

Teacher's Book

AVI Around

New Edition



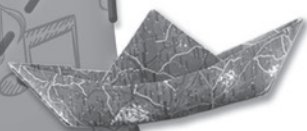
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Richmond

All Around

New Edition



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Contents in the Student's Book

UNIT	Language	Key Vocabulary
1 What do you like doing?	<p>He / She is (friendly). Do you share your bedroom? Yes, I do. / No, I don't. There is (a purple wall). / There isn't a (pet). There are some (pictures). There aren't any (tables). Is / Are there...? Yes, there is / are. No, there isn't / aren't. How many... are there? He loves singing. She likes pizza.</p>	<p>Parts of the body: eyes, hair Adjectives: short, long, straight, blonde... Parts of the house: bedroom, kitchen, garage... Places: park, cinema, restaurant, museum... Common and proper nouns: cousin, Camila... Prepositions: on, in, under, next to, behind Personality types: dreamer, nerd, leader... Personality adjectives: curious, analytical, trendy...</p>
2 What are the rules?	<p>Can I go to (the cinema)? We must (arrive on time). We mustn't (run). Open / Don't open the door, please. Put some ham on the pizza. I am / am not going to (buy drinks). He / She is / isn't going to (make cakes). We / You / They are / aren't going to (have a party).</p>	<p>Actions: go to the cinema, run, play football, ride... School subjects: Maths, Language, History... Adjectives: funny, interesting, boring Cooking verbs: spread, cook, sprinkle, boil... Actions: buy drinks, make pizzas, contact the DJ...</p>
3 What's the difference?	<p>(Messi) is younger than (Ronaldo). (Football) is more popular than (volleyball). (The caps) are the trendiest (accessories) of all. The most popular sport is (football). (Jupiter) is bigger than (Saturn).</p>	<p>Adjectives: young, old, tall, short, thin... Comparative form of adjectives: younger, lighter, more / less entertaining, better, worse... Planets: Mercury, Venus, Earth, Mars... Big numbers: 54,000,000... Superlative form of adjectives: youngest, shortest, most / least popular, best, worst...</p>
4 What's your favourite music style?	<p>(Freddie Mercury) was / wasn't British. (Queen) were / weren't (from London). Was Pink born in the '70s? Yes, she was. / No, she wasn't. Were The Beatles from England? Yes, they were. / No, they weren't. When / Where were you born? I was born in... She played the piano in 1983. There was / wasn't a concert. / There were / weren't dancers.</p>	<p>Music words: songwriter, lead guitarist, drummer, bassist, piano, violin... Past simple - regular verbs: loved, lived, liked, started, composed, played, moved...</p>
5 How do we learn about the past?	<p>Dinosaurs lived around 230 and 66 million years ago. The T-Rex was taller than the Stegosaurus. The Oviraptor was the smallest dinosaur of all. She visited (the Aztecs). She went to (Egypt). There was a pyramid. There wasn't electricity. There were pictograms. There weren't any cars.</p>	<p>Adjectives: small, tall, heavy, dangerous... Past simple - regular verbs: lived, started, visited... Dinosaurs' names: Megalosaurus, Oviraptor... Past simple - irregular verbs: had, ate, ran, went... Miscellaneous: bones, fossils, paleontologist, carnivore, omnivore, herbivore, scribes...</p>
6 What did you do last holidays?	<p>When did Milly go camping? Did Milly eat (hamburgers)? Yes, she did. / No, she didn't. (She) didn't tell (her friends). She swam (in the lake). They are staying (at a hotel). We are going to (visit the city) tomorrow.</p>	<p>Holiday activities: play volleyball, swim, relax, sail... Past time expressions: last year, four days ago, the day before yesterday, yesterday Miscellaneous: tent, sleeping bag, backpack, campsite, compass</p>

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 for 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.
- Factual and fictional reading passages have been carefully graded so as to accompany the students' progress.
- 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 and classifying words.

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 as well as stories, 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.

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

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



5

1. Listen and read. Then, discuss.

DIGGING INTO THE PAST

Dinosaurs lived around 230 and 66 million years ago. But not all of them lived at the same time. There were different types of dinosaurs: carnivores with sharp, pointed teeth; herbivores, with long flat teeth; and omnivores, with a mixture of sharp and flat teeth. And they were of different sizes, too. Plant eaters were larger than meat eaters. And the smallest dinosaurs were about the size of a chicken.

In 1819, William Buckland, a British fossil hunter, discovered some fossils. He then described them and named the giant animal *Megalosaurus*. In 1822, Mary Anon Marshall discovered fossilised bones similar to an *Iguanodon* skeleton. The *Iguanodon* was the second fossil dinosaur to receive a name. But it wasn't until 1842 that the palaeontologist Richard Owen coined the word *Dinosauria* to classify the animal fossils.

SPEAK OUT!

- What do you think are the main tasks of a palaeontologist?
- Would you like to be a palaeontologist? Why?

2. Number these steps. Listen and check.

Palaeontologists find evidence of the life of dinosaurs by analysing fossils. But looking for fossils is not easy. There are many things palaeontologists must do when they find a fossil.

<input checked="" type="checkbox"/> number the bones	<input type="checkbox"/>	<input checked="" type="checkbox"/> brush the bones carefully	<input type="checkbox"/>
<input checked="" type="checkbox"/> take the bones to a museum	<input type="checkbox"/>	<input checked="" type="checkbox"/> put the skeleton together	<input type="checkbox"/>
<input checked="" type="checkbox"/> remove rocks around the fossils	<input type="checkbox"/>	<input checked="" type="checkbox"/> put the bones in boxes	<input type="checkbox"/>

3. Read the glossary. Complete the meanings of the dinosaur names.

brachion = arm	
cera = horn	
deino / dino = terrible	
don = tooth	
mega = large	
ovi = egg	
ptero = wings	
raptor = thief	
rex = king	
sauros = lizard	
stego = covering, roof	
topo = head	
tri = three	
tyranno = cruel	
veloc = fast	

Dinosauria derives from the Greek words *deinos* (terrible) and *sauros* (lizard) and it means terrible lizard. Scientists often use Greek or Latin root words for the names of dinosaurs and they often describe a physical characteristic. Find out more about dinosaurs' names.

1. Megalosaurus:	lizard
2. Deinodon:	terrible
3. Parosaur:	lizard with _____
4. Triceratops:	_____ with three horns
5. Velociraptor:	_____ thief
6. Brachiosaurus:	lizard with _____
7. Stegosaurus:	covered _____
8. Tyrannosaurus Rex:	_____ king lizard
9. Oviraptor:	thief of _____



1. Look at the photos in exercise 2 and predict.
Amy and Camila are making plans for the weekend.

1. Where can they go?
2. What activities can they do?

2. Read. Then, listen and tick the correct option.

VISIT MEXICO

Mexico is a country of colours and beauty. There are all types of attractions for everyone to enjoy. Here are three reasons to choose Mexico for your holidays. Don't miss this magical place!

1 The beaches

Visit Cancun, Acapulco or Puerto Vallarta. These are all popular beach destinations you cannot miss. Snorkelling and scuba diving are some of the activities you will enjoy! You can see colourful fish, sea turtles and even dolphins in their natural habitat.

2 The ruins

There are plenty of archaeological sites in Mexico. Plan a visit to Teotihuacan or to the Mayan ruins of Chichen Itza. Don't forget your camera and make sure there is space on your memory card. Wear comfortable clothes and shoes! There is a lot to see and a lot to walk.

3 The food

Do you like eating typical food? Well, Mexican food is an important part of culture. You can try tacos or tamales and many other delicious dishes! There are hundreds of restaurants where you can eat traditional Mexican food.

1. Why can't they go to the beach? Because...
Camila is afraid of dolphins. ☐
it is cold and rainy. ☐
it is far from Mexico City. ☐

2. Camila thinks that visiting the ruins is...
boring. ☐
interesting. ☐
impossible. ☐

3. They can't go to Teotihuacan because...
it is far away from Mexico City. ☐
Amy's father can't take them. ☐
it is late. ☐

4. They decide to eat in a restaurant because...
Camila likes eating typical food. ☐
Amy loves Mexican food. ☐
Amy likes her father's food. ☐

3. Complete Camila's post. Listen and check.

WHAT I LIKE ABOUT MEXICO

November museums volcanoes helpful historic sculptures

1. Mexico is not just about beautiful beaches. The landscape varies greatly from deserts and canyons to lagoons and volcanoes.

2. There are cities and towns with colonial architecture. Many of these places are World Heritage sites.

3. There are many festivals and traditional celebrations. El día de los muertos, on 1st and 2nd, is very popular and people honour their ancestors on these days.

4. Art is everywhere, in the form of murals, and handmade crafts.

5. There are more than 150 interesting in Mexico city only.

6. People are very friendly and. They make visitors feel comfortable.

4. Now, answer about you. Then, tell your friend.

1. What do you like about Mexico?
2. When you travel to a new place, do you like visiting museums? do you like going to the beach? what don't you like doing?

Fictional and factual reading passages are carefully graded to accompany the students' progress and to introduce them into the habit of reading.

Speaking skills are practised in varied activities and games.

1. Read and vote.

Great rules in our schools

Are you tired of the typical school rules?

Maggie

We must attend meditation sessions every day. We must start the school day with breathing exercises and guided relaxation. I feel very positive and energetic after meditation.

Brian

In my school, we must study the traditional subjects (Maths, Language or Geography, for example) and we must also learn Computer Games Testing, Cooking and Outdoor Activities (fishing, climbing trees). Of course, we must pass all the exams at the end of the year. I love cooking tests because we can eat what we make at the end.

Mel

Do you care about the environment? So, my school is for you! There are solar panels and all the desks and chairs contain recycled materials. We must separate the rubbish and we mustn't use plastic bags or containers. We must also take care of the vegetable garden and collect the vegetables for the school canteen.

Users Vote

These comments are

☐ Funny 58%

☐ Interesting 42%

☐ Boring 0%

2. Read these comments and decide: Maggie, Brian or Mel?

1. We mustn't throw the rubbish in only one bin. 2. We are testing a new computer game at school. 3. We must relax before the class starts. 4. I must learn all the pizza ingredients for a test.

1. I like going camping to test my knowledge. It's my favourite exam! 2. Have you got a paper bag? I must take some boots home. 3. I don't feel tired in the mornings. 4. I love gardening and growing organic food.

3. Now, answer.

1. How often does Maggie meditate at school?
2. What does Brian like best about his school?
3. Why does Mel collect vegetables?

4. Write your own list of great school rules with your friend. Then, tell your partners.

OBLIGATIONS

In our school, lessons must start at 10 am.

PROHIBITIONS

Children mustn't obey their teachers because there aren't any teachers.

SPEAK OUT!

What do you think about the comments?
Which school do you prefer? Why?
Which is the easiest rule to obey?

The *Speak Out!* section provides opportunities to discuss questions related to the topic presented in the text and give opinions.



Overview

Varied and challenging listening tasks.

2

1. Listen and read. Underline the commands.

I love sports and my favourite subject is PE. My friends and I are a bit messy and our teachers are noisy. They give us a lot of orders: 'Sit down and pay attention!', 'Don't shout!', 'Come here!', 'Don't wear accessories!', 'Pass the ball to your classmate!', 'Don't walk! Run!' After a few minutes, we all need a break!

Harry, 11

2. Write the commands. Then, mime and play with a friend.

Sit down. _____

Use the imperative form to give commands or instructions, e.g.: Open the door. Say 'please' to be polite, e.g.: Don't open the door, please.

3. Match the commands with the photos.

Don't use your phone. Don't sleep. Hurry up! Raise your hand, please. Be quiet. Clean the board, please.

4. Look at the photos and number the instructions. Check.

This is a tutorial from Brian's cooking lessons. Learn how to make pizza!

1. Put some ham or salami. 2. Spread tomato sauce on top. 3. Cook in the oven for five minutes. 4. Eat and enjoy your pizza! 5. Put the dough on a pizza pan. 6. Sprinkle with cheese.

5. Create your own recipe. Write the instructions.

Recipe

Writing activities take students into real literacy.

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

4

1. Read and circle the correct option. Listen and check.

Young musical talent

Sarah Chang is an American classical violinist. She started to play the instrument when she ¹¹ is / was four and, still today, she performs with well-known orchestras and conductors.

Sarah ¹² was / were born on December 10, 1980 in Philadelphia. Her parents are from South Korea and they moved to the United States in 1979. Her mother is a composer and her father is a violinist and music teacher.

When Sarah ¹³ is / was three, her mother trained her to play the piano. A year later, she started to play the violin.

It ¹⁴ was / were a present for her fourth birthday and she really liked it. So, at the age of six, she studied music in Juilliard School in New York and she also attended regular school in Philadelphia. In 1993, two years after her training, she played with the New York Philharmonic. And, in 1992, she recorded her first album *Debut* and it ¹⁵ was / were a classical best-seller. This was just the beginning of her successful career.

Today, she still plays as a soloist and with orchestras and she records albums. She ¹⁶ is / was also the US Embassy's Artistic Ambassador and she supports and promotes childhood music education.

2. Read again and tick the correct option.

1. Sarah is from...
the United States. ☐
South Korea. ☐

2. She was born on...
September 10, 1980. ☐
December 10, 1980. ☐

3. She plays the...
piano. ☐
violin. ☐

4. The violin was a present for her...
sixth birthday. ☐
fourth birthday. ☐

5. Sarah's parents...
were her music teachers. ☐
weren't her music teachers. ☐

6. Sarah's first album was...
a success. ☐
with the New York Philharmonic. ☐

3. Complete the timeline with the information about Sarah.

1980 was born in the USA

1983 recorded her first album

1984 attended regular school

1986 received a violin as a present

1988 played with the New York Philharmonic

1992 started to study at Juilliard School

1992 played the piano for the first time


4. Now, use the information to write a summary about Sarah's early years.

Sarah was born in _____



Easy-to-follow and clearly expressed instructions.

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

4

1. Listen and read. 

In today's morning show, the presenters are talking about a local music festival. Surprisingly, a garage band received special attention yesterday. What really happened?

The most important festival in town ended yesterday. There were a lot of people. And there was confusion, too. Let's see the images.

When this rock band started to play, people were confused and the organisers were very surprised. Why? They all wanted to see the famous rap band, Rhyme Machine, not Drum Machine!

2. Correct these sentences about the festival.

Use there + the past form of the verb to be to indicate that something existed or not in the past. Use there was / wasn't with singular nouns and there were / weren't with plural nouns, e.g.:
There was a concert. There were a lot of people.

- There were two guitarists in the band.
...There weren't two guitarists. There was only one.
- There were a few people in the festival.
- There was a rap band at the end of the festival.
- There was a woman in the rock band.
- There were dancers on the stage.

3. Complete the post with the verbs.

lost
was (x2)
loved
were (x2)
ended
started
played
relaxed


Best first concert ever!

Yesterday night was unbelievable! We ¹ our songs for an incredible audience. There ² more than 1000 people and they ³ very supportive. When we ⁴ to play, I ⁵ very nervous but then, I ⁶ the show ⁷ almost an hour and we ⁸ every minute of it. When the concert ⁹, there ¹⁰ a representative from a record company waiting for us. Next month, we are going to record our first album!

4. Imagine you were at the festival. Write and draw.


*Include: the time when the band started to play, the place where you were (food stand, on the grass, on the stage) and your reaction when you listened to them.

The band started to play at _____

Draw 

Imaginative writing tasks help students use the language acquired creatively.

6







1. Listen and read. 

A SCARY ADVENTURE

I got up very early and went to school to take the bus. We left at 8 am and, after two hours, we arrived at the campsite. It was a sunny and hot day and the place was very nice, with a lot of trees and a small lake.

First, my friends and I put up the tents with our teachers' help. It wasn't very difficult and we had fun. After that, we explored the place and collected sticks and wood. Then, the teachers made the fire and we ate hamburgers. Later, we swam in the lake and played some games. We were very happy because our group won many points in the competitions. But we knew that there was a more challenging activity to get some extra points. At eight in the evening, the teachers organised a treasure hunt and gave a map to each group. I was worried because it was a bit late and dark. The trees looked taller and there were strange noises. But I didn't tell my friends. I took my compass and my torch and I started to walk.

2. Read again and number the pictures.

3. Complete the questions with a verb and tick the correct answer.

arrive go do give

- Where did Milly _____ camping?
To school. ☐
To the hills. ☐
- When did she and her class _____ at the campsite?
At 8 am. ☐
At 10 am. ☐
- What did she _____ after lunch?
She played games. ☐
She explored the place. ☐
- What did the teachers _____ to each group?
A compass. ☐
A map. ☐
- What did Milly _____ to find the treasure?
A water bottle and a compass. ☐
A torch and a compass. ☐


4. Read the story again. Answer.

- Did Milly travel on Friday?
- Did she take a sleeping bag?
- Did Milly and her friends put up a tent?
- Did Milly eat hamburgers?
- Did they swim in a river?
- Did she tell her friends that she was worried?

5. Predict and draw.

What happened in the end?
Why was it a scary adventure?
Did Milly find the treasure?

Example: Yes, ... did. No, ... didn't.

Draw 

Overview

CLIL

SCIENCE PROJECT
Write the following facts about the planets.
Make a solar system model.

