aren't putting on sunblock. They're playing with a ball.*



REINFORCEMENT ACTIVITIES

Describe a scene and ask students to draw it. For example: *Draw a street. One boy is walking to school.* Invite students to add their own elements. Collect the pictures. Invite a volunteer to choose one without showing it to the rest and describe the scene until the student who drew it recognises it. Repeat the procedure with the remaining pictures.

How to go about it (page 69)

2. Read the chats, choose an option and answer.

Invite students to read and imagine the situation described in each bubble. Ask them to choose one of the activities and write a sentence in the Present Continuous. Get some students at random to read their answers. Students can compare their answers and explain the reasons for their choices. Invite some volunteers to mention the situation they like the most and why. Elicit information to support their choices; for example: *What do you like about hotels? Do you like concerts? What type of music do you listen to? Do you like wild animals?, etc.*

» Answer Key

Students' own answers.

3. Read. Then, write in your notebook.

Ask students to look at the picture and describe the girls. Invite the class to recognise the place where they think this photo was taken and say what the relationship between these girls is: *Are they sisters, cousins, friends, classmates?* Invite students to read the text so as to check their ideas. After reading, encourage the students to identify Julia. Invite some students to read aloud and check pronunciation. Ask students to bring a picture of themselves with a friend and write a description of

it. Invite some volunteers to read their paragraphs aloud and encourage them to mention other activities they do with their friends. Ask the class to explain what they like about spending time with their friends.

» **Answer Key**

Students' own answers.

SB pages 70 and 71

Objectives

- To practise the Present Continuous tense.
- To check information.
- To recognise and use prepositions of movement.

Language Focus

Production

- *He is exploring the sea.*
- *He is looking at the corals.*
- *She's climbing up the mountain.*

Recognition

- *The jellyfish is floating over the corals.*

Vocabulary

Production

- Prepositions of movement: *into, down, through, along, up, towards, past, onto, over, across*

Recognition

- *jellyfish, arch, corals, water slide, bench*

over

/ˈəʊvə/

across

/əˈkrɒs/



INTRODUCTORY ACTIVITIES

Write *prepositions of movement* on the board and add the prepositions in a row under the heading: *along, through, up, down, towards, into, past, onto, over, across*. Stick a picture or magazine cutout that illustrates one of the prepositions on the board, and describe it: *The girl is walking along the street*. Encourage the students to repeat after you and continue with the same procedure with the remaining pictures.

Variation: Instead of sticking the pictures on the board, bring a sheet of construction paper to make a poster and display it on a classroom wall.

How to go about it (page 70)

1. Listen and read.

Invite students to look at the captions in the comic strip and say what is happening: *A man is diving in the sea. / He is exploring the sea.* Ask: *What does he find? How does he feel?* Tell students that they are going to listen to and follow the reading text in their books. Then, ask students if their ideas were correct and if the diver finds the rare jellyfish. Clarify the meaning of the word if necessary. Invite them to identify the prepositions of movement that appear in the comic strip and mime to check understanding. Finally, encourage the class to share their opinions about diving and if they have had the experience or they would like to try it. Ask: *Do you like being in contact with nature / doing extreme sports / doing a new activity when you are on holidays? Which activity would you like to do? Why?*



PHONOLOGY

into	/ˈɪntə/
down	/ˈdaʊn/
through	/ˈθruː/
along	/əˈlɒŋ/
up	/ˈʌp/
towards	/təˈwɔːdz/
past	/pɑːst/
onto	/ˈɒntu/



TRACK 28

Listen and read.

Narrator: *Toby is a professional diver. He is exploring the sea because he wants to find a rare jellyfish.*

Narrator: *He is swimming through an arch and he is looking at the corals.*

Toby: *Maybe the jellyfish is floating over the corals.*

Narrator: *Now, he is diving into the deep part of the sea. He can't see the jellyfish but he finds a treasure!*

Toby: *Wow! This is my lucky day!*



GRAMMAR

Invite students to look at the pictures and examples with the prepositions of movement on the board or poster and encourage them to think of their use. Draw students' attention to the prepositions and ask: *What is the position of the preposition? What do these prepositions indicate?* Write the explanation on the board / poster: *We use prepositions of movement after an action verb to indicate direction and mobility.*

ALL AROUND TEACHING TIPS

If you can display posters in the classroom, do so! It is really important for students to use them as reference material during class time. Make posters where you include main language structures, vocabulary, useful phrases, etc.

2. Circle the correct option.

Invite the class to look at the pictures and read the sentences that describe them. Remind students that the preposition indicates the direction to help them choose the correct option. Check orally with the class and show the difference between the prepositions by miming.

» Answer Key

1. down; 2. towards; 3. up; 4. along

How to go about it (page 71)

3. Look at the pictures and number.

Invite students to look at the pictures and explain that they show people or things in movement. Encourage them to describe what they can see in each picture; for example: *a plane, the sea and an island; people and a river; a wave and a rock; a girl in a bike and a park.* Ask a volunteer to read the first sentence and identify the picture it describes. Invite students to read the remaining sentences and write the corresponding numbers in the boxes. Once they have finished, check the answers with the class. Provide more examples if necessary.

» Answer Key

1. *The plane is flying over the sea.*
2. *They are walking across the river.*
3. *The wave is crashing onto the rock.*
4. *The girl is riding past the bench.*

4. Write sentences using prepositions of movement. Then, draw the scene.

Invite students to imagine they are on the beach and they can see different things happening. Encourage them to think of funny or unexpected situations and write the descriptions using prepositions of movement. Then, ask them to draw the scene. Have some volunteers share their descriptions with the rest of the class and show their pictures. You may also ask students to work in pairs and exchange their books to see their classmates' pictures and describe what is happening.

» Answer Key

Students' own answers.

SB pages 72 and 73**Objectives**

- To revise the Present Continuous tense.
- To learn about bugs.
- To identify and describe bugs.

Language Focus**Production**

- *I like (butterflies). / I don't like (spiders).*
- *Has the bee got wings?*
- *They have got a pair of antennae.*
- *They can walk.*
- *They live in the forest.*
- *They don't eat plants.*

Recognition

- *Sonia wants to be an entomologist in the future.*

Vocabulary**Production**

- Bugs: *butterfly, ladybug, ants, beetle, bee, mosquito, wasp, praying mantis*

Recognition

- *tarantula, antennae, exoskeleton, sting, grassland, pests*

the class to help you describe it; for example: bee: *it's black and yellow and it makes honey.* You can write key words next to each picture (*bee: black and yellow, honey*). Repeat the procedure for the remaining pictures. After describing each bug, invite students to say if they like them or not and why; for example: *I like ladybugs because they are beautiful. / I don't like tarantulas because they are dangerous.*

How to go about it (page 72)**1. Listen and read.**

Invite students to look at the two big photos at the top of the web page and describe them. Ask: *What has the girl got? Where is she? What can you see in the other picture? Trees, water.* Then, explain that this is her blog and read the title of the post. Encourage students to predict why she is posting this type of information and the photos of the bugs. Tell students to listen to the audio CD and follow the reading text in their books.

TRACK 29**Listen and read.**

Narrator: *Sonia wants to be an entomologist in the future. She is crazy about bugs! Now, she is on holidays with her family. They are in the Amazon rainforest in Brazil. Sonia is taking photographs of all the bugs she can see because she is working on a school project. Look at the photos and read her notes on her blog.*

1. *butterfly / colourful wings*
2. *tarantula / eight legs (arachnid)*
3. *ladybug / black spots*
4. *ants / large colonies*
5. *beetle / wings (some fly)*
6. *bee / poisonous sting*
7. *mosquito / hot and humid places*

**PHONOLOGY**

tarantula	/tə'rentjələ/
antennae	/æn'teni:/
exoskeleton	/eksəu'skelɪtən/
sting	/stɪŋ/
grassland	/'grɑ:slænd/
pests	/pests/

**INTRODUCTORY ACTIVITIES****Describe.**

Bring pictures illustrating bugs and display them on the board, name them and ask students to repeat the names after you. Choose a bug and ask

Follow Up

Now that they have listened to and read the text, invite students to decide if their previous ideas were correct and to analyse the information

given in the text. Ask guiding questions: *Where is Sonia? What does she want to be? Why is she taking photographs of all the bugs?* Encourage the class to understand the meaning of the words from the context. Get some volunteers to read the text and the characteristics of each bug. Encourage the class to point to the parts of the insects' bodies that are mentioned. Finally, invite students to share their ideas about this type of holiday and to mention if they like learning about the local animals and plants of the places they visit.

ALL AROUND TEACHING TIPS

Feel free to allow students to use L1 during discussions. It is important to hear students' opinions as well as to help them develop their critical thinking skills. As students gain more linguistic competence, they will be able to express their ideas in English.



REINFORCEMENT ACTIVITIES

Science quiz

Divide the class into groups of four. Invite them to choose two bugs from the text and write one question about each animal on paper strips: *How many legs has the tarantula got?* Ask students to exchange paper slips with another group. Invite them to sit in a circle and try to answer the questions one by one. If a group does not give the right answer, encourage the others to give the correct information.



INTRODUCTORY ACTIVITIES

Listen and write.

Bring pictures of bugs and divide the class into two teams. Invite a student from one team to take

a picture and describe the bug to her / his team members without showing it. Ask the student who identifies the bug to write it on the board. Repeat the procedure with the remaining pictures, alternating teams. The team with the highest number of correctly spelled words wins.

How to go about it (page 73)

2. Write T (True) or F (False).

Ask students to read the sentences and decide whether they are true or false. Encourage them to correct the false ones. You can show them the pictures of the bugs to help them correct the false sentences.

» Answer Key

- | | |
|------|------|
| 1. F | 4. F |
| 2. T | 5. T |
| 3. T | 6. T |

3. Read and complete.

Invite students to look at the picture and ask them to identify the bug. Encourage them to read the information and also practise reading aloud. Then, tell students to complete the file card with the information from the text. Check the answers with the whole class.

» Answer Key

Name: Ladybugs

Characteristics: Round body, bright red or orange with black spots on its back, six legs

Habitat: Forests, grasslands or gardens in the city

Habits: Hibernate during winter and lay eggs on plants in spring

Diet: Carnivore: Eat other small insects

Predators: Birds, frogs and spiders

Curiosities: Farmers love them because they eat plant-eating pests. They can eat up to 5,000 insects in its lifetime.



FUN ACTIVITIES

Imaginary bugs

Divide students into groups of four. Invite them to create an imaginary bug. Tell them they can

use a sheet of construction paper, old magazines, coloured pencils, scissors and glue. Ask them to invent a name for it and discuss its characteristics. Ask a volunteer from each group to describe the insect to the class: *This is a beetroach. It can fly.*



ALL AROUND SEL TIPS

Try to play with students' imagination. Crazy activities always make the class more lively.