PLANET FACTS

- Location (first, second... planet)
- Distance from the Sun
- Average temperature
- Diameter in kilometres
- Length of a year
- Moons
- Rings
- Curious fact

Compare the most interesting planetary facts and make a presentation with a solar system model.

Venus is colder than Saturn with an average temperature of -195°C , but Neptune is the coldest planet of all.

SEL

INTEGRATION
What's the difference?
Complete the descriptions with the correct form of the adjectives in brackets.

1. Lucy, Melissa and Sara are _____ (good) players in the team. Sara is _____ (fast) in our team. He thinks he is _____ (bad) than Mike but he is _____ (popular) runner because he always wins the races.

2. Mike can run very fast but John is _____ (slow) than him. He is _____ (tall) but she is _____ (young).

3. Sam is _____ (small) boy in our group but he is _____ (strong) of all. He is _____ (confident) child in gymnastics and he is very skilful.

4. Football is _____ (popular) sport at school. Football matches are one of _____ (big) event in the year. Some matches are _____ (entertaining) than others. But our teams are _____ (good).

It's important to respect others' talents and learn from the differences.

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

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

CLIL

LITERATURE PROJECT
Choose a title and brainstorm ideas.
Write a short story.

☐ A terrible camping holiday
☐ A scary beach holiday
☐ A dangerous adventure holiday

Place: _____
Time: _____
Weather: _____
People: _____
Activities: _____
Title: _____
Incident / Event: _____
Feelings: _____
Ending: _____

Write your story.
Use these guiding questions.

Where did you go and when?
What was the weather like?
Who did you go with?

What did you do?
What happened?
What was the problem?

How did you feel?
What happened in the end?
Was there a happy ending?

SEL

INTEGRATION
What did you do last holidays?
Write suggestions for each situation.
How can these people feel better and enjoy their holidays?

Willy
I went into a forest at night but I was scared of the dark.
You can take a torch.

Melissa
I'm going to visit a tall building tomorrow and I'm scared of heights.

Dan
I don't enjoy beach holidays because I have fear of deep water.

Rick
Last year, I didn't like visiting the rainforest because I'm scared of insects.

Discuss with your friend.

- Do you feel fear? In which situations?
- What do you do so that your fear isn't so great?
- How can you help other people who experience fear?

Fear is a basic human emotion. Recognising how you feel and sharing your worries with others can help you manage them and have more confidence.

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. Write the comparative forms of the adjectives.

1. popular.....
2. old.....
3. young.....
4. happy.....
5. tall.....
6. short.....
7. thin.....

2. Use the clues to write sentences.

1. Rafael Nadal / short / Juan Martin del Potro.....
2. Juan Martin del Potro / young / Rafael Nadal.....
3. Rafael Nadal / good / Juan Martin del Potro.....
4. Rafael Nadal / strong / Juan Martin del Potro.....

3. Complete with the comparative form of the adjectives in brackets.

Serena and Venus Williams are great tennis players. Venus is (tall) (old) and (fast) and is (powerful) Venus. In my opinion, they both have excellent skills and they are (good) their rivals when they play together.



85

9. Read and circle the correct option.

The internet is a wonderful source of entertainment and information. But, it can be dangerous, too. Here are some useful tips to help you use it safely:

- ① You must / mustn't sit in front of the computer all day.
- ② You must / mustn't give your password to other people.
- ③ You must / mustn't give personal information.
- ④ You must / mustn't tell your parents or teachers about things you don't like on the Internet.
- ⑤ You must / mustn't share your pictures or videos with strangers.
- ⑥ You must / mustn't talk to people you don't know.

10. Match these ideas.

- | | |
|---|---|
| 1. You must go to bed early because... | <input type="checkbox"/> I'm going to watch a film at the cinema. |
| 2. We must study hard for tomorrow. | <input type="checkbox"/> for the trip I'm going to make with my school. |
| 3. My parents must sign the permission... | <input type="checkbox"/> We're going to have an important test. |
| 4. I must turn off the phone now because... | <input type="checkbox"/> you are going to get up at 6 am. |

84

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

13

Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
1	<ul style="list-style-type: none"> To revise personal information. To revise imperatives. To revise vocabulary related to the house, neighbourhood, family, weather and professions. To revise parts of speech. To identify common and proper nouns. To revise the idea of existence: <i>there be</i>. To talk about rooms in the house. To talk about and describe personality types. To read and identify a type of webpage. To talk about likes, dislikes and preferences. To revise the Simple Present tense. 	<ul style="list-style-type: none"> <i>My name's...</i> <i>I'm ... (years old).</i> <i>I'm from...</i> <i>I've got ... eyes.</i> <i>He / She is friendly.</i> <i>Listen to your partners. / Don't shout.</i> <i>Do you share your bedroom?</i> <i>Yes, I do. / No, I don't.</i> <i>There is a (purple wall). / There isn't a (pet).</i> <i>There are some (pictures). / There aren't any (boys).</i> <i>Is / Are there...?</i> <i>Yes, there is / are.</i> <i>No, there isn't / aren't.</i> <i>How many ... are there?</i> <i>He loves singing and dancing.</i> <i>She likes designer clothes.</i> <i>What do you like doing?</i> 	<ul style="list-style-type: none"> <i>There is a (large park near our home). / There isn't a (pet).</i> <i>There are (a lot of shops). / There aren't any (parks around).</i> <i>Is / Are there...?</i> <i>Yes, there is / are.</i> <i>No, there isn't / aren't.</i> <i>How many ... are there?</i> <i>I (don't) like / love / prefer + noun / verb -ing.</i>
2	<ul style="list-style-type: none"> To talk about rules. To predict information. To express obligation and prohibition. To ask for permission. To discuss and express opinions. To identify commands and instructions. To give commands and instructions in a polite way. To understand and give cooking instructions. To talk about future plans. To analyse and describe pictures. 	<ul style="list-style-type: none"> <i>Can I (go to the cinema)?</i> <i>Children must (wear a uniform).</i> <i>Children mustn't (shout).</i> <i>Open / Don't open the door, please.</i> <i>Put some ham on the pizza.</i> <i>I am / am not going to (buy the drinks).</i> <i>He / She is / isn't going to (send the invitations).</i> <i>We / You / They are / aren't going to (have a party).</i> 	<ul style="list-style-type: none"> <i>It is not necessary to (wear accessories).</i> <i>Pick up the papers.</i> <i>Sprinkle with cheese.</i>



Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none">• Parts of the body: <i>eyes, hair</i>• Adjectives: <i>short, long, straight, blonde, dark</i>• Parts of the house: <i>bedroom, kitchen, attic, garage</i>• Places: <i>park, cinema, shops, restaurant</i>• Professions: <i>doctor, teacher, police officer, chef</i>• Common and proper nouns: <i>cousin, Camila</i>• Prepositions of place: <i>on, in, under, next to, behind</i>• Furniture and electrical appliances• Holiday activities• Personality adjectives• Personality types: <i>dreamer, nerd, leader, analytical, geek, trendy, gossip</i>	<ul style="list-style-type: none">• Reading for specific information.• Reading for general understanding.• Describing pictures.• Reading to check information.• Listening for aural input.• Listening for specific information.• Completing sentences using key information.• Asking and answering questions about the rooms in a house.• Correcting information.• Listening and choosing the correct option.• Integrating knowledge by creating a brochure and reflecting on being creative.	<p>Social emotional competences</p> <ul style="list-style-type: none">• Exchange of personal information.• Interaction among classmates.• Respect for other people's views.• Being creative and using one's imagination to do activities. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none">• Inference of information through observation of visual clues.• Prediction of information through observation of visual clues.• Use of context clues to identify people. <p>Content and language integrated learning</p> <ul style="list-style-type: none">• Geography: Creating a travel brochure.
<ul style="list-style-type: none">• Actions: <i>go to the cinema / shopping centre, skate with friends, ride a bike, play video games, make the bed, etc.</i>• School subjects: <i>Maths, Language, Geography, History</i>• Adjectives: <i>funny, interesting, boring</i>• Cooking verbs: <i>spread, cook, sprinkle, boil, etc.</i>• Actions: <i>buy drinks, make pizzas, contact the DJ, etc.</i>• Miscellaneous: <i>bossy, costume party, party theme</i>	<ul style="list-style-type: none">• Listening for aural input.• Reading and listening for specific information.• Reading and choosing the correct option.• Listening to check information.• Classifying ideas.• Asking for and giving permission.• Completing sentences using key information.• Expressing opinions and discussing about a topic.• Putting cooking instructions in order.• Correcting wrong information.• Writing coherent sentences by using clues.• Integrating knowledge by organising rules in a timeline and reflecting on respecting rules.	<p>Social emotional competences</p> <ul style="list-style-type: none">• Acceptance of diversity.• Respect for other people's views.• Reflection on rules.• Use of language to share ideas and information with others. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none">• Inference of information through pictures.• Expression of opinions.• Organisation of ideas into acceptable utterances.• Organisation of vocabulary in a mind map.• Use of text features to model one's own written work. <p>Content and language integrated learning</p> <ul style="list-style-type: none">• History: Making a timeline infographic.



Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
3	<ul style="list-style-type: none"> To read about famous people. To predict information. To compare and describe people or things using the comparative form of adjectives. To recognise, understand and use the regular and irregular comparative and superlative forms of adjectives. To use descriptive and opinion adjectives. To label a picture. To identify the planets of the solar system. To compare more than two items. To practise writing numbers in letters. 	<ul style="list-style-type: none"> <i>(Ronaldo) is taller than (Messi).</i> <i>(Football) is more popular than (volleyball).</i> <i>(Jupiter) is bigger than (Saturn).</i> <i>(The caps) are the trendiest accessories of all.</i> <i>The most popular sport is (football).</i> 	<ul style="list-style-type: none"> <i>Ronaldo weighs 83 kg.</i> <i>Which sport is more popular?</i> <i>Do you agree?</i>
4	<ul style="list-style-type: none"> To describe past events using the verb <i>to be</i>. To talk about someone's place and date of birth. To ask and answer about past events using the verb <i>to be</i>. To ask for specific information. To identify regular verbs in the past. To write about a famous young talent. To correct wrong information. To indicate that something existed or not in the past. To complete a timeline. 	<ul style="list-style-type: none"> <i>Brian May was the oldest.</i> <i>Freddie Mercury wasn't from London.</i> <i>By the '80s, they were one of the biggest bands.</i> <i>They weren't all from London.</i> <i>Was Pink born in the '70s?</i> <i>Yes, she was. / No, she wasn't.</i> <i>Were they from Liverpool?</i> <i>Yes, they were. / No, they weren't.</i> <i>When were you born?</i> <i>Where were you born?</i> <i>She was born in 1980.</i> <i>In 1992, she recorded her first album.</i> <i>There was a concert. / There wasn't a rap band.</i> <i>There were four singers. / There weren't any dancers.</i> 	<ul style="list-style-type: none"> <i>She supports and promotes childhood music education.</i> <i>How many people were there?</i>

Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none"> • Adjectives: <i>young, old, tall, short, thin, popular, happy</i> • Comparative forms of adjectives: <i>younger, older, crazier, bigger, hotter, more / less entertaining, more / less interesting, more / less expensive, more / less modern, etc.</i> • Irregular comparative forms: <i>better, worse, further</i> • Planets: <i>Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune</i> • Big numbers • Superlative forms of adjectives: <i>happiest, most / least popular, thinnest, shortest, youngest, tallest, oldest, smallest, most / least interesting, most / least dangerous, most / least expensive, etc.</i> • Miscellaneous: <i>anticlockwise, height, weight, dwarf planet, etc.</i> 	<ul style="list-style-type: none"> • Describing pictures. • Reading for general understanding. • Listening to get specific information. • Reading to get specific information. • Choosing the correct option. • Comparing people or things. • Writing about a sports star. • Listening for aural input. • Putting words in order to form sentences. • Completing sentences using key information. • Integrating knowledge by writing about the planets and reflecting on different talents. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Use of previous knowledge. • Use of appropriate listening skills to obtain information from others. • Presenting information in a creative way. • Reflection on one's and other people's talents. • Respect for the differences. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Prediction of topic through observation. • Expression of opinions. • Use of context clues to understand new vocabulary. • Classification of vocabulary. • Distinction between fact and opinion. • Observation of contextual clues as an aid to understanding. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Science: Making a solar system model.
<ul style="list-style-type: none"> • Music words: <i>songwriter, drummer, lead guitarist, singer, trumpet, guitar, flute, piano, drum, violin, bassist, classical soloist</i> • Past regular verbs: <i>loved, lived, liked, started, composed, invited, ended, played, produced, died, etc.</i> 	<ul style="list-style-type: none"> • Listening for aural input. • Listening for specific information. • Reading for specific information. • Getting meaning from context. • Reading and understanding comic strips. • Writing a summary. • Completing a chart. • Completing sentences using key words. • Integrating knowledge by creating and describing musical instruments and reflecting on the value of music. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Interaction and cooperation among classmates. • Respect for other people's views. • Reflection on one's and other people's interests and likes. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Prediction of information. • Use of context clues to identify people. • Use of text features to model one's own written work. • Expression of opinions. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Music: Creating musical instruments.

Contents Map

Units	Objectives	Language	Focus
		Production	Recognition
5	<ul style="list-style-type: none"> To read and listen about dinosaurs. To discuss about paleontology. To analyse and recognise the meanings of dinosaurs' names. To recognise regular and irregular verbs in the past. To compare dinosaurs. To describe dinosaurs using the verbs in the Simple Past tense. To learn about historic places and past characters. To write about events in the past. To use previous knowledge about the Aztecs. To learn about the Aztecs' writing system. To identify adjectives. 	<ul style="list-style-type: none"> <i>This dinosaur has three heads.</i> <i>It eats meat with one head and fruit with the others.</i> <i>Dinosaurs lived on the Earth around 230 and 66 million years ago.</i> <i>The T-Rex was taller than the Stegosaurus.</i> <i>The Oviraptor was the smallest dinosaur of all.</i> <i>She visited (the Aztecs).</i> <i>She met (Cleopatra).</i> <i>There was a pyramid.</i> <i>There wasn't electricity.</i> <i>There were pictograms.</i> <i>There weren't any cars.</i> <i>Workers discovered the Aztec Sun Stone.</i> 	<ul style="list-style-type: none"> <i>Richard Owen coined the word Dinosauria.</i>
6	<ul style="list-style-type: none"> To identify and use regular and irregular verbs in the past. To talk about holiday activities. To ask and answer about past events. To recognise and practise the negative form of the Simple Past tense. To describe past events. To correct information. To listen to and read a comic strip. To recognise and use past adverbs of time. To integrate past, present and future forms. 	<ul style="list-style-type: none"> <i>What did Milly do after lunch?</i> <i>Did Milly eat hamburgers?</i> <i>Yes, she did. / No, she didn't.</i> <i>(She) didn't tell (her friends).</i> <i>They didn't get hurt.</i> <i>Did you go to school last Monday?</i> <i>Yes, I did. / No, I didn't.</i> <i>We went to see the Great Wall.</i> <i>I'm writing from the hotel.</i> <i>We are going to explore a cave.</i> 	<ul style="list-style-type: none"> <i>We could see some shadows.</i>

Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none"> Adjectives: <i>fast, big, small, large, heavy, surprising, famous, Mexican, new, enormous, ancient, etc.</i> Regular verbs in the past: <i>lived, discovered, started, described, etc.</i> Dinosaurs' names: <i>Megalosaurus, Triceratops, Oviraptor, Velociraptor, Tyrannosaurus Rex, Pterosaur</i> Irregular verbs in the past: <i>had, ate, ran, got, saw, sat, went, met, spoke, built, etc.</i> Miscellaneous: <i>bones, fossils, fossil hunter, paleontologist, horn, lizard, thief, carnivore, omnivore, herbivore, beak, sharp, hieroglyphs, scribes, codices, dots, pictograms, archaeologist</i> 	<ul style="list-style-type: none"> Listening for aural input. Reading for general understanding. Listening and reading for specific information. Discussing to learn about a particular topic. Completing sentences using key information. Writing about dinosaurs. Drawing pictures to convey meaning. Defining key vocabulary. Classifying vocabulary. Integrating knowledge by writing about dinosaurs and by sharing personal interests. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> Use of previous knowledge. Interest in historic events. Interaction among classmates. Respect for other people's interests. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> Expression of opinions. Organisation of ideas. Inference of information through pictures and texts. Use of text features to model one's own written work. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> Science: Making a dinosaur fact sheet.
<ul style="list-style-type: none"> Holiday activities: <i>play volleyball, swim, rest, sail, surf, go to the beach, etc.</i> Past expressions of time: <i>last year, last month, last week, last weekend, four days ago, three days ago, the day before yesterday, yesterday, today</i> Miscellaneous: <i>tent, sleeping bag, backpack, campsite, compass, fire, torch, equipment, hills</i> 	<ul style="list-style-type: none"> Listening for aural input. Reading for general understanding. Getting meaning from context. Reading and choosing the best option. Asking and answering about holiday activities. Retelling a story by using cues. Listening to get and identify specific information. Acting out a scene from a story. Reading and understanding comic strips. Reporting ideas to the class. Reading to get specific information. Integrating knowledge by playing a game, writing a short story and reflecting on fears. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> Interaction and cooperation among classmates. Use of appropriate listening skills to obtain information from others. Presenting activities in a creative way. Sharing worries and reflecting on how to help others overcome fears. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> Inference of information through pictures. Prediction of information. Observation of contextual clues as an aid to understanding. Use of text features to model one's own written work. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> Literature: Writing a short story.

1

What do you like doing?

SB pages 4, 5, 6 and 7

Objectives

- To revise personal information.
- To revise imperatives.
- To revise vocabulary related to the house, neighbourhood, family, weather and professions.
- To share personal information and talk about others.
- To read for specific information.
- To revise parts of speech.
- To infer ideas from a picture.
- To identify common and proper nouns.
- To listen for specific information.

Language Focus

Production

- *My name's...*
- *I'm... (years old).*
- *I'm from...*
- *I've got ... eyes.*
- *He / She is friendly.*
- *Listen to your partners. / Don't shout.*
- *Do you share your bedroom?*
- *Yes, I do. / No, I don't.*

Vocabulary

Production

- Parts of the body: *eyes, hair*
- Adjectives: *short, long, straight, blonde, dark*
- Parts of the house: *bedroom, kitchen, attic, garage*
- Places: *park, cinema, shops, restaurant*
- Professions: *doctor, teacher, police officer, chef*

Recognition

- Common and proper nouns: *cousin, Camila*



INTRODUCTORY ACTIVITIES

Introduce yourself and explain to students the way in which they are going to work this year. Invite them to introduce themselves to the class and give personal information so as to get to know each other. Below is an idea you may put into practice:

- Bring rectangles of construction paper (3 x 5 cm). Write students' names on the cards and place them in a container. Have each student take a card and ask them to write a description of the person whose name is on the card. Encourage students to describe their partners' physical appearances and tell them they can add information about their personal characteristics. For example: *He has got (brown) eyes and (long) (blonde) hair. He wears glasses. He's tall. He's friendly. Who is it?* Tell students to glue the descriptions over their name cards to make a flap that lifts up. Invite students to come to the front one at a time and read their descriptions for the class to guess the corresponding student. Have students lift the flap to show the name when the class guesses correctly.

This is also a good opportunity to work on the classroom rules together. You may revise the use and form of the imperatives and invite students to express their ideas; for example: *Raise your hand. / Listen to your classmates. / Don't shout.* Invite students to write the sentences on a card. Bring a poster divided in two columns. You may write: *Do* and *Don't* so that students stick the cards under the corresponding heading. Display the poster on the classroom wall for students to become aware of the rules and revise them when necessary.

How to go about it (pages 4 and 5)

This section introduces each unit of the Student's Book with a Big Question and a photo on the double-page spread. They provide a good opportunity to revise structures, present new vocabulary and activate students' background knowledge. As the students do the activities in the unit, they reflect on different aspects of the topic and at the end of the unit, they answer the Big Question. This section also 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 and get ready for the learning process. Once you have finished a unit, go back to this self-evaluation sheet and reflect with the class upon the group performance. Students should put a tick in the corresponding box: *quite well* or *not yet* to show whether they can identify language functions and use the structures introduced in the unit.

To introduce this unit, invite the class to open their books on pages 4 and 5 and direct students' attention to the teens in the photo. Describe one of them and encourage the students to identify her / him. Invite a volunteer to describe another teen for the rest of the class. Once the students have identified the person, ask them to add more details to the description. Repeat the procedure so that they describe all the teens in the photo. Draw two columns on the board and write the vocabulary the students mention: Physical characteristics and Clothes. Then, read the unit question aloud and invite the class to deduce ideas from the photo; for example: *What does the first boy like doing? What does the girl next to him like doing? Do they like music? Do they like dancing?*, etc. Ask the students if they like any of the activities that they mentioned.



INTRODUCTORY ACTIVITIES

Sort it out.

Draw circles on the board with the following words as headings: *Rooms in the house*, *Places in the neighbourhood*, *Family*, *Weather* and *Professions*. Bring index cards with words related to the different topics to revise vocabulary. Invite students to take a card and stick it under the correct heading. You may divide the class into teams. The teams that spell the word correctly get an extra point.

How to go about it (page 6)

1. Look at the photo and answer. Read.

Invite the students to have a look at the photo and describe the girls. Explain that Amanda is the girl with the label *Me* and ask: *Which of the other girls is Camila?* Encourage them to guess and then have them read the text to check.

» Answer Key

Camila is the girl next to Amy.

Follow Up: Reading aloud

Invite some students to read the text aloud. Correct pronunciation.

Speak out!

The aim of this section is to discuss the questions related to the topic presented in the text and give opinions. Students may work in pairs and ask each other the questions and then report their ideas to the rest of the class; for example: *She has got relatives in another city but she visits them very often. They usually go to the cinema... / She would like to have relatives in...*

2. Write T (True), F (False) or ? (I don't know).

Ask students to read the sentences about the text. Explain that some sentences are true, others are

1 What do you like doing?

false and others contain information that is not given in the text. Encourage students to find the ideas in the text to justify their answers. Once they have finished, they can discuss the answers with their classmates. Finally, invite some volunteers to read their answers aloud to check.

» Answer Key

1. ?; 2. T; 3. F. She is British. 4. ?; 5. F. She lives in Argentina. 6. ?; 7. T; 8. F. She likes it because it's full of light.



INTRODUCTORY ACTIVITIES

Stick cards with parts of speech: *noun*, *adjective*, *verb* and *adverb* on a piece of construction paper. Bring slips of paper with the definitions and invite a student to read one of them. Analyse the explanation with the class to decide which part of speech it refers to. Tell the student to glue it next to the corresponding part of speech. Repeat the procedure with the remaining slips of paper and display the poster on one of the classroom walls. Write sentences on the board and ask students to identify the different parts of speech. Then, encourage students to think of their own sentences; for example: *Form a sentence that includes: an adjective and a noun; a verb and a noun; an adverb and a verb; and so on.*

How to go about it (page 7)



GRAMMAR

This grammar board will help students focus on the use of common and proper nouns. Go through the examples with the whole class and give students time to compare the uses and forms. Analyse the definitions and draw students' attention to the differences between these nouns and also to the use of capital letters for proper nouns. Copy the examples on the board and encourage students to provide more instances. You can also write some common and proper nouns on the board and ask the class to identify them.

3. Circle all proper nouns in exercise 1. Compare your answers to your friend's.

Encourage students to find more examples of proper nouns in the text and compare their answers to their classmates'. Once they have finished, get some students at random to check.

» Answer Key

Proper nouns: *Amanda*, *Amy*, *Mexico*, *Camila*, *Argentina*.

4. Listen and correct the underlined information.

Invite students to look at the photos and describe the children. You can encourage the class to guess their ages, nationalities or any other additional information from the photographs. Give students some minutes to read the information in silence and confirm or deny their predictions when possible. Then, play the audio CD and ask students to correct the mistakes. If they need time to write the answers, you may pause after each extract. Play the audio CD several times so that the class can complete the activity or verify the answers. To check, invite volunteers to read their answers and write them on the board to correct spelling.



TRACK 02

Listen and correct the underlined information.

Girl 1: My name's Luna. I'm thirteen. I've got two brothers and three sisters. We are Peruvian and we live in a large house near Lima. My father is a History teacher and he works at university. My mother is a translator and luckily, she works at home!

Boy: I live on a farm with my grandfather, my mother and my two sisters. I love living in the countryside because there are plenty of trees and animals. Obviously, there aren't any cinemas around, but it doesn't matter because I don't like watching films.

Girl 2: *I love my bedroom. It is small and warm and I share it with my sister. There are three beds: one for me, one for my sister and one for any of our friends. There is a big desk near the window and I always study there. My sister prefers studying in the living-room because there is a TV set and she can watch TV. How can she concentrate?*

» **Answer Key**

1. My name's Luna. I'm thirteen. I've got two brothers and three sisters. We are Peruvian and we live in a large house near Lima. My father is a History teacher and he works at university. My mother is a translator and luckily, she works at home!

2. I live on a farm with my grandfather, my mother and my two sisters. I love living in the countryside because there are plenty of trees and animals. Obviously, there aren't any cinemas around, but it doesn't matter because I don't like watching films.

3. I love my bedroom. It is small and warm and I share it with my sister. There are three beds: one for me, one for my sister and one for any of our friends. There is a big desk near the window and I always study there. My sister prefers studying in the living -room because there is a TV set and she can watch TV. How can she concentrate?

5. Tell your friend about you.

Now, explain to students that it is their turn to share personal information. Ask them to write down notes so that they can use them as a guide when talking to their classmates. You can demonstrate this activity by writing notes about you on the board and then sharing your personal information with the class by following the notes.

» **Answer Key**

Students' own answers.

Follow Up

Once the pairs have talked about them, encourage students to ask questions to their classmates so as to get to know them better; for example: S1: *I have got one brother. S2: How old is he? Do you play together?* Invite students at

random to share the information they learnt about their classmates with the whole class. Ask them if they like the same things about their bedrooms and if it is their favourite room in the house. Encourage students to say how they spend time in their rooms: *What do you usually do? Do you study / play video games with your friends / listen to music / watch TV?* Finally, invite them to mention what they think can make their rooms better or more enjoyable and why.

ALL AROUND TEACHING TIPS

Moving Around The Class

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

SB pages 8 and 9

Objectives

- To introduce the idea of existence: *there be*.
- To complete sentences.
- To describe pictures.
- To ask and answer questions.
- To predict information.
- To listen for specific information.

Language Focus

Production

- *There is a (purple wall). / There isn't a (pet).*
- *There are (three windows). / There aren't any (boys).*
- *Is / Are there...?*
- *Yes, there is / are.*
- *No, there isn't / aren't.*
- *How many ... are there?*

Vocabulary

Production

- Prepositions of place: *on, in, under, next to, behind*
- Parts of the house
- Furniture and electrical appliances
- Holiday activities

1 What do you like doing?

INTRODUCTORY ACTIVITIES

I Spy...

Invite the class to look at the photo on page 8 and ask questions about the girls to revise the ideas from the previous text on page 6; for example: *Who are they? What is their relationship? Are they friends or relatives? Where are they? Are they on holidays?* Then, play *I Spy...* to revise vocabulary related with the room. Say, for example, *I spy with my little eye something: you use for sleeping (Bed); purple (The wall)*, etc. Tell students to look at the picture to guess the object. Encourage students to say their own phrases for the rest of the class to identify the item.

How to go about it (page 8)



GRAMMAR

This grammar board introduces the forms and use of *there + verb to be*. Since this structure was presented in *All Around New Edition 2*, you may use this board for revision. Go through the examples with the whole class and give students time to analyse and compare the forms. Invite the class to find examples in the texts that appear in exercise 4 on page 7. Copy the sentences on the board and encourage students to turn the affirmative sentences into negative sentences and vice versa.

1. Look at the photo and complete the sentences with the correct form of *to be*.

Tell the class to look at the picture and complete the sentences with the correct form of the verb. Explain to students that they should pay attention not only to negative and affirmative forms but also to singular and plural nouns.

» Answer Key

1. There are two girls in the photo but there aren't any boys.
2. There is a lamp on the table and there is a mirror, too.
3. There are three windows.

4. There is a purple wall but there aren't any pictures on it.
5. There are some pillows on the bed.
6. There isn't a pet in the bedroom.



FUN ACTIVITIES

Puzzles

Ask students to bring a magazine and cut out a large picture of a room in a house, glue it on construction paper and let it dry. Then have students cut the sheet of construction paper into quarters and each piece in half again to make a puzzle. Ask them to trade their puzzle with a classmate and describe it to help him / her piece it together: *There are some pictures on the wall. / There is a computer on the desk.*

2. Listen and tick (✓). Then, describe Camila's bedroom.

Explain to the class that they are going to listen to Amy and Camila talking about her bedroom. Go through the list of items in the table and tell the students to tick an option according to the conversation. Play the audio CD more than once so that they can answer and check. Then, ask *Yes / No questions* to correct the answers: *Are there any coloured walls? Is there a carpet?*, etc. Finally, students use the information in the table to describe Camila's bedroom. Invite some volunteers to read their descriptions aloud to check.



TRACK 03

Listen and tick (✓). Then, describe Camila's bedroom.

Camila: *I love your bedroom, Amy! I like the purple wall.*

Amy: *Are there any coloured walls in your bedroom?*

Camila: *No, there aren't. But there are some photographs from my trips on the walls.*

Amy: *That's nice! And is there a carpet on the floor?*

Camila: *Yes. There is a small carpet under my desk. I usually put my computer and books on it. But there isn't a mirror. Your mirror is very big!*

Amy: *Yes, it is! Do you like it?*

Camila: *I love it!*

» Answer Key

Yes: photos, carpet, desk

No: coloured walls, mirror



FUN ACTIVITIES

Ask the students to draw a picture of Camila's bedroom and invite them to use their imagination and add pieces of furniture and decoration they like. Then, tell them to work in pairs and take turns to describe and compare their pictures: *S1: In my picture, there is a TV. S2: There isn't a TV in my picture. There is a shelf.*



INTRODUCTORY ACTIVITIES

Unscramble and match.

Bring picture cards of the parts of the house and display them on the board. Write scrambled words for parts of the house randomly on the board. Invite a volunteer to come to the front, unscramble the word and match it with the appropriate picture card. You may also ask students to think of pieces of furniture, electrical appliances and household items that they can find in the different rooms.

How to go about it (page 9)



GRAMMAR

Direct students' attention to the questions and answers in exercise 3. The focus is on the use of the interrogative form of *there + to be*. Invite the class to read the questions and draw students' attention to the inverted order of *there* and the verb *to be*. Ask a volunteer to answer by using one of the forms that appear in the example. Go through the short answers with the whole class and analyse the form.

3. Ask your friend and answer.

Invite students to work in pairs and ask and answer questions about their houses. Tell them to write their classmates' answers down so that they can then report the ideas to the class by using the structure

there + to be in affirmative or negative sentences. Finally, encourage the students to mention places that are near their houses and the activities they can do there. Ask the class if they like the activities and why; for example: *S: There is a sports club near my house. I can do different sports and play with my friends. T: Do you like playing with your friends? Which sports do you like practising? Why?*

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Twenty Questions

Tell students you are thinking of a part of your house (*kitchen*) and have them guess what it is. Tell them they can ask twenty questions beginning with *Is / Are there...*? but you can only answer *Yes* or *No*; for example: *Are there any beds? No, there aren't. / Is there a table? Yes, there is.* Invite a student to take your place and do the same. Repeat the procedure several times.



GRAMMAR

Make students become aware of the use of *how many* and explain that it is used for asking about the quantity of countable nouns. Draw students' attention to the answers in the example and revise the use of *any* to describe quantity in negative sentences.

4. Complete the chart and compare your answers with your friend's.

Tell students that they have to complete the chart with information about their houses. Ask some volunteers to read the questions to check understanding. Explain to the students that once they have finished, they have to share the information with the class by using the structures in the example. Get some students at random to answer the first question to check the class understands the procedure and then, they complete the activity.

1 What do you like doing?

» Answer Key

Students' own answers.

5. Describe your bedroom and draw.

Invite the students to describe their bedrooms using the affirmative and negative forms of *There + to be*. Ask them to include what they like about their rooms and why. Then, they draw a picture. Invite volunteers to share their descriptions with the rest of the class and ask them questions: *Is there a coloured wall in Emi's bedroom? Are there chairs in Juan's bedroom? How many photos are there in Pam's bedroom?*, etc.

» Answer Key

Students' own answers.

SB pages 10 and 11

Objectives

- To talk about and describe personality types.
- To read and identify a type of webpage.
- To read for specific information.
- To talk about likes, dislikes and preferences.
- To revise the Present Simple tense.

Language Focus

Production

- *I (don't) like / love / prefer + noun / verb -ing.*
- *He loves singing and dancing.*
- *She likes designer clothes.*
- *Do you like wearing accessories?*
- *Yes, I do. / No, I don't.*
- *What do you like doing?*

Vocabulary

Production

- Personality adjectives

Recognition

- Personality types: *dreamer, nerd, leader, analytical, geek, trendy, gossip*

leader	/'li:dʒ/
analytical	/,ænə'litɪkl/
geek	/gi:k/
trendy	/'trendɪ/
gossip	/'ɡɒsɪp/



INTRODUCTORY ACTIVITIES

Guess the Word!

Divide the class into two or three teams. Explain to students that you are going to read a description of a personality adjective for them to identify. Write the number of letters the word has, to give them a hint; for example: *8 letters. I like meeting new people and making friends. (Sociable)* The team that answers correctly can get an extra point by giving another example for the adjective.

How to go about it (page 10)

1. Read and circle.

Tell students to read the webpage and circle the right answer. Explain that they do not have to focus on specific information but to get the gist and analyse the layout of the page. Encourage students to understand the meaning of new words from the context. Once they have finished, check the answer and discuss the reasons for it.

» Answer Key

2. A forum.

Follow Up

After silent reading, ask some students at random to read aloud.



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. Meanwhile their vocabulary will be increased without their even noticing it!



PHONOLOGY

dreamer	/'dri:mə/
nerd	/nɜ:d/

How to go about it (page 11)

2. Read these replies to the posts on page 10. Who are they replying to?

Invite students to read the replies and think who they are for. Ask a volunteer to read the example and find the relation between the answer and the person, focusing on specific vocabulary related to personal characteristics. Encourage students to do the same with the rest of the sentences.