SB pages 74 and 75 - Integration

How to go about it (Page 74)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CLIL TIPS

When working with the topic of bugs, students will apply their observation skills and will also search information. This project will enable them to use the language to learn more about the world and present their findings.

Science Project: Make an insects guide.
List the insects you can find in your town / city.

Encourage students to mention the insects that they can usually see in their gardens, the park, at school, etc. Ask them to write a list and then share the words with the rest of the class. Invite them to think of insects that may be hidden or appear at specific times of the day or specific seasons and add them to the list.

» Answer Key

Students' own answers.

Find information about an insect and complete. Then, draw and label the parts.

Divide the class into groups or pairs and assign an insect to each of them. Explain that they have to find information to complete the notes. Encourage them to use different sources and also observe pictures or the insects to learn about them. Tell them to draw a picture and label the parts of the body. Walk around the classroom to monitor and offer help if necessary.

» Answer Key

Students' own answers.

Write about the insect. Use the text on page 73 as a model.

Once they have completed the notes, ask students to write about the insect. Tell them to use the description of the ladybug on page 73 as a guide. Encourage them to add curious facts using the interrogative phrase *Did you know...?* to generate interest. Then, invite students to exchange their pieces of writing for peer correction. When all the final versions are ready, ask students to write the information about their insects and include a picture in an A4 sheet of paper. You can also work with the IT teacher so that they design the guide and the cover with her / him. Finally, organise the pages in alphabetical order and put the cover of the guide. Students may take the guide home or show it to other classes. You can also leave the guide in the library for general use.

» Answer Key

Students' own answers.





ALL AROUND LEARNING TIPS

Encourage students to proofread their written production. Checking accuracy during the revision stage is an essential part of the process. It is also important to respond to the content of what the students write and not to be distracted by spelling mistakes. If we read their work only to correct it, we will probably ignore the content and the real purpose of writing.



REINFORCEMENT ACTIVITIES

Divide the students into two teams. Show the picture of an insect in the guide and invite a student from one team to make a question about the insect: *Do mosquitoes sting?* Invite the students on the other team to answer the question: *No, they don't. They bite.* Repeat the procedure with other pictures, alternating cards. The team with the highest number of correct questions and answers wins.



FUN ACTIVITIES

Insect Model

Materials: large, detailed photos of different insects, construction paper (1/8 sheet per student), pipe cleaners, cellophane, tissue paper, large sequins, modelling clay, coloured pens and pencils, scissors and glue.

Display the photos of the insects on the board and ask the students to identify the different parts of the body: *head, thorax, abdomen, antennae* and *wings*. Make the students notice where the legs and wings are attached to the body of an insect (*on the thorax*). Invite them to design a model of the insect they were assigned for writing the guide, bearing these connections in mind. Tell

them to create their models by using cellophane or tissue paper for wings, sequins for eyes and pipe cleaners for legs and antennae.. Finally, display all the models in the classroom and invite them to describe the insects.

How to go about it (page 75)



ALL AROUND SEL TIPS

Peer Help

Encourage students to cooperate with each other and work together towards a goal. When you organise groups and teams, have confident students work with weaker classmates. In doing so, students consolidate their own learning and you create a positive classroom environment.

Integration: What are you doing? Look at the photos and complete.

Draw the students' attention to the photos and ask: *What are the children doing?* Read the introduction to check their ideas: *They are working on a Science project.* Invite the class to complete the descriptions with the correct forms of the verbs in brackets. Then, ask some volunteers to read their answers aloud to check. Finally, encourage students to compare the steps these children followed when they did the project and the way in which they worked to make their own insects guide. Read the final sentence and invite the class to mention ways in which they can be cooperative. Ask: *Why is it important to help others? What are the benefits of working together? How do you decide on the roles of the members of the group? How do you work to overcome differences?*

» Answer Key

1. are collecting, is helping; 2. are analysing, is looking, is taking; 3. are surfing, are talking; 4. is colouring, is writing



REINFORCEMENT ACTIVITIES

Invite students to design posters to show how they made their guide. Encourage them to use the descriptions on page 75 as a model. Students may take photos of the process while they are working on the project and stick them on the posters or draw pictures to illustrate the steps. It is important that students reflect on the activities they do and also on the way they do them.

Big question: What are you doing?

Remind the class of the unit question and invite them to revise the different situations in which they described their actions and activities. Encourage them to reflect on the importance of enjoying the moment and sharing favourite activities with others. Invite them to think of their dream holidays and write about a specific moment. Write questions on the board to guide them with their descriptions; for example: *Where are you? What's the weather like? Who are you with? What are you doing? How do you feel?* After they write their descriptions, they draw a picture of the situations. Bring construction paper to stick their works and display them on the walls or put a clothesline and hang all the descriptions on the classroom walls.



ALL AROUND LEARNING TIPS

When learning a language, it is important to revise and practise it systematically in order to acquire the new vocabulary and language structures. Suggest students to review at home what they have learnt in class. Tell them not to be afraid of making mistakes because they are a natural part of the learning process.

SB pages 100, 101, 102, 103 and 104 - Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

» Answer Key

1. Look and answer.

1. a sandcastle; 2. playing volleyball; 3. are lying in the sun; 4. are sailing; 5. is putting on sunblock; 6. He's surfing.