Invite some volunteers to read the answers aloud to check. Finally, ask the class if they have any of the characteristics mentioned or if they share any interests with the participants of the forum.

» Answer Key

1. Alex Onstage; 2. Cyberboy; 3. Ana;
4. Linda; 5. Olivia



REINFORCEMENT ACTIVITIES

Your Opinion

Ask students to work in pairs and think of replies to the posts. Tell them to use personality adjectives. Get some volunteers at random to read their ideas to the rest of the class so that the other students guess who they are replying to.



GRAMMAR

Draw students' attention to the grammar board in exercise 3 to revise the use of the Present Simple tense to talk about likes, dislikes and preferences introduced in All Around New Edition 2. Go through the examples with the whole class and give students time to compare the forms. Focus on the types of words that take the verbs, and direct students' attention to the fact that the verb following: *love*, *like*, *hate* and *prefer* is formed with *-ing*.

3. Correct these ideas according to the information in the forum.

Ask a volunteer to read the example and explain to the class that they have to read the forum again and correct the information. Encourage them

to use a verb to talk about preferences and pay attention to the form of the third person singular of the Present Simple tense. Invite some students to come to the front and write the answers on the board to check spelling.

» Answer Key

1. He prefers staying at home.
2. He likes testing all new online games.
3. She loves knowing about other people's lives.
4. He hates sitting on a chair for hours to complete his homework.
5. He loves singing and dancing.
6. She likes designer clothes.

4. Ask your friends and write.

Invite students to walk around the classroom to ask and answer the questions about preferences. Then, get some students at random to share their ideas with the class. Elicit more specific information from their reports: *Which sport do you like doing? Which vegetable do you like eating? Why don't you like Maths?, etc.*

» Answer Key

Students' own answers.



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.

SB pages 12 and 13

Objectives

- To predict information.
- To read and listen for specific information.
- To ask and answer questions.

Language Focus

Production

- *There is a lot to see.*
- *There are many festivals.*



1 What do you like doing?

- Do you like (visiting museums)?
- Yes, I do. / No, I don't.

Vocabulary Production

- Places
- Holiday activities



INTRODUCTORY ACTIVITIES

Mime Race

Divide the class into two teams. A student from one team comes to the front and whispers a word related to holiday activities to another student: *swim*. Ask him / her to mime the word and the first student to guess it wins a point for his / her team. Repeat the procedure, alternating teams.

1. Look at the photos in exercise 2 and predict.

Students look at the photos and brainstorm places the girls can visit and the activities they can do there. Elicit the name of the country where the girls are and encourage students to think of places they may know. Write key words on the board to check their predictions after reading the texts in exercise 2.

» Answer Key

Students' own answers.



ALL AROUND LEARNING TIPS

Predicting

The ability to predict is a vital skill for learning. When working with texts, help students develop their prediction skills by analysing images accompanying the text or covering part of it and asking what will happen next. Encourage them to predict what will happen when they are watching TV or reading a book at home, too.

2. Read. Then, listen and tick (✓) the correct option.

Invite students to read the title, look at the three

photos and describe them. Encourage students to read the texts in silence and deduce the meaning of new words from the context. Once they have finished reading, check students' previous ideas about Mexico. Then, explain that they are going to listen to the girls reading the information and making comments. Ask some students at random to read the questions and possible answers to check understanding. Then, play the audio CD for students to choose the correct option. After finishing, invite students to read their answers and justify them.



TRACK 04

Read. Then, listen and tick (✓) the correct option.

Amy: [reading]

Mexico is a country of colours and beauty. There are all types of attractions for everyone to enjoy. Here are three reasons to choose Mexico for your holidays. Don't miss this magical place!

1 The beaches

Visit Cancun, Acapulco or Puerto Vallarta. These are all popular beach destinations you cannot miss. Snorkelling and scuba diving are some of the activities you will enjoy! You can see colourful fish, sea turtles and even dolphins in their natural habitat.

Camila: [commenting] *Dolphins? Oh! I'd love that! Dolphins are my favourite animals.*

Amy: *Yes, they are nice. I also like snorkelling and scuba diving but all beaches are a long way from here. Forget about it!*

[continues reading]

Amy: 2 The ruins

There are plenty of archaeological sites in Mexico. Plan a visit to Teotihuacan or to the Mayan ruins of Chichen Itza. Don't forget your camera and make sure there is space on your memory card. Wear comfortable clothes and shoes! There is a lot to see and a lot to walk.

Camila: [commenting] *Mmm... that's interesting. I love History and archaeology. Why don't we do that?*

Amy: *Well... Chichen Itza is far away from here, too.*

Camila: *And Teotihuacan?*

Amy: *That's near but we can't go alone. Today, my father is working in the restaurant until late at night.*

Camila: Oh, I see.

[continues reading]

Amy: 3 The food

Do you like eating typical food?

[interrupting]

Camila: Yes, I do!

[continues reading]

Amy: Well, Mexican food is an important part of culture. You can try tacos or tamales and many other delicious dishes! There are hundreds of restaurants where you can eat traditional Mexican food.

Camila: That's our plan, Amy! Let's go to your father's restaurant...

» Answer Key

1. ... it is far from Mexico City.
2. ... interesting.
3. ... Amy's father can't take them.
4. ... Camila likes eating typical food.

Follow Up

Get some students at random to read the texts aloud. Correct pronunciation. Encourage the class to make comments on the different places and activities that are suggested; for example:
Snorkelling and scuba diving: I love snorkelling and scuba diving. It's a great idea! / Traditional Mexican food: I don't like Mexican food, it's too spicy.

3. Complete Camila's post. Listen and check.

Remind the class that Camila writes about her trips on her blog. Invite them to read her post and complete it with the missing words. Ask them to compare their answers with their classmates before checking. Then, play the audio CD to correct.



TRACK 05

Complete Camila's post. Listen and check.

What I like about Mexico

1. Mexico is not just about beautiful beaches. The landscape varies greatly from deserts and canyons to lagoons and volcanoes.
2. There are historic cities and towns with colonial architecture. Many of these places are World Heritage sites.

3. There are many festivals and traditional celebrations. El día de los muertos, on 1st and 2nd November, is very popular and people honour their ancestors on these days.

4. Art is everywhere, in the form of murals, sculptures and handmade crafts.

5. There are more than 150 interesting museums in Mexico city only.

6. People are very friendly and helpful. They make visitors feel comfortable.

» Answer Key

1. volcanoes; 2. historic; 3. November;
4. sculptures; 5. museums; 6. helpful

4. Now, answer about you. Then, tell your friend.

Have the students write down notes to answer the questions so that they use them when they talk with their classmates. Encourage the class to support their answers to the Yes / No questions in 2. Walk around the classroom and monitor.

Finally, invite some volunteers to share their ideas and ask the class to raise their hands when their interests are mentioned and count them. Elicit ideas to support the affirmative and negative answers in 2: like visiting museums: *it's interesting / fun / great for learning about the place / culture*; don't like visiting museums: *it's boring; other places are more interesting; I become tired of looking at objects, etc.*

» Answer Key

Students' own answers.

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 do you like doing?



ALL AROUND ELL TIPS

By creating a travel brochure, students will use their background knowledge and will also apply their information search skills by using different sources. Encourage them to relate the relief and weather conditions to the activities that can be done in a particular place and raise awareness of the different cultural practices in their country.

Geography Project: Create a travel brochure. Find information and complete.

You may assign a province to each student or you may prepare strips of paper with the names of the provinces and have each student pick up one to know the place they have to write about. Before they start working on their designs, bring brochures and show them to the class to analyse how the information is presented and elicit the function. Go through the different aspects they have to include in their brochures and encourage the students to use a variety of sources when looking for information. Once they have gathered the necessary facts, ask them to make a selection and include the most important ideas in the boxes in their books. Remind them to look for photos and pictures to create an attractive design. Then, invite the class to use a piece of construction paper and fold it to make their brochures. Tell them to organise the information and glue images to accompany the texts. Remember to monitor while they are working and offer help if necessary. Encourage the students to cooperate and help their classmates as well. When the brochures are complete, invite the students to the front to show their works and share the information with the rest of the class. Invite the students to share their opinions about the places and say if they would like to visit them and mention the activities they would like to do. After the presentations, you may also invite the class to vote for their favourite five places in their country and give reasons to support their choices.

» Answer Key

Students' own answers.

Variation

Students may design their brochures online in their IT class and post them on a blog or the school website to share their productions with the community.

How to go about it (page 15)



ALL AROUND SEL TIPS

Whenever possible, encourage students to use their imagination and be creative. This will make their learning process more meaningful and they will use the language in a less-controlled way to express their own ideas.

Integration: What do you like doing?

Imagine you are reading a blog about what you like doing. Invent the blogger's personal information and include a short description of the activity.

Ask the class if they follow people or influencers who share their interests or if they write about their own interests online. Invite the students to mention what they like doing and why. Then, direct their attention to the webpage and encourage them to invent the blogger's personal information and complete the description. Tell them to draw a picture illustrating the blogger with the physical characteristics they included in their descriptions and an object or an action that exemplifies what she / he likes doing. Finally, invite different volunteers to read their descriptions aloud. Encourage the class to ask them more questions or add ideas if they like doing the same activity. Finally, read the sentence at the bottom of the page and invite the class to explain why it is important that they use their imagination and elicit examples of situations or activities where they can be creative.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Invite students to write true and false sentences about the information they included on the webpage. Then, have them work in pairs and exchange their books and the sentences to decide if they are true or false. Encourage them to correct the false information.

Big question: What do you like doing?

Invite the class to mention what they like doing to revise the ideas they have mentioned throughout the unit. Divide the board in half and write the words on one side. Encourage students to group the words according to different criteria; for example: *activities you like doing alone / with friends or family / in winter / in summer / on holidays / at home / at school / outdoors / that are related to sports, the Arts, cooking; etc.* Highlight the idea that the activities can be associated with more than one aspect. Then, invite students to express how they feel when they do the activities they like and add the emotions on the other side of the board: *happy, relaxed, calm, tired, etc.* Encourage students to write a paragraph on a separate piece of paper about the activity they like doing and explain why they like it and how it makes them feel. Collect all the paragraphs and invite a volunteer to pick up one and read it aloud. Have the class listen to their classmate to identify who the student is.

SB pages pages 76, 77, 78 and 79 - 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. Classify these words.

Proper Nouns: *Snoopy, Colombia, Felipe, Mariana, Ecuador*

Common nouns: *walls, games, city, band, beds*

2. Complete the description with the words in exercise 1.

Colombia; city; beds; Mariana; walls; Felipe; Ecuador; Snoopy; band; games

3. Complete.

Students' own answers.

4. Look at the bedroom and answer.

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

6. There are two hats.

5. Decode and write sentences.

1. Andy loves riding her bike.

2. Simon doesn't like driving cars.

3. Justine likes reading.

4. Philip hates eating watermelon.

5. Roman hates flying.

6. Use the verbs in brackets to complete the sentences. Then, write the correct names.

1. likes skateboarding, doesn't like riding;

2. love playing, loves reading; 3. doesn't like playing, prefers playing;

4. loves eating, hates
Becky - fruits; Sam - skateboard; Tom - baseball; Tony - books; Luca and Pam - video games

7. Write the missing letters and match the words with the descriptions.

1. analytical; 2. geek; 3. trendy; 4. leader;

5. creative

5, 1, 4, 2, 3

8. Unscramble the questions and answer.

1. Do you like singing in the bathroom?

2. What do you like doing on Saturdays?

3. What do you like doing at school?

4. Do you like studying English?

5. What do you love doing on holidays?

Students' own answers.

2

What are the rules?

SB pages 16, 17, 18 and 19

Objectives

- To talk about rules.
- To predict information.
- To listen for specific information.
- To express obligation and prohibition.
- To ask for permission.
- To classify information.

Language Focus

Production

- *Can I (go to the cinema)?*
- *You must (clean your room).*
- *You mustn't (go out without permission).*

Recognition

- *It is not necessary to (wear accessories).*

Vocabulary

Production

- Actions: *go to the cinema / club / shopping centre, skate with friends, feed the dog, ride the bike, play video games, make the bed, wash the dishes*

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 and get ready for the learning process.



INTRODUCTORY ACTIVITIES

Sort it.

Ask several students if you can do different activities: *Can I use your pencil? Can I open the window? Can we start the class early tomorrow?* Encourage them to respond appropriately: *Yes, of course. Sure! No, I'm afraid we can't.* Divide the board into two columns and label them *Parents* and *Teachers*. Ask questions and invite students to decide who they might ask these questions to, then write them in the correct column: *Can I go to a football game on Saturday? (Parents). Can I go to the bathroom? (Teachers).* Get some volunteers to take your place and ask questions.

How to go about it (pages 16 and 17)

Read the unit question aloud and draw students' attention to the photo. Invite the class to describe the situation and ask guiding questions: *Where are the children? What are they doing? Why is the boy looking at the girls' notebook? What do you think of his attitude? Which rule is he breaking? Which classroom rules are the students obeying? (Be silent / quiet. Don't use your phone. Keep your desk tidy.)* Help the class with vocabulary and write key words on the board as they will be useful for the other activities. 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.

How to go about it (page 18)

1. Read, discuss and tick (✓) one option. Then, listen and check.

Invite students to have a look at the comic strip and revise its distinctive characteristics. Encourage students to describe the pictures before reading. Ask some guiding questions: *Where is the girl? How do you know? Who is the girl talking to in the first two pictures? Where is the woman? Who is the girl talking to in the last picture?* Write the answers on the board to confirm or deny students' predictions after reading the comic strip. Give students some minutes to read in silence. Once they have all finished, invite them to discuss and

choose the reason they think Pilar gives to her friend for not going to the cinema. Then, tell students to listen to and follow the reading text in their books and check their answers.

Ask the class if they have similar dialogues when they ask their parents for permission. Encourage them to mention rules at home and explain if there are consequences when they do not obey them.

TRACK 06

Read, discuss and tick (✓) one option. Then, listen and check.

Girl 1: [speaking on the phone]

Hi, Mum! I'm going to the cinema with Ann in a minute.

Mum: *Pilar, you mustn't go out without my permission.* [like reminding her]

Girl 1: *Ok, Mum! Can I go to the cinema with Ann?*

Mum: *First, you must do your homework, feed the dog and wash the dishes.*

[short pause]

Girl 1: [Speaking on the phone once again] *Sorry, Ann. I can't go to the cinema.*

Girl 2: *Why not?* [surprised]

Girl 1: *I have MANY things to do.* [Emphasising the word MANY]

» **Answer Key**

2. *I have many things to do.*

GRAMMAR

Direct students' attention to the grammar board and explain that it focuses on the uses and forms of *must* and *can*. Invite a volunteer to read the explanations and examples. Explain that the form of these verbs is the same for all persons.

Follow Up

After listening to and analysing the comic strip, invite volunteers to act it out.

Encourage them to change the place Pilar wants to go to, the things her mother tells her to do and the reasons Pilar gives to her friend for not going.

2. Ask and answer questions with your friend.

Divide students into pairs and ask them to make dialogues using the ideas in the notes. Get two volunteers to read the example. Focus on the use of *can* and *must*. Invite several pairs to act out their dialogues in front of the class.

» **Answer Key**

Students' own answers.

INTRODUCTORY ACTIVITIES

Classroom Signs

Draw signs on the board to represent two classroom rules. Ask students what they think the signs could mean, then write a sentence below each one: *You must speak English.* *You mustn't arrive late to class.* Circle *must* and *mustn't*. Then, invite students to draw two signs: one to represent a classroom rule with *must* and another to represent one with *mustn't*. Invite a volunteer to hold up his / her signs and have the other students guess the rules. Repeat the procedure until all students have participated.

How to go about it (page 19)

3. Complete with *must* or *mustn't*.

Have the class look at the webpage and read the name. Elicit whose page it is and why there are rules in the post: *It's a school webpage / blog and there are rules because it's the beginning of the school year.* They can deduce it from the picture and phrase: *Welcome back to school.*

Invite students to complete the rules. Then, get some students at random to check the answers.

» **Answer Key**

1. *must*
2. *mustn't*
3. *mustn't*
4. *must*
5. *mustn't*
6. *must*
7. *must*
8. *must*

4. Complete the ideas with a verb.

Ask the students to complete more rules by using the verbs. Then, invite some volunteers to read the answers aloud to check.

» **Answer Key**

1. *Use*; 2. *Drink*; 3. *Play*; 4. *Go*; 5. *Chew*; 6. *Wear*

5. Classify the ideas in 4 according to your school rules. Then, add more ideas.

Now, tell the students to write the rules in the corresponding notes. Get volunteers to read the answers and discuss them.

» **Answer Key**

Students' own answers.



FUN ACTIVITIES

Cultural Etiquette

Divide students in pairs. Ask them to research cultural etiquette in their country and write an interesting tip: *You mustn't tell somebody you like his / her shirt because he / she will probably give it to you.* Tell students to draw an amusing skit to illustrate their tip. Invite two students to act out the skit and explain their tip to the rest of the group. Repeat the procedure with the remaining pairs. Finally, display all cultural tips around the classroom.

ALL AROUND TEACHING TIPS

Boost Memory

Use every opportunity you have to review new language with students. This will enhance their memory skills and ensure comprehension.

SB pages 20 and 21

Objectives

- To revise expressing obligation and prohibition.
- To read for specific information.
- To discuss and express opinions.

Language Focus

Production

- *Children must (wear a uniform).*
- *Children mustn't (shout).*

Vocabulary

Production

- School subjects: *Maths, Language, Geography, History*

Recognition

- Adjectives: *funny, interesting, boring*



PHONOLOGY

Maths	/mæθz/
Language	/'læŋgwɪdʒ/
Geography	/dʒɪ'ɒɡrəfi/
History	/'hɪstri/
funny	/'fʌni/
interesting	/'ɪntrəstɪŋ/
boring	/'bɔːrɪŋ/



INTRODUCTORY ACTIVITIES

Match.

Write the name of different places on the board and bring sentences expressing obligation and prohibition in strips of paper. Invite volunteers to read the sentences aloud and decide where they can find these rules and stick them next to the corresponding place; for example: *You mustn't use your phone (the bank). You must leave your backpack in the lockers (the supermarket). You mustn't take drinks or food in (the library). You mustn't use a camera (the museum). You must show your ticket at the entrance (the theatre, the library, the cinema, the museum).*

How to go about it (page 20)

1. Read and vote.

Have the students describe the children in the photos and invite them to read the comments. Tell the class that after reading they have to vote for one of the options. Give the class some minutes to read the article in silence and then share their opinions. Write the votes on the board to check the percentage that corresponds to each comment. Finally, draw students attention to the website again and ask: *Whose comment has more likes? (Brian's.) Whose comment has more responses? (Maggie's.) Who has more followers? (Mel.) Whose comment do you like the most? Why?* Read the question at the top aloud: *Are you tired of the typical school rules?* and encourage some volunteers to answer.

» Answer Key

Students' own answers.

Follow Up

Get some volunteers to read parts of the webpage and correct pronunciation.

Speak out!

Ask some students to read the questions and discuss them with the whole class. After expressing their opinions, students may decide which rule most of them agree with and which they do not agree

with. Encourage them to think of possible changes and formulate a new rule they all agree with.



ALL AROUND SEL TIPS

Attitude

Remind your students that a positive attitude is the key to successful learning. Encourage them to get involved in class discussions and participate as much as they can. Tell them to ask you and their peers for help and always voice their doubts.

How to go about it (page 21)

2. Read these comments and decide: Maggie, Brian or Mel?

Invite students to read the comments and write the corresponding name under each bubble. Tell students to read the text on page 20 and then discuss the answers with their partners. Get some students at random to check.

» Answer Key

1. Mel; 2. Brian; 3. Maggie; 4. Brian; 5. Brian;
6. Mel; 7. Maggie; 8. Mel

3. Now, answer.

Ask students to answer the questions about the information on page 20. They can compare their answers with their partners'. Then, invite some students to write their answers on the board to check.

» Answer Key

1. She meditates every day.
2. He likes Cooking (tests) best.
3. Because she must take care of the vegetable garden.

4. Write your own list of great school rules with your friend. Then, tell your partners.

Invite students to work in pairs and write great school rules in each column. Explain to the pairs that they have to share the ideas with the class as in the example. Encourage students to vote for the greatest rule and give reasons.

» Answer Key

Students' own answers.

ALL AROUND SEL TIPS

Laughter

Laughter boosts the body's production of chemicals needed for alertness and memory. Invite students to use the vocabulary and grammar they have studied in class to make comic strips and invent silly jokes. Encourage them to do the same when doing homework or studying for exams.

SB pages 22 and 23

Objectives

- To read and listen for specific information.
- To identify commands and instructions.
- To give commands and instructions in a polite way.
- To understand and give cooking instructions.

Language Focus

Production

- Open / Don't open the door, please.
- Sprinkle with cheese.

Vocabulary

Production

- Cooking verbs: spread, cook, sprinkle, boil, chop, add, peel, stir, roast, bake

Recognition

- Cooking verbs
- bossy

add	/æd/
peel	/pi:l/
stir	/stɜ:/
roast	/rəʊst/
bake	/beɪk/
bossy	/bɒsi/

INTRODUCTORY ACTIVITIES

Simon Says

Invite students to play *Simon says*. Give commands. If they begin with: *Simon says*, students should obey. If not, they should stay still; for example: *T: Simon says: Close your book.* (Students close their books.) / *T: Simon says: Don't point to your ear.* (Students don't point to their ears.) / *T: Read.* (Students don't move.)

How to go about it (page 22)

1. Listen and read. Underline the commands.

Ask students to look at the picture and guess what the people do (*PE teachers*) and where they work (*school, sports centre, gym*). Invite students to listen to the audio CD and follow the reading text in their books. Encourage the class to underline the commands. After listening, ask students why the boy says that they all need a break. Get some volunteers at random to check the answers.

TRACK 07

Listen and read. Underline the commands.

Boy: *I love sports and my favourite subject is PE. My friends and I are a bit messy and our teachers are bossy. They give us a lot of orders: 'Sit down and pay attention!', 'Don't shout!', 'Come here!', 'Don't wear accessories!', 'Pass the ball to your classmate!', 'Don't walk! Run!' After a few minutes, we all need a break!*

PHONOLOGY

Cooking verbs:

spread	/spred/
cook	/kʊk/
sprinkle	/'sprɪŋkl/
boil	/bɔɪl/
chop	/tʃɒp/

» **Answer Key**

sit down, pay attention, don't shout, come here, don't wear accessories, pass the ball to your classmate, don't walk, run



GRAMMAR

Draw students' attention to the note to revise the use of the imperative form. Emphasise the use of *please* to be polite. Go through the examples with the whole class. Encourage students to think of commands and instructions used in the classroom.

2. Write the commands. Then, mime and play with a friend.

Tell students to write the examples they underlined in exercise 1. Then, have them work in pairs and take turns to mime and guess the commands. Walk around the classroom and monitor. Finally, invite some volunteers to mime the commands for the class to guess.

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Do the opposite.

Give students commands and invite them to do the opposite: *T: Stand up.* (Students sit down.) *Open your books.* (Students close their books.) Invite a volunteer to take your place. Repeat the procedure several times.



INTRODUCTORY ACTIVITIES

Remember and do.

Invite the first student in a row to stand up, say an imperative sentence and carry out the action: *Move your pencil.* As soon as he / she has done this, ask the second student to stand up. Tell him / her to repeat what the first student has said and done and continue the sequence in the same way: *Move your*

pencil. Don't clap. If a student forgets the sequence, ask him / her to start again.

3. Match the commands with the photos.

Have a volunteer read the commands in the boxes aloud. Then, direct students' attention to the first photo and ask: *What are they doing? Why?* Encourage them to think what one of the students is saying to the rest and write down the corresponding command. Tell them to continue on their own with the rest of the photos. Finally, get some volunteers to read the answers aloud to check.

» **Answer Key**

1. *Hurry up.*
2. *Clean the board, please.*
3. *Don't use your phone.*
4. *Be quiet.*
5. *Don't sleep.*
6. *Raise your hand, please.*



REINFORCEMENT ACTIVITIES

Circle Writing

Divide the class into five groups and have them sit in circles. Give one member of each group a sheet of paper. Invite him / her to write a command that can be carried out in the classroom; for example: *Pick up your schoolbag.* Ask him / her to fold the paper to cover the sentence and pass the paper on so that the next student can write a command. Continue until all students have written a sentence. Invite a volunteer from one group to unfold the paper and read out the commands for his / her group members to carry out. Repeat the procedure with the remaining groups.



FUN ACTIVITIES

Frozen Scenes

Divide students into groups of five. Ask each group to draw a scene in which four people are doing

different things: a restaurant – three people eating, the waitress taking orders. Collect the pictures, shuffle them and give one to each group. Invite one group to come to the front. Ask a student to give commands to the rest of his / her group to create an exact replica of the new scene without saying what the scene is: *Alejandra, stand next to Nicolás. Raise your right hand. Lift your elbow.* When all the members are in position according to the picture, invite other groups to identify their scene. Repeat the procedure with the remaining pictures.



INTRODUCTORY ACTIVITIES

Rebound

Bring a ball, magazine cutouts of food and 8 index cards with one of the following words on each: *boil, chop, add, peel, stir, roast, spread, bake*. Read the words aloud and mime the actions to clarify meaning. Invite the class to repeat the actions. Display the cards and cutouts randomly on the board. Throw the ball at words and pictures to make a sentence; for example: *Peel the carrots*. Invite students to say each word as you hit it with the ball. Get volunteers to come to the front and form new sentences. Repeat the procedure until all students have participated.

How to go about it (page 23)

4. Look at the photos and number the instructions. Check.

Read the introduction aloud and encourage the students to explain what a tutorial is. Remind the class of Brian, who posted a comment about his school, and revise his ideas: *Which subjects does Brian have? What does he love about his school?* Then, invite the students to look at the photos and get some volunteers to read the instructions. Ask the class which instruction refers to the first picture. Tell the class to work with the remaining pictures on their own. When they finish, play the audio CD to check the answers. Finally, invite the students to share their ideas by asking: *Do you like cooking? What type of food do you cook? Do you cook alone? Do you always follow the instructions or do*

you like to adapt the recipe? Invite them to mention recipes they know and share them with the class.



TRACK 08

Look at the photos and number the instructions. Check.

1. Put the dough on a pizza pan.
2. Spread tomato sauce on top.
3. Sprinkle with cheese.
4. Put some ham or salami.
5. Cook in the oven for five minutes.
6. Eat and enjoy your pizza!

» Answer key

1. Put the dough on a pizza pan.
2. Spread tomato sauce on top.
3. Sprinkle with cheese.
4. Put some ham or salami..
5. Cook in the oven for five minutes.
6. Eat and enjoy your pizza!

ALL AROUND TEACHING TIPS

Patterns

Patterns help the brain visualise connections and relationships. Patterning is also an essential mathematical skill, necessary for comparing, estimating, counting, adding and subtracting. Include as many patterning activities as possible. They can be visual, auditory or kinesthetic.



REINFORCEMENT ACTIVITIES

Listen and draw.

Ask students to bring a sheet of white paper and coloured pencils. Tell them to fold their sheet of paper into six sections. Give instructions for how to prepare a dish in six stages and ask students to draw it, one stage in each section; for example: *First, boil the sausage. Next, chop some*

tomatoes. Then, spread mayonnaise on a bun. Invite students to exchange and compare their pictures with a classmate's.



INTRODUCTORY ACTIVITIES

Mind Map

Invite students to make a cooking mind map. Ask them to bring ¼ sheet of construction paper and write *Cooking instructions* in the centre. Encourage them to draw or cut pictures of different food items and stick them around the title. Ask them to write instructions next to each picture: *Stir the soup. Sprinkle cheese on the soup.* Display the mind maps on the classroom walls.

ALL AROUND TEACHING TIPS

Visual Learning

Research shows that the 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.

5. Create your own recipe. Write the instructions.

Ask students to write instructions on how to prepare their favourite dish or just invent one; for example: 1. *Open the can of tuna.* 2. *Put the tuna in a bowl.* 3. *Add some cooked potatoes and peas.*

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Order, please.

Bring Cooking word cards and Food cutouts. Display four pairs of word cards and cutouts on the board; for example: *chop – ham; add – sugar.* Invite a student to say a sentence for each pair

in order: *Chop the ham. Add sugar.* Ask them to close their eyes while you change the order of the pairs. Tell students to open their eyes and remember and say the original order. Repeat the procedure several times using different word cards and cutouts.

SB pages 24 and 25

Objectives

- To talk about future plans.
- To read for specific information.
- To correct wrong information.

Language Focus

Production

- *I am / am not going to (buy the drinks).*
- *He / She is / isn't going to (send the invitations).*
- *We / You / They are / aren't going to (have a party).*

Recognition

- *Going to (affirmative and negative forms)*

Vocabulary

Production

- Actions: *buy drinks, make pizzas, contact the DJ, send invitations, have a party*

Recognition

- *costume party, party theme*



PHONOLOGY

buy drinks	/,baɪ 'drɪŋks/
make pizza	/,meɪk 'pi:tʃə/
contact the DJ	/'kɒntækt ðə ,di: 'dʒeɪ/
send invitations	/,send ,ɪnvɪ'teɪʃnz/
have a party	/,hæv ə 'pɑ:tɪ/
costume party	/,kɒstju:m 'pɑ:tɪ/
party theme	/pɑ:tɪ ,θi:m/

2 What are the rules?



INTRODUCTORY ACTIVITIES

Party Time

Ask students to imagine that they are going to have a party next week. Bring construction paper and write *Party Time!* in the centre and different categories for the class to complete with vocabulary. Bring word cards and invite students to stick them with the corresponding category; for example: *Type of party* (Birthday party, Halloween party, Costume party, Surprise party), *Food* (sandwiches, cake, cookies, hamburgers), *Music* (rock 'n' roll, pop, folk), *Activities* (games, magic show, barbecue), *Place* (home, park, school, sports centre) and *Party theme* (the jungle, space, board games).

How to go about it (page 24)

1. Read and complete the chart.

Direct students' attention to the conversation and encourage them to identify the format. Then, give them time to read the chat and ask some guiding questions to check understanding: *What are the children organising? When is the party? Where? What must they do?* Invite some volunteers to read the notes aloud and ask about the person who is going to do the different tasks; for example: *Who is going to buy drinks / make pizzas / contact the DJ, etc?*



GRAMMAR

This grammar board will help students focus on the use of the affirmative form of *going to*. Go through the example with the whole class. Give students time to analyse the new structure and understand how to organise it. After this, draw students' attention to the chart and the different forms of *going to*. Then, ask students to complete the chart with the correct verb. Encourage the students to turn the affirmative sentences into the negative with the different persons: *I'm not going to make the pizzas. He isn't going to buy*

the drinks., etc. Finally, ask: *Do you like going to parties? Why? Do you like organising parties? Why? Which task(s) from the list do you think you can do well? Can you think of other ideas to include in the list? What are the advantages of assigning different tasks to the organisers?*

» Answer Key

*buy the drinks
make the pizzas
contact the DJ
decorate the place
talk to Simon
have a party*



REINFORCEMENT ACTIVITIES

Invite the class to design and draw a party costume. Ask students to write a paragraph under the picture describing the costume. Encourage them to use the following structures: *I'm going to be (a rock singer). I'm going to wear...*



INTRODUCTORY ACTIVITIES

Cue it.

Have students form a complete sentence using *going to* with the family members and verbs you give them as prompts: *T: Brother. Write. S1: My brother is going to write a story next week. / T: Cousins. Swim. S2: My cousins are going to swim in the swimming pool tomorrow.* Encourage students to turn the sentences into negative ones. Repeat the procedure until all students have participated.

How to go about it (page 25)

2. Use the clues to write sentences.

Ask students to read the clues and write the changes that Cindy must make. Get a volunteer to read the first sentence and write the answer on the board. Once students have finished, get some volunteers to write the answers on the board to check.

» **Answer Key**

1. *You're going to contact the DJ.*
2. *I'm going to talk to Simon.*
3. *They're going to decorate the place.*
4. *They're going to make cakes.*
5. *He's going to buy the drinks.*



FUN ACTIVITIES

Party Pictures

Have each student draw a party scene, including the type of party, food and activities. Divide the class into pairs. Tell students to take turns asking about and guessing the details of each other's parties. Students have three opportunities to guess the type of party, food and activities:
A: *What type of party am I going to have?* B: *You're going to have a (Halloween party).*

3. Write the correct form of the verb to be.

Tell students to look at the pictures to help them complete the sentences with the correct form of the verb *to be*. Check orally with the class.

» **Answer Key**

1. *is*; 2. *aren't*; 3. *am*



REINFORCEMENT ACTIVITIES

Mime it.

Ask a volunteer to mime an action slowly and in detail to encourage the class to guess it before it is completed; for example: *She's going to eat a hamburger.* Repeat the procedure with other students.

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

Remember that it is important to activate students' prior knowledge and, if it is possible, work together with their History teacher. Provide the students with useful structures and vocabulary before they work on their own to gather, analyse information from different sources and then, transfer it to a timeline.

History Project: Make a timeline infographic. Find information about school rules in the past.

Encourage the class to imagine and brainstorm ideas about school rules in the past. Write two columns on the board and add the words and phrases they mention under each title: *Similarities* and *Differences*. Then, divide the class into groups and have the students find information about the rules in the past. Tell them to use different sources: the web, the library and their relatives, as well. Then, they complete the note with the years and the corresponding rules. Walk around the classroom and monitor.

» **Answer Key**

Students' own answers.

Design the timeline infographic and organise the rules. Glue pictures or photos.

Once they have completed the note with the information, ask the students to design a timeline infographic to present the school rules in different years. Direct students' attention to the examples and explain that it is important to consider the amount of information they have before they decide on the layout they are going to use. Ask them to make a draft copy of their designs and include the year and key words that represent the rule. Encourage them to use pictures or icons, as well. Walk around the classroom to monitor and offer help if necessary. Once the students

have their final versions, ask them to make their timeline infographics in a piece of construction paper. You may also work together with their IT teacher so that they design their timeline infographics online. Finally, invite the groups to the front to show their works and mention the rules. Invite the class to explain how rules have changed over the past, which are still present and why rules are different from time to time / generation to generation.

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Invite the class to write down notes of the rules presented in the timeline infographics of other groups and write the complete sentences using the information: *In..., students must / mustn't...* Then, invite some volunteers to read the rule that they believe to be the weirdest / greatest / most surprising, etc. and give reasons for their answers.