2. Write the -ing forms.

play - playing; sail - sailing; collect - collecting; stand - standing; go - going; drink - drinking; eat - eating; walk - walking; read - reading

3. Now, look at these rules. Then, write.

take - taking; run - running; ride - riding; put - putting; drive - driving; sit - sitting; dance - dancing; have - having

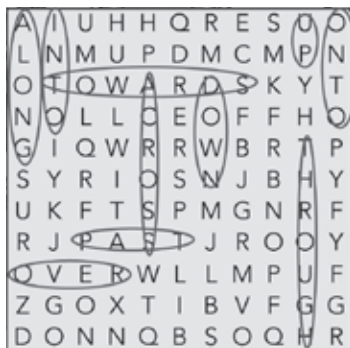
4. Correct these ideas using the negative form.

1. The man isn't running on the beach. He is climbing up a mountain.
2. They aren't sailing into the sea. They're walking along the sea.
3. The man isn't lying on the beach. He's sitting on a chair.
4. The man isn't swimming. He's surfing.

5. Complete with the verbs in the Present Continuous or Present Simple.

1. am packing; 2. is sending; 3. works; 4. isn't working; 5. are watering; 6. do; 7. are leaving; 8. is coming

6. Find and circle 10 prepositions.



7. Complete these sentences with the correct preposition.

1. into; 2. towards; 3. over; 4. down

8. Use the cues to write. Compare with your friend.

1. The fly has got red eyes. It's diurnal. It lays 500 eggs in a lifetime.
2. The dragonfly has got two pairs of wings and two compound eyes. It lives in wet places.
3. The beetle has got a hard exoskeleton and six wings. Some of them fly.
4. The butterfly has got colourful wings and six legs. It lays eggs.
5. The ladybug is a carnivore. It has got black spots. It hibernates.
6. The bee lives in large colonies. It makes honey. It has got a poisonous sting.

9. Read. Write questions about the underlined information.

1. What does Carl do?
2. What time does he get up?
3. When does he go to the gym?
4. How often does he have swimming lessons?
5. When does he go to the beach?
6. What is he doing in the Caribbean Sea?

10. Correct the ideas using the negative form.

1. Carl doesn't work in a hospital.
2. He doesn't eat unhealthy food.
3. He doesn't go to the supermarket after work on Tuesday.

4. He doesn't go to the mountains in summer.

5. He isn't wearing shorts and sandals.

6. He isn't sailing in the Caribbean Sea.

11. Imagine you are on holiday. Answer and draw.

Students' own answers.

All Around Extra Activities

The activities suggested in this section can be of great help for the consolidation of structures and vocabulary. Most of them can be adapted to different situations and take little time to be carried out, so they are excellent to be used at the end of the class or as enjoyable warm-up activities when starting the day.

Forming Lines

Divide the class into groups. Ask the students to stand in a line and give them instructions to arrange themselves; for example: *Stand in alphabetical order of their names or surnames. Stand in order of their birthdays. Stand in order of the distance to school from their homes.*

Mime

Invite a volunteer to the front and whisper an action: *get up, ride your bike, go to school, have breakfast*, etc. The student has to mime the word or phrase to the rest of the class. The student who guesses, goes to the front to mime another action. You may also ask students to make a sentence using the verb: *I get up at 7 am. I always ride my bike in the park.*

Scattergories

Divide the class into groups. Ask students to draw a table and divide it into columns with different categories; for example: *Subjects, Jobs, Places in town, Animals, Clothes*, etc. Go through the alphabet in silence and invite a volunteer to stop you. Or prepare cards with the letters of the alphabet and invite a student to pick up one. Determine a time limit and tell students to write words that begin with that letter for each category. Finally, ask some students to read their lists and write the words on the board to check spelling and invite other students to add their answers if they wrote different words. Students score one point for each correct word.

Taboo

Prepare cards with words students need to revise. At the top of the card, write the word students have to guess and below it, three or four words associated with it. Invite a volunteer to pick up one card and explain she / he has to define the word at the top without saying the words that are included in the card. The student who guesses the word, picks up another card to define a new word.

Questions and Answers

Write sentences from the texts in the book on the board; for example: *Amelie Lemaire is from France. Peter Thompson works in a pet shop from 9 am to 3 pm. Bruno Mars can dance excellently.* Divide the class into groups and ask the students to write as many questions as they can for each sentence. Encourage them to include *Wh-questions* and *Yes / No questions*; for example: *Where is Amelie from? What's her surname? Is she from England? Where does Peter work? What time does he start work?*, etc.

Top Five

Invite students to write a list of their favourite people, places, things or activities. For example: *Write five: ...food items you love; ...free-time activities you like; ...pop stars you listen to;* etc. Then, invite the students to walk around the classroom to ask and answer about their preferences and compare their ideas. Invite some volunteers to report their classmates' answers and give reasons for their preferences.

Missing Word

Divide the class into groups and explain that you are going to read three sentences with the same missing word. Read the examples aloud and substitute the word for a sound; for example: *My sister never has BLEEP in the morning. I usually have milk and cereals for BLEEP. BLEEP is a very important meal.*

Act It Out!