How to go about it (page 27)



ALL AROUND SEL TIPS

Clear rules are necessary to define boundaries and act with respect. Having students discuss and analyse rules help them become aware of the importance to follow them.

Integration: What are the rules?

Complete the table with your ideas.

Read the categories in the table aloud and encourage a volunteer to provide an example of a school rule to demonstrate the activity. Then, invite the students to think of rules that apply in different contexts and write them down. Walk around the classroom and monitor. Finally, ask some students to read their examples and write them on the board. Encourage the rest of the class to mention if they have similar rules and add more ideas.

» **Answer Key**

Students' own answers.

Compare your rules with your friend's and discuss.

Read the questions in the notes aloud to check understanding. Then, have the students work in pairs and discuss the questions together. Ask them to write down notes to use them when they report their ideas. Invite different students to share their opinions and ask the rest if they agree. Finally, ask: *Why do you think rules are important in these places and situations?*

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Invite a student to read a rule from the table aloud. Encourage the class to identify the place(s) where this rule applies and why. Repeat the procedure with other students and have their partners identify the contexts.

Big question: What are the rules?

Read the Big Question and the final sentences on page 27 aloud. Encourage the students to give examples of situations in which rules are necessary and say why. Write the first part of the last sentence on the board and tell the students to complete it with their ideas: *When you follow the rules, ...*

Finally, invite some volunteers to share their ideas with the class.

ALL AROUND LEARNING TIPS

A Good Place to Study

Tell students that it is important to have a good place to study at home. Encourage them to:

- Use a desk or table that is large enough to hold everything they need.
- Store their study materials to keep their desk clear.
- Choose a chair on which they can sit for long periods.
- Make sure lighting is good enough for them to see without strain or discomfort.

SB pages 80, 81, 82, 83 and 84 - 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. Circle the correct option.

1. *can, must*; 2. *can't, must*; 3. *mustn't*;
4. *mustn't*; 5. *Can, must*

2. Complete with *must* or *mustn't*.

1. *must, mustn't*; 2. *mustn't*; 3. *must*; 4. *must*;
5. *mustn't*

3. Write commands for these signs. Use the verbs in the imperative form.

1. *Don't listen to music in class.* 2. *Be*; 3. *Don't run*; 4. *Don't eat*; 5. *Turn off*; 6. *Use*.

4. Imagine you have a cold. Write the doctor's instructions in the corresponding place.

Do

Take your medicine.
Stay in bed.
Drink hot milk.

Don't

Play outside.
Go to school.
Do physical exercise.

5. Match the pictures with the instructions.

(From left to right, top to bottom) 6, 2, 5, 1, 7, 3, 4

6. Write the instructions.

1. *Boil water.* 2. *Add the pasta and salt.* 3. *Stir.*
4. *Strain the pasta.* 5. *Eat and enjoy your pasta.*

7. Use the clues and write.

1. *Dad is going to buy the plane tickets.*
2. *Grandpa is going to make the hotel reservations.*
3. *Grandma is going to check the weather in Tokyo.*
4. *Uncle Max is going to buy online tickets for the attractions.*
5. *Mum is going to plan the itinerary.*
6. *Gina and Mark are going to take the dog to the neighbour's house.*
7. *All of us are going to pack the suitcases.*

8. Unscramble and write Mrs Lynn's plans.

1. *Next week I'm going to have a great party.*
2. *My best friend is going to cook spaghetti.*
3. *Mr Olsen and Mr Clark are going to buy the drinks.*
4. *We are going to listen to music and dance.*

9. Read and circle the correct option.

1. *mustn't*; 2. *mustn't*; 3. *mustn't*; 4. *must*;
5. *mustn't*; 6. *mustn't*

10. Match these ideas.

4, 3, 2, 1

3

What's the difference?

SB pages 28, 29, 30 and 31

Objectives

- To read about famous people.
- To predict information.
- To listen for information.
- To compare and describe people using comparative adjectives.
- To express personal opinions.

Language Focus

Production

- (Ronaldo) is taller than (Messi).
- (Messi) is more / less popular than (Ronaldo).

Recognition

- Ronaldo weighs 83 kg.

Vocabulary

Production

- Adjectives: young, old, tall, short, thin, popular, happy
- Comparative form of adjectives: younger, older, taller, shorter, thinner, more / less popular, happier

Recognition

- Comparative form of adjectives
- height, weight

height

/hart/

weight

/wert/

How to go about it (pages 28 and 29)

Invite the class to look at the people's faces in the photo and explain that, in this unit, they are going to learn structures to make comparisons. Read the unit question aloud and encourage the students to describe the differences in the physical characteristics; for example: *The first man has got short hair and the woman next to him has got long hair.* Encourage them to mention the colour of the hair, colour of the eyes and the size of the eyes, nose and mouth to revise vocabulary and write the words on the board. You may draw a mind map to organise the vocabulary and write the parts of the head and face with the corresponding adjectives; for example: *Hair: straight, curly, wavy, short, long, dark; Eyes: big, small, brown, green, etc.* Finally, elicit possible jobs and occupations these people may have and invite the class to give reasons for their ideas. 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. Students should put a tick in the corresponding box: *quite well* or *not yet* to show whether they can identify language functions and use the structures introduced in the unit. 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 and get ready for the learning process.



PHONOLOGY

Comparative adjectives:

younger	/'jʌŋɡə/
older	/'əʊldə/
taller	/'tɔ:lə/
shorter	/'ʃɔ:tə/
thinner	/'θɪnə/
more / less popular	/,mɔ: /,les 'pɒpjələ/
happier	/'hæpiə/



INTRODUCTORY ACTIVITIES

Bring pictures of famous people and encourage the class to describe them. Ask some questions

so that students give information about these people: *Where is he / she from? How old is he / she? What does he / she do?* Repeat the procedure with other pictures of famous people and invite students to choose their favourite one.

How to go about it (page 30)

1. Look and answer. Then, listen and read.

Ask students to look at the photos and answer the question. Elicit information about the football players that students may know and encourage them to describe their physical appearances. Then, play the audio CD and invite students to follow the information in their books.

TRACK 09

Look and answer. Then, listen and read.

Lucas: *I'm reading a survey and the results show that Messi and Ronaldo are the best football players in the world. What do you think?*

Oliver: *Yes, they are both great players but they are very different. Let's check their profiles.*

Lucas: *Ok... Look, Messi is younger than Ronaldo.*

Oliver: *Yes, Ronaldo is about two years older than Messi. And he is taller than Messi, too.*

Lucas: *Yes, Ronaldo is very tall. And, who is more popular, Messi or Ronaldo?*

Oliver: *Messi. He has 807 likes.*

» Answer Key

It's about Messi and Ronaldo, two famous football players.

Follow Up: Reading aloud

Get some students at random to read the passage aloud and act it out. Correct pronunciation.



REINFORCEMENT ACTIVITIES

Invite students to write a profile about their favourite sportsperson. Then, tell them to add a description under the profile and stick a photo of the sports star. Students may work in pairs asking and answering questions to get information about the person.

Walk around the classroom and monitor. Finally, have some volunteers talk about their favourite sports stars and explain why they like these people. Ask the class what characteristics they value in an athlete and why.

ALL AROUND TEACHING TIPS

A Simple Starting Point

Always remember to move from the simple to the more complex. Students find learning more rewarding if they have the opportunity to master simple concepts first and then apply them to more complex ones. For example, you may start a vocabulary class by having students spell words, solve puzzles, etc. After that, you might have them use the words in sentences or ask them to write paragraphs using new vocabulary.

How to go about it (page 31)



GRAMMAR

Draw students' attention to the grammar board in exercise 2. Ask a volunteer to read the explanation and examples aloud. Emphasise the use of *than* after the comparative adjective and encourage the students to recognise the difference between the two examples and the use of *more* before the adjective.

2. Match these adjectives to their comparative form.

Invite a volunteer to read the words and identify the comparative form of the first word. Ask students to repeat the procedure with the remaining adjectives. Finally, get some students at random to read the answers aloud to check..

» Answer Key

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

3. Complete with some of the adjectives in exercise 2 to compare.

Tell the students to read the sentences to know which adjective from the previous exercise they have to use. Ask them to compare their answers with their classmates and then, invite some volunteers to read the sentences aloud to check.

» Answer Key

1. older; 2. shorter; 3. less popular; 4. thinner

4. Write sentences to compare two athletes.

Explain to students that they are going to write about two athletes and compare them using the adjectives given in the note. Elicit names of famous sportspeople and the sports they play. Write the information on the board in case the students need help for thinking about an athlete. Get some volunteers to share their ideas with the class.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Our Characters

Divide the class into pairs. Invite students to cut out different body parts from old magazines and stick them on a sheet of construction paper to form two characters. Invite them to name the characters and to compare them; for example: *Billy is taller than Sonia*. Display the characters together with the comparisons on the classroom wall.

SB pages 32 and 33

Objectives

- To revise expressing comparisons.
- To recognise and understand the comparative form of adjectives.
- To use opinion and descriptive adjectives.
- To discuss and express opinions.

Language Focus

Production

- (*Selena Gomez*) is *trendier* than (*Ariana Grande*).
- (*Maths*) is *more difficult* than (*English*).

Recognition

- Do you agree?

Vocabulary

Production

- Comparative form of adjectives: *smaller, faster, colder, longer, prettier, busier, friendlier, trendier, crazier, bigger, sadder, hotter, stronger, lighter, slower, heavier, more / less dangerous, more / less obedient, more / less difficult, more / less entertaining, more / less interesting*
- Irregular comparative forms of adjectives: *better, worse, further*

Recognition

- Comparative form of adjectives
- Irregular comparative form of adjectives



PHONOLOGY

Comparative form of adjectives:

<i>smaller</i>	/ˈsmɔːlə/
<i>faster</i>	/ˈfɑːstə/
<i>colder</i>	/ˈkəʊldə/
<i>longer</i>	/ˈlɒŋɡə/
<i>prettier</i>	/ˈprɪtiə/
<i>busier</i>	/ˈbɪziə/
<i>friendlier</i>	/ˈfrendliə/
<i>trendier</i>	/ˈtrendiə/
<i>crazier</i>	/ˈkreɪziə/
<i>bigger</i>	/ˈbɪɡə/
<i>sadder</i>	/ˈsædə/

hotter	/ˈhʌtə/
stronger	/ˈstrɒŋɡə/
lighter	/ˈlaɪtə/
slower	/ˈsləʊə/
sadder	/ˈsædə/
heavier	/ˈheviə/
more / less dangerous	/ˌmɔː / ˌles ˈdeɪndʒərəs/
more / less obedient	/ˌmɔː / ˌles əˈbiːdiənt/
more / less difficult	/ˌmɔː / ˌles ˈdɪfɪkəlt/
more / less entertaining	/ˌmɔː / ˌles ˌentəˈteɪnɪŋ/
more / less interesting	/ˌmɔː / ˌles ˈɪntrəstɪŋ/

Irregular comparative forms of adjectives:

better	/ˈbetə/
worse	/wɜːs/
further	/ˈfɜːðə/

How to go about it (page 32)

1. Listen and circle the correct option.

Direct students' attention to the logo and encourage them to explain what a quiz is. Then, tell them that they are going to listen to a girl testing her friend's knowledge with a quiz. Invite the students to read the sentences with the options to check understanding. Play the audio CD more than once so that they circle the correct option and check their answers. Finally, have some volunteers read the correct information aloud.

TRACK 10

Listen and circle the correct option.

Girl 1: Do you want to do a quiz, Lily?

Girl 2: Ok, what is it about?

Girl 1: The Earth and animals. Answer true or false.

1. The Antarctic is colder than the Arctic.

Girl 2: I think it's true.

Girl 1: Correct. The Arctic ice is above the ocean that warms the air. Number 2. Brazil is bigger than Canada.

Girl 2: I'm not sure. False?

Girl 1: Yes! Brazil is smaller than Canada. Now, 3. Rhinos are heavier than hippos.

Girl 2: I have no idea! I guess it's true.

Girl 1: Perfect! Rhinos are heavier and bigger, too. And, next, 4. Cheetahs are faster than lions.

Girl 2: That's easy! True!

Girl 1: Right! You know a lot! Do you want to help me with my homework?

Girl 2: Mmm... Ok. But this quiz is more entertaining than homework.

» Answer Key

1. colder; 2. smaller; 3. heavier; 4. faster;
5. more

2. Write the examples next to the correct rules.



GRAMMAR

This grammar board will help students understand the comparative form of adjectives. Get some volunteers to read the rules aloud. Then, encourage the students to complete the table with the corresponding examples of the adjectives and their comparative forms. Invite some volunteers to read the adjectives aloud to check. Finally, draw students' attention to the note with the irregular comparative forms and ask them to invent sentences using these comparative adjectives; for example: *Messi is better than Ronaldo. Ronaldo is worse than Messi. My house is further from the school than the sports club.*

» Answer Key

Rule 1: young - younger, long - longer; Rule 2: trendy - trendier, happy - happier; Rule 3: thin - thinner, sad - sadder; Rule 4: more popular / less popular, more interesting / less interesting

3. Unscramble the sentences. Compare your answers with a friend's and discuss.

Explain to students that they have to write the words in order to form sentences. Once they have formed the sentences, invite them to compare the answers with their classmates, discuss their ideas and give reasons. Walk around the classroom and monitor. Finally, invite some students to read the sentences aloud to check. Encourage them to provide information they may know to support the facts. Have the class mention sources they use to learn about different facts or check information and ask them some questions to discuss orally:

Do you use only one source of information? How do you check information? What do you do if you find contradictory facts about a topic in different sources? Do you share information without checking it? What consequences can this practice have? Why is it important to check information?

» **Answer Key**

1. Scorpion stings are more dangerous than bee stings.
2. Elephants are stronger than bears.
3. The Moon is further from the sun than from our planet.
4. The Sahara desert is hotter than the Atacama desert.



INTRODUCTORY ACTIVITIES

Look and say.

Draw students' attention to two objects in the classroom and elicit comparisons using the characteristics of the objects as cues; for example: T: Compare the sizes of the board and a poster. S: The board is bigger than the poster. / The poster is smaller than the board. Repeat the procedure with other objects and invite some students to play your role.

How to go about it (page 33)

4. Complete with the adjective in the comparative form.

Read the title aloud and direct students' attention to the pictures with the icons. Ask: *What do the people like / dislike?* Invite the students to read the opinions to find out why and complete the paragraphs with the comparative forms of the adjectives. Have some volunteers read the sentences aloud to check. Draw the students' attention to the final questions and encourage them to share their opinions. Finally, ask the class how they recognise the difference between facts and opinions and invite them to identify words and phrases in the texts that allow them to know that these are opinions: *I think...; Many people think...; In my opinion...*

» **Answer Key**

1.
 1. friendlier than; 2. more interesting than;
 3. better than; 4. more obedient
2.
 1. faster than; 2. busier than; 3. trendier than

5. Give your opinion. Compare using the adjectives given.

Invite students to look at the pictures and express their opinion by writing sentences using the adjectives in the comparative form. Ask students to compare their ideas and write the general opinions on the board; for example: *I think / In my opinion, Avengers: Infinity War is more entertaining than Jurassic World: Fallen Kingdom.* Remind the students to respect their classmates' opinions and be polite if they do not share the same ideas.

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Word Wise

Bring magazine cutouts of famous people, animals and objects. Write adjectives in the comparative form (-er, more / less adjective, than) and display the cutouts randomly on the board. Invite a student to come to the front and ask him / her to build a sentence using the pictures and words: *Tigers are faster than giraffes.* Repeat the procedure until all students have participated.

SB pages 34 and 35

Objectives

- To read and listen for specific information.
- To predict information.
- To express personal opinions about a topic.
- To compare more than two items.
- To recognise and use superlative adjectives.
- To practise writing numbers in letters.

Language Focus

Production

- *(Sunglasses) are the trendiest (accessories) of all.*
- *The most popular sport is (football).*

Recognition

- *Which sport is more popular?*

Vocabulary

Production

- Superlative form of adjectives: *happiest, most / least popular, thinnest, shortest, youngest, tallest, oldest, lightest, most / least expensive, best, worst, furthest*

Recognition

- Superlative form of adjectives



PHONOLOGY

Superlative form of adjectives:

<i>happiest</i>	<i>/'hæprɪst/</i>
<i>most / least popular</i>	<i>/,məʊst /,li:st 'pɒpjələ/</i>
<i>thinnest</i>	<i>/'θɪnəst/</i>
<i>shortest</i>	<i>/'ʃɔ:təst/</i>
<i>youngest</i>	<i>/'jʌŋgəst/</i>
<i>tallest</i>	<i>/'tɔ:ləst/</i>
<i>oldest</i>	<i>/'əʊldəst/</i>
<i>lightest</i>	<i>/'laɪtəst/</i>
<i>most / least expensive</i>	<i>/,məʊst /,li:st ɪk'spensɪv/</i>
Irregular superlative forms of adjectives:	
<i>best</i>	<i>/'best/</i>
<i>worst</i>	<i>/'wɜ:st/</i>
<i>furthest</i>	<i>/'fɜ:ðɪst/</i>

How to go about it (page 34)

1. Listen and write the number of votes.

Explain to students that they are going to listen to the number of votes and have to write them down. Encourage them to guess which option in each category gets most of the votes. Then, play the audio CD several times if necessary. Get some volunteers at random to write the numbers on the board to check with the whole class and confirm or deny students' previous ideas. Invite different students to share their votes and give reasons for their answers.



TRACK 11

Listen and write the number of votes.

According to our users' choice, there are thirty-eight votes for basketball, ninety-nine votes for football and fifteen votes for volleyball. The results show that basketball is more popular than volleyball among our users. And not surprisingly, football is the most popular sport!

What do users say about trendy accessories? Up to now, there are twenty-five votes for watches, thirty-nine votes for caps and eighty-seven votes for sunglasses. So, sunglasses are the trendiest accessories. Do you agree? There is still time for you to vote. Visit our website and submit your vote!

Now, last but not least, users choose among three good gadgets. There are seventy-eight votes for the virtual reality headset, sixty-five votes for the video game system and forty-one votes for the drone. A big clap for the virtual reality headset, the best gadget of all!

» Answer Key

A popular sport
Basketball: 38 votes
Football: 99 votes
Volleyball: 15 votes
Trendy accessories
Watches: 25 votes
Caps: 39 votes
Sunglasses: 87 votes

A good gadget

Virtual reality headset: 78 votes

Video game system: 65 votes

Drone: 41 votes

2. Now, write the numbers in letters.

Tell students to look at the webpage in exercise 1 and write the corresponding numbers in letters. Get some volunteers to write the numbers on the board or spell them.

» Answer Key

1. The most popular sport is football with ninety-nine votes.
2. The trendiest accessories are the sunglasses with eighty-seven votes.
3. The best gadget is the VR headset with seventy-eight votes.



GRAMMAR

Draw students' attention to the explanation of the use and forms of superlative adjectives. Go through the examples with the class and focus on the use of *the* before the superlative form with *most* and *-est*.

How to go about it (page 35)

3. Look at the rankings on page 34, compare and answer.

Get a volunteer to read the questions and answer the first one. Encourage the class to support the answer by saying the number of votes the sport received. Tell the class to answer the other questions and then, check orally.

» Answer Key

1. Basketball is more popular than volleyball.
2. The cap is trendier than the watch.
3. The video game system is better than the drone.

4. Go through these rules to form the superlative form of adjectives.



GRAMMAR

Go through the rules in the chart with the class and

read the corresponding examples. Give the students time to analyse the rules and encourage them to provide more examples. Focus students' attention on spelling and the changes in some letters. Then, direct their attention to the note with the exceptions to the rules and ask them to make sentences using these superlative adjectives.



REINFORCEMENT ACTIVITIES

Draw a table on the board with four columns and write at the top of each column: *Rule 1, Rule 2, Rule 3, Rule 4*. Have the students copy the table in their folders and explain that you are going to dictate superlative adjectives so that they write them in the correct column; for example: *easiest, biggest, most / least famous, longest, trendiest, hottest, shortest, prettiest*, etc. Once the students have completed the table, invite some volunteers to write the examples with the corresponding rule on the board to check.

5. Read the files and complete the sentences with the superlative form of the adjectives in brackets.

Draw students' attention to the files and have some volunteers read the information to practise reading numbers aloud. Then, ask students to use the information to complete the sentences with the correct form of the adjective. Finally, invite some volunteers to read the answers aloud to check.

» Answer Key

1. the most expensive; 2. the oldest; 3. the lightest



REINFORCEMENT ACTIVITIES

Newspaper Search

Divide the class into groups of four and give them each a newspaper page in English. Ask them to cut out words and letters to form five sentences with adjectives in the superlative form:

Alice in Wonderland is the most interesting book of all. Invite each group to glue the words on a white piece of paper and have them share their sentences with other groups.

ALL AROUND LEARNING TIPS

Enriching Vocabulary

Invite students to enrich their vocabulary by reading magazines or watching TV programmes in English. Have them start reading or listening to a few sentences at a time without trying to understand every word at first. Remind them that understanding the context is the key to enriching their vocabulary.

SB pages 36 and 37

Objectives

- To read and listen for specific information.
- To label a picture.
- To identify the planets of the solar system.
- To make comparisons based on facts.

Language Focus

Production

- *(Mercury) is bigger than (Pluto).*
- *(Curiosity) is faster than (Opportunity).*

Vocabulary

Production

- Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Comparative form of adjectives: *smaller, bigger, nearer, further, hotter, colder, older, lighter, cheaper, heavier, faster, better, more modern*
- Superlative form of adjectives: *smallest, biggest, hottest, coldest, nearest, furthest*
- Big numbers

Recognition

- *dwarf planet, orbit, anticlockwise*



PHONOLOGY

Planets:

Mercury	/ˈmɜːkjʊrɪ/
Venus	/ˈviːnəs/
Earth	/ɜːθ/
Mars	/mɑːz/
Jupiter	/ˈdʒuːpɪtə/
Saturn	/ˈsætɜːn/
Uranus	/jʊˈreɪnəs/
Neptune	/ˈneptjuːn/

Comparative form of adjectives:

<i>smaller</i>	/ˈsmɔːlə/
<i>bigger</i>	/ˈbɪɡə/
<i>nearer</i>	/ˈniəə/
<i>further</i>	/ˈfɜːðə/
<i>hotter</i>	/ˈhɒtə/
<i>colder</i>	/ˈkəʊldə/
<i>older</i>	/ˈəʊldə/
<i>lighter</i>	/ˈlaɪtə/
<i>cheaper</i>	/ˈtʃiːpə/
<i>heavier</i>	/ˈheɪvə/
<i>faster</i>	/ˈfɑːstə/
<i>better</i>	/ˈbetə/
<i>more modern</i>	/ˌmɔː ˈmɒdən/

Superlative form of adjectives:

<i>smallest</i>	/ˈsmɔːləst/
<i>biggest</i>	/ˈbɪɡəst/
<i>hottest</i>	/ˈhɒtəst/
<i>coldest</i>	/ˈkəʊldəst/
<i>nearest</i>	/ˈniəəst/
<i>furthest</i>	/ˈfɜːðəst/
Pluto	/ˈpluːtəʊ/
Ceres	/ˈsiəriːz/
dwarf planet	/ˌdwɔːf ˈplænət/
orbit	/ˈɔːbɪt/
anticlockwise	/ˌæntɪˈklɒkwaɪz/



INTRODUCTORY ACTIVITIES

Remind the students of the two girls and the quiz on page 32 and ask: *What is more entertaining for Lily, the quiz or homework? (The quiz.)* Then, read the introduction in the box in exercise 1 aloud and

ask the students if they are interested in the solar system. Encourage them to share information they may know with the rest of the class. Write two columns on the board: *My ideas* and *New information* and complete the first column with key vocabulary the students mention.

How to go about it (pages 36 and 37)

1. Read and label. Then, listen and check.

Invite students to look at the picture and ask them if they can recognise any planet. Then, tell them to read the text in silence and label the planets. Once they have finished the activity, play the audio CD to listen and check the answers. Invite some volunteers to complete the second column on the board with new information.

TRACK 12

Read and label. Then, listen and check.

- | | | |
|------------|------------|------------|
| 1. Mercury | 4. Mars | 7. Uranus |
| 2. Venus | 5. Jupiter | 8. Neptune |
| 3. Earth | 6. Saturn | |

» Answer Key

Top (from left to right): *Mercury, Venus, Earth, Mars*

Bottom (from left to right): *Jupiter, Saturn, Uranus, Neptune*

Follow Up: Reading aloud

Ask some volunteers to read the text. Correct pronunciation.

answers and write them down. Then, elicit one of the questions to a team to check the information. Get a student from the team to write the answer on the board to check grammar and spelling. If the answer is correct, the team gets a point. If the answer is wrong, another team has the opportunity to answer and score a point.

INTRODUCTORY ACTIVITIES

Big Numbers

Write numbers on the board in units of tens, hundreds, tens of thousands, hundreds of thousands and millions. Say each number and invite students to repeat. Then, point to different numbers and ask individual students to call them out. Next, dictate several big numbers and ask students to write them in their notebooks. Get some students to write the numbers on the board to check.

2. Look at the illustration on page 37. Choose one adjective and write sentences.

Go over the chart on page 37 with students. Invite a volunteer to read the words in 1 and encourage the class to complete the sentence with the planet and the correct form of the adjective. Ask students to justify the answer by referring to the illustration and information on page 37. Encourage them to continue with the same procedure to write the other sentences. Get some students at random to read the answers.

» Answer Key

1. *Mercury is the smallest in our solar system.*
2. *Uranus is further from the Sun than Mars.*
3. *Saturn is smaller than Jupiter.*
4. *Venus is the hottest planet of all. The average temperature is 465° C.*
5. *Neptune is the furthest planet from the Sun.*

3. In turns, compare these two Mars rovers.

Direct students' attention to the photographs and explain that these rovers are on a mission on Mars. Invite students to describe the pictures. Ask a volunteer to read the adjectives that they can use

REINFORCEMENT ACTIVITIES

Ask students to close their books and divide the class into teams. Write questions about the text on the board: *Where is the Sun? How many planets are there in our solar system? What is an orbit? In which direction do the planets move? Can you mention the planets in the correct order? Give the teams some minutes to think of the*

to compare the rovers and the example given. Tell students to work in pairs and make comparisons. Walk around the classroom and monitor. Then, invite different volunteers to share their comparisons with the rest of the class.

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Telephone

Have the class sit in a circle. Think of a sentence with an adjective in the comparative and superlative forms: *Ice cream is more delicious than lollipops but chocolate is the most delicious of all.* Whisper the sentence to a student so that she / he whispers it to a classmate until they pass the sentence to the last student. Write the original sentence and the final version on the board to check. Repeat several times.

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

Students will use the language as a means of obtaining and presenting information related to the topic. Make them aware of the critical thinking skills they have to apply as they work on the project; for example: seeking and analysing information, recognising differences and similarities, evaluating their models, communicating their facts to others, etc.

Science Project: Make a solar system model. Write the following facts about the planets.

Divide the class into groups. Go through the list of facts with the class and explain that there may be some features that are going to be incomplete for some planets; for example, information about the rings. Encourage the students to use different sources to gather and check the information. Tell them to draw a table with the list of facts and all the planets in columns so that they find it easier to compare the facts. Remind the class to include curious facts as well. Walk around the classroom to monitor and help if necessary.

» **Answer Key**

Students' own answers.

Compare the most interesting planetary facts and make a presentation with a solar system model.

The previous class, ask the students to bring the materials for creating the model: styrofoam balls of different sizes for the planets and the Sun, a (black) styrofoam board or a black piece of construction paper, glue, paints and brushes.

Once the groups have selected and organised the information, ask them to write sentences to compare the most important planetary facts. Direct the students' attention to the example and read it aloud. Then, invite them to make their solar system models. Check that all the students of the group work collaboratively to make the model. Tell them to consider the information they have when they design the planets: sizes, colours and rings. When the Sun and the planets are complete, invite the students to glue them on the styrofoam board or piece of construction paper in the correct order and draw the orbits of the planets with white paint or a piece of white chalk. Finally, have the students write the names of the planets in a piece of paper and add the labels to the models. Invite the groups to come to the front to present the comparisons between the planets with their solar system models. Write the question *Did you know that...?* on the board so that the students use it when presenting the curious facts. Encourage the class to ask questions to the groups for additional information and provide feedback about the models. Ask: Are

the planets and the Sun represented in the correct sizes and colours? Are the planets in the correct order? Are the labels correct?

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Invite the groups to write six true and false sentences about their comparisons between the planets on a separate sheet of paper. Then, collect the sentences and hand them to different groups. Determine a time limit so that the students decide if the sentences are true or false and correct the wrong information. Finally, invite some volunteers to read the sentences aloud to check and assign a point for each correct answer.

How to go about it (page 39)



ALL AROUND SEL TIPS

Raise students' awareness of the different skills they all have and highlight the importance of respecting each others' abilities and lack of abilities and of recognising how they can complement and help each other.

Integration: What's the difference? Complete the descriptions with the correct form of the adjectives in brackets.

Direct students' attention to the webpage and ask: *What type of webpage is it? (It's a photo gallery.) Whose webpage is it? (It's a school webpage.) What does it show? (It shows photos of a sports event.)* Invite the students to describe the photos and identify the sports. Then, ask the class to read the descriptions and complete them with the correct forms of the adjectives. Tell the students to compare their answers and then, have some volunteers read the sentences aloud to check. Finally, read the sentence at the bottom aloud and analyse it with the class. Ask: *Do you*

value your skills and other people's skills? Invite the students to explain why it is important to respect others' talents and give examples of other situations or activities different from sports.

» **Answer Key**

1. *the best, the shortest, faster, the tallest, the youngest*
2. *the fastest, worse, the most popular*
3. *the smallest, the strongest, the most confident*
4. *the most popular, the biggest, more entertaining, the best*



REINFORCEMENT ACTIVITIES

Have the students write a description about two people they know and the skills they value; for example: *Sarah is the friendliest and the most sociable girl in the class. She likes talking to all of us and she makes everyone feel comfortable.*

Big question: What's the difference?

Read the unit question aloud and invite the class to revise the things they have compared throughout the unit; for example: *accessories, sports, people, places, animals, planets*, etc. Encourage them to mention in which situations they need to make comparisons and why: *to distinguish between facts and opinions, to find similarities and differences, to contrast ideas, to support opinions, to make a deep analysis or a decision*, etc. Finally, ask: *What can we learn from the differences?* Encourage the class to answer and write key words on the board.

SB pages 85, 86, 87, 88 and 89 - 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. Write the comparative forms of the adjectives.

1. more popular; 2. older; 3. younger;
4. happier; 5. taller; 6. shorter; 7. thinner

2. Use the clues to write sentences.

1. Rafael Nadal is shorter than Juan Martín del Potro.
2. Juan Martín del Potro is younger than Rafael Nadal.
3. Rafael Nadal is better than Juan Martín del Potro.
4. Rafael Nadal is stronger than Juan Martín del Potro.

3. Complete with the comparative form of the adjectives in brackets.

older, taller than, faster, more powerful than, better than

4. Read and write the names.

(From left to right) Sonia, Karen, Lucy, Jess

5. Classify these comparative forms of adjectives according to the rules.

Rule 1: stronger, later, nicer, newer, larger, slower

Rule 2: happier, heavier, prettier, funnier

Rule 3: thinner, bigger, hotter, fatter, sadder

Rule 4: more / less famous, more / less entertaining, more / less difficult, more / less interesting

6. Think and write.

Possible answers:

1. a cheetah, a tiger; 2. a car, a boat, a motorcycle; 3. the savannah; 4. Brazil, Australia

7. Write the adjectives that correspond to these superlative forms.

biggest: big; latest: late; fastest: fast; nicest: nice; heaviest: heavy; newest: new; prettiest: pretty; saddest: sad; hottest: hot; funniest: funny; driest: dry; largest: large

8. Use some of the words in exercise 7 to complete these sentences.

1. driest; 2. fastest; 3. funniest; 4. heaviest, largest; 5. latest

9. Write sentences to compare four classmates.

Students' own answers.

10. Unscramble the names of the planets and write them in order.

- | | |
|------------|------------|
| 1. Mercury | 5. Jupiter |
| 2. Venus | 6. Saturn |
| 3. Earth | 7. Uranus |
| 4. Mars | 8. Neptune |

11. Complete the questions with the correct form of the adjective. Then, answer.

1. Which planet is smaller, Jupiter or the Earth?
The Earth is smaller than Jupiter.
2. Which is the largest planet of the three?
Jupiter is the largest planet of the three.
3. Which planet has got the longest day? Mars has got the longest day.
4. Which planet has got the shortest day?
Jupiter has got the shortest day.
5. Which planet has got a longer year, the Earth or Mars? Mars has got a longer year.
6. Which planet has got the longest year?
Jupiter has got the longest year.

12. Read the text and complete with the superlative or comparative form of the adjectives given.

- | | |
|------------|---------------------|
| 1. best | 4. most comfortable |
| 2. smaller | 5. cheaper |
| 3. biggest | 6. worst |

13. Compare and write as many sentences as you can in two minutes.

Sample Answers

The cheetah is the lightest of the three.

The giraffe is faster than the African elephant.

The African elephant is lower than the giraffe.

The giraffe is the tallest of all.

The African elephant is the heaviest of the three.

The cheetah is the fastest.

What's your favourite music style?

SB pages 40, 41, 42 and 43

Objectives

- To describe past events using the verb *to be*.
- To predict information.
- To listen for specific information.
- To read for specific information.
- To talk about someone's place and date of birth.

Language Focus

Production

- *Brian May was the oldest.*
- *Freddie Mercury wasn't from London.*
- *Freddie Mercury was four years old when John was born.*
- *By the '80s, they were one of the biggest bands.*
- *They weren't all from London.*

Recognition

- *Roger Taylor was the drummer.*
- *Brian May was born in Hampton, England.*
- *He was born on July 19, 1947.*

Vocabulary

Recognition

- Music words: *songwriter, drummer, lead singer, guitarist, pianist, bassist, trumpet, guitar, flute, piano, drum, violin*

trumpet	/ˈtrʌmpɪt/
guitar	/ɡɪˈtɑː/
flute	/fluːt/
piano	/piˈænoʊ/
drum	/drʌm/
violin	/ˌvaɪəˈlɪn/

How to go about it (pages 40 and 41)

Read the unit question aloud to introduce the topic. Draw students' attention to the photo and invite them to mention the musical instruments they can see. Encourage the class to describe the group and deduce their music style. Then, ask the students if they can play a musical instrument and write the words they say on the board. Finally, invite the class to share their preferences in relation to music styles: *Do you like rap / pop / rock? Why (not)? Would you like to be a member of a band? Which music style would you like to play?* 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 and get ready for the learning process.