Divide the class into groups. Prepare cards with different situations; for example: *winter / summer holidays; a concert; at a restaurant / café*. Invite a group to the front to represent activities related to the situation so that the rest of the class guesses. When a group gives the correct answer, encourage the students to describe the different actions: *(Pedro) is cooking. (Sofía) is serving food. (Leo and Facu) are eating. They are at a restaurant.*

Correcting Mistakes

Write sentences with mistakes on the board. Divide the class into teams and have them correct the sentences. Explain they have to correct grammar, spelling and punctuation. Invite volunteers from the teams to read the correct versions and write them on the board to check.

Word Cards

Prepare cards with words, making sure to include all the categories, and put them in envelopes. Divide the class into groups and give them an envelope. Determine a time limit and ask the students to form sentences with the word cards. Finally, invite all the groups to read out their sentences and give a point for each correct example. Give an extra point for the longest sentence and the highest number of correct sentences.

Whispering

Organise students into groups of five or six. Ask each group to stand in a line. Whisper a sentence to the first student in each line. Each student should pass the information to the student behind by whispering the sentence into her / his ear. The last student in each line has to say the sentence aloud, draw what she / he has heard and / or perform the action. If it is incorrect, the first student in the line will have to do it.

Opposites

Divide the class into groups and dictate words for students to think of their opposites. Determine a time limit and check the words on the board. For example: *in front of – behind; summer – winter; hot – cold; sunny – cloudy; lazy – hardworking; always – never; early – late; up – down; etc.*

Find Someone Who...

Write specific information on the board; for example: *Find someone who usually reads books*. Tell the students they have to walk around the classroom to ask questions to their classmates until they find someone who has that habit. Determine a time limit and give students a point for each person they find.

Suggestions: Find someone who...

likes Science.
has got a purple sharpener.
lives near school.
does homework in the morning.
is tidy.
is wearing red socks.
hates snakes.

Scrambled Letters

Write letters scattered on the board and encourage the students to use them to make words. Explain that each letter can be used only once in each word. Determine a time limit for students to write down as many words as they can. Finally, invite volunteers to write the words on the board to check spelling.

Crossword

Write a word related to a topic in the middle of the board; for example: *holidays*. Ask the students to use the letters of this word to write other words associated with the topic. They can add words vertically and horizontally.

All Around Extra Activities

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Associations

Divide the class into groups and invite the students to sit in circles. Say a word or write it on the board; for example: *park*. One student from each group says a word she / he associates with park: *trees*. Then, the next student in the circle says another word associated with trees: *birds*. Students continue associating words to the previously mentioned word until the last student. Ask the groups to write down the words they mention and then compare the associations.

Dice Game

Bring a dice and divide the class into groups. Assign a category to each number and write the reference on the board: 1. *Jobs*; 2. *Places in town*; 3. *Personality adjectives*; 4. *Daily activities*; 5. *Bugs*; 6. *Holiday activities*. The groups take turns to throw the dice twice: the first time, they identify the number with the category and the second time, they know the number of words they have to say in relation to that category. For example, if the students get 5 and 3, they have to mention three bugs.

Slow Reveal

Bring pictures of objects, people and animals. Put a picture behind a large piece of paper and reveal it slowly. Encourage the students to guess and give reasons for their answers every time you show part of the picture. Continue with this procedure until the students guess correctly.

Scanning

Explain to the class that you are going to ask them to find specific things in their books and they have

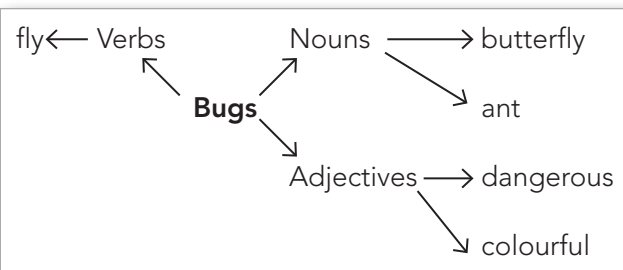
to write the number of the page where it appears. For example: *Find a girl with a hat; a famous artist; a boy with a cap; a man with glasses*, etc. Finally, check the pages with the class and encourage the students to describe the person or object.

Picture Dictation

Prepare descriptions of places and situations. Explain to the students that you are going to read the descriptions and they have to draw what they hear; for example: *It is a sunny day but it's windy. There are six people on the beach. A man is falling from his surfboard into the sea and there is a huge wave behind him. There is a bar with tables and chairs near the sea. A man is drinking an orange juice and reading a book. Near the bar, a woman is running very fast after her hat. There are two children playing volleyball and the ball is going to the sea because of the wind*. Invite the students to colour their pictures and then, write the description. Encourage them to add more details to their pieces of writing such as the people's physical descriptions.

Brainstorming

Write a word on the board and ask the students to say words related to the topic; for example: *Bugs*. Design a mind map and encourage the students to mention the words for the corresponding category; for example:



Draw it

Divide the class into groups. Invite a volunteer from one team to the board. Whisper a word or show the student a word card. Then, blindfold the volunteer and ask her / him to draw the picture on the board. The team has a minute to guess and if they say the correct word, they get a point.

Clues

Divide the class into groups. Prepare cards with words that students need to revise. Invite a volunteer to come to the front and pick a card. The student has to describe and give clues for the team to say the word: *It is a clothing item. You can wear it when you're cold in winter. (It's a coat.)* If the students guess correctly, the team gets a point.

Snap!

Ask the students to prepare cards with words and pictures to revise vocabulary; e.g.: *insects, food, jobs, actions*, etc. Tell them to write a word in one card and draw the corresponding picture on the other. Then, ask the students to work in pairs and place the cards downwards on the desk. Students have to turn the cards at the same time. If the words or pictures match, they have to say *Snap!* The student who collects more cards is the winner.

Hangman

Draw a scaffold on the board and lines for each letter of the word. Encourage the students to say letters. If the letter is part of the word, write it in the corresponding blank. If the letter is incorrect, draw a part of the body. The student who guesses the word comes to the front and thinks of another word for the class to guess.

True or False?

Give out wooden sticks and two paper squares to each student. Tell them to write the word TRUE on one square and the word FALSE on the other. Then, ask students to glue each square on a stick. Say true or false statements about a topic that the students have learnt about. Get students to hold up their sticks to show whether each statement is true or false. Then, students may take turns to say true and / or false statements.

Word Chain

Write a word on the board and encourage a volunteer to use the last letter to write another word; for example: *chef, February*. Then, ask another student to write another word using the last letter: *chef, February, year*. Continue with the same procedure.

Memory Game

Prepare flashcards and word cards. Write numbers or letters on the back of the cards and stick the cards facing the board. Divide the class into groups and ask them to say two letters / numbers and turn the cards to check if they match. If the picture and word match, the group takes the cards. If not, turn the cards again and ask the next group to say two letters / numbers. The group with more cards is the winner.

Word Groups

Invite the students to mention words related to a topic you want to revise. Write all the words scattered on the board and encourage the students to organise the words in groups and explain their connection.

Word Race

Divide the class into groups and ask them to get in lines. Bring pictures of the vocabulary they have learnt and stick them on the board. Tell the students you are going to spell a word and they have to run and find the correct picture. Make sure there is more than one picture for each word. The first student who takes the correct picture earns a point for the group. The group that collects more pictures is the winner.

Bingo

Ask the students to draw a grid of eight squares and write words related to the topic they need to revise. Call out one word at a time and tell the students to cross them if they are in their grids. Explain that when they cross all of the words, they have to shout *Bingo!*

All Around Extra Activities

Odd One Out

Dictate six words on the board and include one that does not belong to the same group; for example: *secretary, scientist, hospital, waiter, nurse, reporter*. Encourage the students to identify the word that is different from the group and explain why: *Hospital isn't a profession / job*. Repeat the procedure with other categories.

Missing Letter

Revise vocabulary by writing words on the board with missing letters. Determine a time limit and encourage the students to complete all the words. Invite different volunteers to the front to write the answers and check.

Tic-Tac-Toe

Draw a grid of nine squares and write words or phrases you want to revise and a symbol to represent the type of sentences: + for affirmative, - for negative and ? for interrogative. Divide the class into two teams X and O. If the sentence is correct, they mark the square with their symbol. The first group that can draw three symbols in a row wins the game.

Lip Reading

Invite a volunteer to come to the front and whisper a sentence into his / her ear. Sentences will vary according to the structures students need to revise. Then, the student should whisper the sentence so that his / her classmates cannot hear it. The class should guess the sentence by reading his / her lips. The winner is the student who can guess.

Picture Find

Bring pictures illustrating situations with people and objects. Divide the class into groups and hand each group a picture. Say a letter and ask the students to find something in the picture that begins with that letter. Continue with other letters and have the students write down the words. Check answers with the class and the group with the most correct words wins.

Air Writing

Write a word in the air and have the class identify it. Ask the student who recognises the word to write it on the board to check spelling. Then, that student writes another word in the air for their classmates to guess.

All Together

Bring a ball of string into the class. Ask students to sit in a circle and emphasise that they must remain on their seats (for safety reasons). Say the following statement aloud: *I like sunny days*. Then, hold the end of the string and throw the ball to the next student. He / She repeats the sentence and adds an idea; for example: *I like sunny days and video games*. Then, the student holds a piece of string and throws the ball to another student, who will repeat the procedure. Students will have fun by creating an entangled string web. The game continues until one of the students cannot enumerate the items in order. The game can be adapted to revise different lexical groups or target structures.

Guess Who

Bring photos of famous people from different fields. Show the pictures to the students and elicit the names. Stick the photos on the board and write the names under each of them. Explain that you are going to choose one of these people and they have to ask you *Yes / No* questions to find out who you are: *Have you got short hair? Are you an actress?*, etc. When a student identifies who you are, she / he chooses another famous person and the rest of the class has to ask her / him questions.

Ball Game

Revise *Yes / No* questions with the class. Throw a ball to a student and ask her / him a question: *Do you...? Have you...? Can you...? Are you...?* The student answers and throws the ball to a classmate and asks another question.



What's Missing?

Show one flashcard at a time to the class and ask them to remember what they see. Then, remove a card and stick the others on the board. Encourage the students to identify the flashcard that is missing.

Back Writing

Divide the class into groups and ask them to form lines. Give the students at the front a piece of chalk. Write with your finger different words on the back of each student at the end of the lines. Students have to recognise the word and write it with their fingers on the student in front of them. They continue with the same procedure and the student with the chalk writes the word on the board.

All Around Extra Activities

All Around Celebrations



World Health Day

(April 7)

Sportswear Design

Materials: Construction paper.

Procedure: Brainstorm healthy and unhealthy habits with the class. Invite students to reflect upon the importance of exercising. Also draw their attention to the clothing items people wear when doing sports. Encourage the class to describe the clothes; for example: *comfortable trainers*. Tell students they are going to find out what kind of sportswear people of their age want to wear and design a piece of sports clothing for them. Divide the class into small groups and ask them to decide what kind of sports clothing they will survey: *sports shoes, jackets, sweatshirts*. Write the following prompts on the board and invite groups to think about what questions to ask: *colours, materials, images, length, size -tight / baggy*. Tell students to interview at least 15 people and record what they would like to include in the design. Finally, distribute construction paper and have groups sketch a design for the new product, which meets the needs highlighted in the survey. Ask students to write a description of the product below the design: *This is a sweatshirt. It is made of cotton and lycra*. Invite the groups to present their designs to the class.



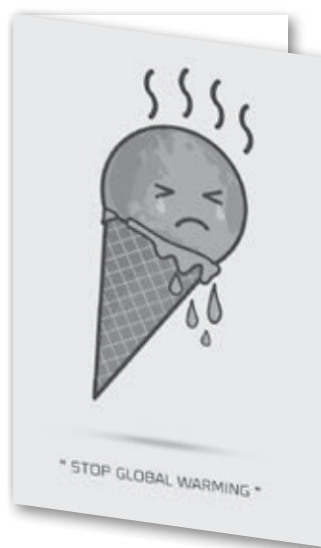
World Earth Day

(April 23)

Make Your Own Ecology Poster.

Materials: Construction paper, chalk pastels.

Procedure: Before students make their posters, you can show them different models and ask the class to describe them, discuss the message, decide if it is effective and why. Distribute construction paper and pastels. Invite students to design a poster about caring for the environment. Tell them to invent and write a slogan for their posters. Display students' work around the classroom and school.





World Book Day

(April 23)

Design a Book Cover.

Materials: Magazines, paper (half a sheet per student).

Procedure: Ask students about their favourite books and write them on the board. Elicit the names of different literary genres: *mystery, horror, comedy, science fiction, romance, fairy tale, detective story, etc.* and ask students to decide to which genre their favourite books belong. Distribute paper halves and magazines. Invite each student to design a cover for his or her favourite book. Tell students to write the title and the author's name decoratively and to draw or cut out pictures from magazines to illustrate the cover. Encourage students to write to which genre

the book belongs on the inside back cover and also to include the reason why it is their favourite book; eg.: *I like Harry Potter and The Goblet of Fire because it is an amazing adventure story. My favourite character is Ron and I really like Quidditch games.*



International Music Day

(June 21)

Make an Instrument.

Materials: Paper plates, dried beans, rice, glue, nylon string, shoeboxes, toilet paper rolls, tissue paper, rubber bands, waxed paper, masking tape, plastic bottles, combs, wooden sticks.

Procedure: Display materials on the table. Divide the class into pairs and have students take any materials they want, to make a musical instrument. Each pair must make a percussion, wind or stringed instrument with the materials. Encourage students to display their instruments, give a performance of their sounds and describe them: *It's made of a (toilet paper roll).* / *It has got...* / *It's (red / small).* Once students have created the instruments, invite the class to classify them into wind, stringed or percussion. Then, tell students to decide which instrument makes the loudest, softest, highest or lowest sound. Discuss which is the biggest, smallest and most appealing instrument.



Father's Day

(3rd Sunday in June)

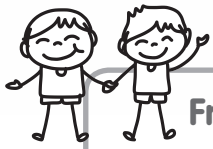
Mobile

Materials: Construction paper, glitter, foil, coat hangers (one per student).

Procedure: Invite students to think of words and phrases for describing their fathers, draw pictures on the construction paper and cut them out. Next, ask them to paint and decorate their pictures with glitter, foil and any other material they choose. Then, tell them to hang their pictures from different lengths of string on a coat hanger. Display students' mobiles around the classroom and invite students to describe them.



All Around Extra Activities



Friendship Day (July 20)

A Friendship Card

Materials: Paper, index cards, crayons.

Procedure: Distribute index cards, paper rectangles and crayons. Invite students to draw on their card a picture illustrating the most important aspect of friendship to them. Then ask them to write a corresponding definition on their paper rectangle. Display students' pictures around the classroom. Collect the definitions and redistribute them. Tell students to read the definitions and locate the corresponding pictures.

Make a Card for Your Friend.

Materials: Construction paper, magazines.

Procedure: Distribute magazines and construction paper. Ask students to write a card for his or her best friend, telling him / her why they like them; eg.:

*Dear Santi,
You're my best friend.
I like you a lot because you're very generous
and funny.
Feli*

They can also glue pictures from magazines or make drawings on their cards to decorate them.



Mother's Day (3rd Sunday in October)

Pressed Flower Cards

Materials: Small flowers and leaves, construction paper, glue, waxed paper.

Procedure: Cut construction paper into letter-sized rectangles (1 per student). Distribute materials. Tell students to fold their paper rectangles in half to make a card. Encourage them to arrange some flowers and leaves on the cover, leaving space to do some writing at the top. Ask students to carefully dab a little glue on the back of the petals, leaves and stems. Allow the glue to dry. Then, help students place a piece of waxed paper over the flowers and a heavy book on top. This will prevent the petals and leaves from curling. Leave cards for several hours in a dry, cool place. Finally, tell students to write a Mother's Day message on them to give to their mothers as a present.

Mum's Place Mat

Materials: Student's family photos, construction paper, glue, white paper, clear contact paper, markers.

Procedure: For each student cut a rectangle (38 cm x 25 cm) from construction paper. Ask students to draw pictures representing the reasons for loving their mothers. Tell them to outline their pictures with markers and colour them brightly. Invite them to cut out and glue their drawing and family photos onto construction paper in the form of a collage. Encourage them to date and sign their work. Help students cover their collages with clear contact paper to seal the place mat.



Halloween

(October 31)

Spooky Bats

Materials: cardboard tubes, glue, construction paper of different colours, markers and yarn.

Procedure: Invite the students to cover the tubes with a piece of construction paper of any colour they want. Then, ask them to take the same or another piece of construction paper and draw the wings. Have them cut out the wings and glue them on the tube. Tell them to do the same for the mouth and the eyes. Or, if they prefer, they may draw the parts directly on the tube. Finally, glue the yarn on the back of the tube or punch a hole and tie the yarn. Hang all the bats upside down in the classroom to decorate it for Halloween.



Happy Holidays!

Make your own Wish Scroll.

Materials: Two paper towel tubes, rolled kraft paper, a ruler, glue, scissors and ribbon.

Procedure: Ask students what they want to do for their summer / winter holidays. Divide the class into pairs and invite students to tell their partners five of their desires; for example: *I want to go to the beach this summer.* Then, encourage students to share some of their ideas with the whole class. Ask them to write their wishes on a separate piece of paper or in their notebooks first. Encourage them to exchange their writing pieces to check. Finally, correct their ideas. Before writing their final versions in the kraft paper, tell them to make the wish scroll. First, have the students cut the paper towel tubes so that they are the same size as the kraft paper. Then, tell them to add glue to one of the tubes and roll the paper over it to cover it completely. Ask the students to spread the paper and glue the end to the other paper tube. When the wish scroll is ready, students write their wishes and draw pictures to decorate the scroll. Invite them to roll the tubes to the centre and tie them with a ribbon. Explain that they can open it at the end of their holidays.

All Around Extra Activities

Notes

All Around Extra Activities

Track List - Audio CD

Track	Listening	Activities
2	Listening 02	Unit 1. Page 7. Exercise 2. Listen and repeat.
3	Listening 03	Unit 1. Page 7. Exercise 3. Listen and circle.
4	Listening 04	Unit 1. Page 8. Exercise 1. Listen and say.
5	Listening 05	Unit 1. Page 8. Exercise 2. Listen and write the subjects.
6	Listening 06	Unit 1. Page 9. Exercise 4. Listen and complete the table.
7	Listening 07	Unit 2. Page 18. Exercise 1. Listen and read.
8	Listening 08	Unit 2. Page 18. Exercise 2. Listen and repeat.
9	Listening 09	Unit 2. Page 20. Exercise 1. Listen and read.
10	Listening 10	Unit 2. Page 22. Exercise 1. Listen and read.
11	Listening 11	Unit 2. Page 25. Exercise 3. Complete. Then, listen and check.
12	Listening 12	Unit 3. Page 30. Exercise 1. Listen and read.
13	Listening 13	Unit 3. Page 32. Exercise 2. Listen and repeat.
14	Listening 14	Unit 3. Page 33. Exercise 4. Complete the texts and match. Then, check.
15	Listening 15	Unit 3. Page 34. Exercise 1. Listen and circle.
16	Listening 16	Unit 3. Page 35. Exercise 4. Listen and read.
17	Listening 17	Unit 4. Page 42. Exercise 1. Listen and read.
18	Listening 18	Unit 4. Page 44. Exercise 1. Listen and match.
19	Listening 19	Unit 4. Page 46. Exercise 2. Listen and repeat.
20	Listening 20	Unit 4. Page 46. Exercise 3. Listen and tick ✓ the correct option.
21	Listening 21	Unit 4. Page 48. Exercise 1. Listen and repeat.
22	Listening 22	Unit 5. Page 55. Exercise 5. Read what Bruno says and write. Check.
23	Listening 23	Unit 5. Page 57. Exercise 2. Listen and read.
24	Listening 24	Unit 5. Page 58. Exercise 2. Now, complete the interview with the phrases in 1. Check.
25	Listening 25	Unit 5. Page 60. Exercise 1. Listen and read.
26	Listening 26	Unit 6. Pages 66 and 67. Exercise 1. Listen and read.
27	Listening 27	Unit 6. Pages 66 and 67. Exercise 2. Complete and check.
28	Listening 28	Unit 6. Page 70. Exercise 1. Listen and read.
29	Listening 29	Unit 6. Page 72. Exercise 1. Listen and read.

All Around

New Edition

All Around New Edition is a fully updated and improved version of the best seller *All Around*.

While still focusing primarily on the learning of the English language, the topics, activities and resources in this new edition have been carefully redesigned to teach the whole child – cognitively, creatively and socially through a variety of modern and entertaining CLIL projects and social emotional competences activities. A Big Question now establishes the central topic of the unit and promotes critical thinking, curiosity and interest in learning. As students acquire and practise extensively the necessary language skills in English, the series also helps them develop themselves socially and emotionally at the same time.

Key Features

- Clear and easy-to-use material within a simply-structured and integrated programme
- Variety of printed and digital cross-curricular, interactive and fun activities for students
- Plenty of extra ideas and materials for teachers

Components

For the student

- Student's Book + Workbook
- Interactive Activities

For the teacher

- Teacher's Book + Audio CD
- Teacher's Resource Material
- Digital Book
- Posters