PHONOLOGY

songwriter	/ˈsɒŋ ˌraɪtə/
drummer	/ˈdrʌmə/
lead singer	/liːd ˈsɪŋər/
guitarist	/ɡɪˈtɑːrɪst/
pianist	/ˈpiːənɪst/
bassist	/ˈbeɪsɪst/



INTRODUCTORY ACTIVITIES

Label it.

If you wrote the instruments that students mentioned at the beginning of the lesson, show pictures or magazine cutouts that represent them and invite different volunteers to place the pictures under the correct words. Present new

vocabulary by showing pictures of other musical instruments and encourage some students to place the pictures on the board and write the corresponding words.

Identify it.

Bring five pieces of different music types. Divide the class into two teams. Play the first piece of music. Have students from one team identify the music type and the instrument(s):
It's rap music. They are playing drums and guitars.
Award a point if the answer is correct. Write the genres on the board. Repeat the procedure with the remaining pieces of music, alternating teams. The team with the highest number of correct answers wins.

How to go about it (page 42)

1. Listen and read.

Invite students to look at the photos and read the captions. Encourage them to describe the men and explain that they are members of Queen. Ask students to give information they may know; for example: nationality, music style, time when they were popular, famous songs, etc. Write the answers on the board to check them later. Then, play the audio CD and tell students to follow the reading text in their books. Encourage students to deduce the meaning of new words from the context.



TRACK 13

Listen and read. Music of all times

Narrator: *Queen are a famous British rock band from the 1970s. Originally, the members were four and they were all writers of greatest hits. Freddie Mercury was the lead singer and pianist, Brian May was also a singer and the lead guitarist, John Deacon was the bassist and Roger Taylor was the drummer. We will rock you, We are the Champions and Bohemian Rhapsody are some of their most popular songs. Brian*

May and Roger Taylor still play today with other touring members. In 2018, they were honoured with the Grammy Lifetime Achievement Award, for their creative contributions.

Follow Up

Check students' predictions and invite some volunteers at random to read the text aloud. Correct pronunciation.

2. Read the text again and complete the chart.



GRAMMAR

In this case, the grammar board will help students focus on the use of the past forms of the verb *to be*. You may revise the present forms of the verb *to be* and draw students' attention to the differences between the tenses. Go through the examples with the whole class. Encourage students to find more instances in the text and complete the chart with the correct forms.

» Answer Key

I / He / She / It: *was / wasn't*

We / You / They: *were / weren't*

3. Listen the podcast and circle.

Check that the students understand the meaning of *podcast* and encourage them to define it. If they are not familiar with the word, explain that it is an audio or video file that people can download on their computers or other devices and it contains information about different topics. Tell the students this podcast is about Queen and invite them to read the sentences and check understanding. Then, play the audio CD so that they circle the correct option. Invite some volunteers to read the sentences aloud to check.

4 What's your favourite music style?

TRACK 14

Listen to the podcast and circle.

Narrator: We are talking about Queen today. By the '80s, they were one of the biggest bands. And we have five facts about some of the members of the band:

1. Brian and Roger were members of another band before Queen. The name of the band was Smile.
2. Freddie's real name was Farrokh Bulsara.
3. He wasn't from London. He was born in Zanzibar.
4. Some of Freddie's favourite artists were The Beatles, David Bowie and Led Zeppelin.
5. Barcelona was one of Mercury's great songs as a solo artist.

» Answer Key

1. were; 2. were; 3. was; 4. wasn't; 5. were; 6. was

FUN ACTIVITIES

Your Band

Divide the class into groups of four or five. Tell them to imagine that they formed a band for a competition at school last year. Draw a table on the board for students to copy it and complete with imaginary information about their band; for example: *Name of the group, Nationality, Type of music, Group members, Instruments they played, Names of some hits*. Once students have completed the table, they should write a paragraph including this information. Students can use the text about Queen as a model.

How to go about it (page 43)

GRAMMAR

Draw students' attention to the use of the forms *was / were born*. Invite a volunteer to read the example aloud and focus on the way the year is said.

You may write other examples on the board and encourage some students to read the dates aloud.

4. Listen and complete these files.

Invite students to go through the information about the members of Queen to identify the type of information that is missing. Play the audio CD for students to complete the files. Get some volunteers at random to write the answers on the board to check.

TRACK 15

Listen and complete these files.

Freddie Mercury was born in Stone Town, Sultanate of Zanzibar (now Tanzania). He was born on September 5, 1946.

Roger Taylor was born in King's Lynn, England. He was born on July 26, 1949.

Brian May was born in Hampton, England. He was born on July 19, 1947.

John Deacon was born in Leicester, England. He was born on August 19, 1951.

» Answer Key

Freddie Mercury: September; Roger Taylor: England, 1949; Brian May: 1947; John Deacon: August, 1951

ALL AROUND TEACHING TIPS

Music and Reasoning

Researchers exploring the link between music and intelligence report that music training is far superior to computer instruction in enhancing children's abstract reasoning skills. Whenever possible, include music in your activities or simply play classical music softly in the background.

5. Look at the files in 4 and write the correct name.

Tell the students to read the information in the files again to complete the sentences. Have them work

in pairs and compare their answers. Finally, invite some volunteers to read the sentences aloud.

» **Answer Key**

1. John Deacon; 2. Freddie Mercury; 3. Freddie Mercury and Brian May; 4. Roger Taylor, Brian May and John Deacon



FUN ACTIVITIES

Ask students to bring pictures of their favourite singer(s). Encourage them to write a description of the artist and include his / her date and place of birth. Invite students to read the information aloud for the rest of the class to guess who the person is. Encourage the students to mention why they like the artist and the type of music she / he plays. Ask questions so that they share more details: *When do you listen to her / his songs? How does that music make you feel?*, etc.

6. Write false sentences about Queen. Then, play with a friend.

Ask the students to use the information on pages 42 and 43 to write five false sentences. Then, read the example aloud and tell the class to work in pairs taking turns to read and correct the false information.

» **Answer Key**

Students' own answers.

ALL AROUND TEACHING TIPS

When students discuss topics in pairs or in groups, walk around the classroom to monitor their performance and assist only when necessary.



REINFORCEMENT ACTIVITIES

Divide the class into groups. Distribute sheets of paper and magazines. Ask students to make a collage about Queen. Have students use magazine pictures and / or their own drawings with instruments and other objects they associate with the band.

Then, encourage students to explain their works of art. Display students' works on the classroom walls.



ALL AROUND SEL TIPS

Remember to encourage students to be creative in their pieces of writing. Exhibit and praise their work equally.

SB pages 44 and 45

Objectives

- To ask and answer about past events using the verb *to be*.
- To ask for specific information.

Language Focus

Production

- Was Pink born in the '70s?
- Yes, he / she was. / No, he / she wasn't.
- Were they from Liverpool?
- Yes, they were. / No, they weren't.
- When were you born?
- Where were you born?

Vocabulary

Recognition

- R&B, backing singer



PHONOLOGY

R & B

/,ɑ: ɒnd 'bi:/

backing singer

/'bækiŋ 'siŋə:/



INTRODUCTORY ACTIVITIES

Divide the class into groups. Ask each group to write three sentences about Queen. Have each group read their sentences for the class to identify the member of the band: *He was born in 1946. Freddie Mercury.*

How to go about it (page 44)

1. Read and complete with the correct form of the verb *to be*.

Draw students' attention to the photos and invite them to describe the singers. Encourage the class to identify who the people are and provide information they may know. Then, read the example aloud and ask the students to complete the texts with the correct tense and form of the verb *to be*. Finally, have some volunteers read the information aloud to check. Invite the class to vote for a singer / group they would like to listen to and give reasons for their answers.

» Answer Key

Pink: *is, is, was, are, was, is*

The Cranberries: *are, are, is, is, is, was, are*

The Beatles: *were, were, were, was, was, was, was, were, were, were*



GRAMMAR

Direct students' attention to the questions and short answers in exercise 2. The focus is on the form of the verb *to be* in the Simple Past tense in these structures. Go through the examples with the whole class. You may write some examples on the board for students to analyse the structure. Highlight the fact that the verb *to be* is inverted in questions.

2. Match the questions with the answers.

Invite the class to match the questions about the artists in exercise 1 with their answers. Have them compare their ideas to check. Ask some volunteers to read the questions and the corresponding answers aloud to correct.

» Answer Key

1. No, she wasn't. 2. Yes, they were. 3. No, he wasn't. 4. Yes, she was. 5. Yes, he was. 6. No, they weren't.



REINFORCEMENT ACTIVITIES

Invite students to write five questions about different bands and singers using the verb *to be* in the present and past tenses. For example: *Were The Rolling Stones a popular band in the 1960's? Is Chris Martin the bassist of Coldplay?* Then, tell students to take turns to ask the questions to their classmates. If a student answers correctly, he / she gets one point. The student who has more points wins.

How to go about it (page 45)



GRAMMAR

Direct students' attention to the note which introduces the questions to know about someone's place and date of birth. Get a volunteer to read the explanations. Ask questions to some students about them and their family; for example: *When were you born? When was your sister born?* Encourage students to continue asking the questions to their partners.

3. Complete the answers in the interview.

Tell the students to read the questions and complete the answers with the corresponding information. Encourage them to identify the artists who answer the questions so that they find the correct information in the previous pages. Invite some students to read the interviews aloud to check the answers.

» Answer Key

1. *was born in, was born in*; 2. *was, was born in Liverpool, was born in*; 3. *wasn't, was born in 1979*

4. Ask three classmates and complete. Then, tell the class.

Read the example aloud and encourage a volunteer to answer the question. Then, invite the students to walk around the classroom and ask the questions to three classmates and write the

information in the table. Finally, invite different volunteers to report their results and ask them more questions: *Who is the oldest? Who is the youngest? Were they all born in the same city?, etc.*

» **Answer Key**

Students' own answers.



FUN ACTIVITIES

Mystery Silhouettes

Ask students to use a flashlight to project their silhouettes onto a piece of construction paper. Tell them to get a partner to draw around the silhouette with a crayon. Then, invite students to cut out their silhouettes and glue them at the top of a piece of paper. Finally, encourage students to write their autobiography on the paper: *I'm Argentinian. I was born in Buenos Aires. I was born on March 3. I'm 11 years old. I like reading and playing tennis.* You may display all the silhouettes on the classroom walls for the other students to guess who the person is.

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. Games help children stay interested and motivated. They also provide them with meaningful language contexts and are a source of intense language practice.

SB pages 46 and 47

Objectives

- To read about a young violinist.
- To listen for information.
- To complete a timeline.
- To identify regular verbs in the past.
- To write a summary.

Language Focus

Production

- *She was born in 1980.*
- *In 1992, she recorded her first album.*

Recognition

- *She supports and promotes childhood music education.*

Vocabulary

Production

- Regular verbs in the past: *moved, received, played, started, attended, recorded*

Recognition

- *well-known, orchestras, conductors*



PHONOLOGY

<i>moved</i>	/mu:vɪd/
<i>received</i>	/rɪ'si:vɪd/
<i>played</i>	/pleɪd/
<i>started</i>	/'stɑ:tɪd/
<i>attended</i>	/ə'tendɪd/
<i>recorded</i>	/rɪ'kɔ:dɪd/
<i>well-known</i>	/wel 'nəʊn/
<i>orchestras</i>	/'ɔ:kɪstrəz/
<i>conductors</i>	/kən'dʌktərs/
<i>soloist</i>	/'səʊləɪst/

4 What's your favourite music style?



INTRODUCTORY ACTIVITIES

Write the phrase *classical music* on the board. Ask students to say words related to the phrase and write them below it: *violin, orchestra, concert, flute*. Briefly discuss classical music with the class. Invite students to say if they have ever been to a concert and the names of any composers they know.



ALL AROUND LEARNING TIPS

Vocabulary in Context

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.

How to go about it (page 46)

1. Read and circle the correct option. Listen and check.

Tell students to read the title and describe the woman in the photos. You may ask guiding questions: *How old is she? Where is she from? What instrument does she play? Why do you think she is a musical talent?* Invite the class to read the text to find out and choose the correct form of the verb *to be* in the past tense. Encourage students to understand the meaning of new words from the context. Then, play the audio CD for students to check their answers.



TRACK 16

Read and circle the correct option. Listen and check.

Young musical talent

Sarah Chang is an American classical violinist. She started to play the instrument when she was four and, still today, she performs with well-known orchestras and conductors.

Sarah was born on December 10, 1980 in Philadelphia. Her parents are from South Korea and they moved to the United States in 1979. Her mother is a composer and her father is a violinist and music teacher.

*When Sarah was three, her mother trained her to play the piano. A year later, she started to play the violin. It was a present for her fourth birthday and she really liked it. So, at the age of six, she studied music in Juilliard School in New York and she also attended regular school in Philadelphia. In 1988, two years after her training, she played with the New York Philharmonic. And, in 1992, she recorded her first album *Debut* and it was a classical best-seller. This was just the beginning of her successful career.*

Today, she still plays as a soloist and with orchestras and she records albums. She is also the US Embassy's Artistic Ambassador and she supports and promotes childhood music education.

» Answer Key

- | | |
|--------|--------|
| 1. was | 4. was |
| 2. was | 5. was |
| 3. was | 6. is |

Follow Up: Reading aloud

Invite some volunteers at random to read the text aloud. Correct pronunciation.

ALL AROUND TEACHING TIPS

Explain to students that when they first read a text, they do not have to try to understand every single word, but that they should focus on getting the general meaning.

2. Read again and tick (✓) the correct option.

Ask the students to read the text again and tick the correct option. Invite different volunteers to read the answers aloud to check.

» Answer Key

1. the United States.
2. December 10, 1980.
3. violin.
4. fourth birthday.
5. weren't her music teachers.
6. a success.

How to go about it (page 47)



GRAMMAR

The grammar board in exercise 3 introduces the Simple Past tense of regular verbs. Go through the information in the timeline and ask students to identify the verbs and the tense. Students can recognise the past form of the verb *to be*. Draw students' attention to the other verbs and the fact that *-ed* is added to the verb to form the past tense. Explain that the Simple Past tense is used for finished actions or states in the past.

3. Complete the timeline with the information about Sarah.

Explain to the class that the text is a short biography and it includes some of Sarah's important moments in her life. Ask them to read the text again to complete the timeline with the phrases that appear in the note. Check answers with the class and model the pronunciation of the verbs. Stress the difference between *voiced* and *voiceless* sounds. Explain that the *-ed* ending of regular past forms of the verbs ending in *-d /d/* or *-t /t/* is pronounced */id/*; for example: *ended* and *started*.

» Answer Key

- 1980: was born in the USA
1983: played the piano for the first time
1984: received a violin as a present
1986: started to study at Juilliard School, attended regular school
1988: played with the New York Philharmonic
1992: recorded her first album



REINFORCEMENT ACTIVITIES

Listen and clap.

Ask the class to close the books. Read parts of the text and ask students to clap loudly every time they hear a verb ending in *-ed*. Then, tell students you are going to read parts of the story again, but this time you will ring a bell instead of reading the verbs ending in *-ed*. Each time you ring a bell, ask: *What's the missing verb?* Lead students in responding: *(played)*.

4. Now, use the information to write a summary about Sarah's early years.

Students have to write about Sarah and include the information that appears in the timeline. Invite a volunteer to complete the sentence in the note and encourage students to continue writing about the artist. Tell them to exchange their writings to check. Then, ask some volunteers to read their texts and share the ideas with the class.

» Answer Key

Students' own answers.

ALL AROUND LEARNING TIPS

Becoming a Tutor

Encourage students to teach English to another person. In addition to promoting their self-confidence, teaching another person will serve as further practice of everything they have learned so far.

4 What's your favourite music style?



REINFORCEMENT ACTIVITIES

Special Talents

Divide the class into groups. Encourage the students to think about a special skill they had when they were younger. Then, ask them to share their ideas with their classmates; for example: *I was a good skater when I was seven.* Invite some volunteers to report about their classmates' abilities: *He was a good skater when he was seven.*

SB pages 48 and 49

Objectives

- To read and listen to a comic strip.
- To correct wrong information.
- To indicate that something existed or not in the past.

Language Focus

Production

- *There was a concert. / There wasn't a rap band.*
- *There were a lot of people. / There weren't any dancers on stage.*

Vocabulary

Recognition

- *garage band, supportive*



INTRODUCTORY ACTIVITIES

Mixed-up Letters

Invite students to write five words related to music in their notebooks with the letters scrambled: *sautgriti* (guitarist). Have students exchange notebooks and unscramble each other's letters. Invite some volunteers to write the scrambled letters on the board for the class to form the word.

How to go about it (page 48)

1. Listen and read.

Invite students to look at the comic strip and encourage them to describe the situation. Ask some guiding questions: *Where are the people in the first picture? What are they talking about? How many members are there in the band? What's the name of the band? What type of music do they play?* Tell students to listen to the audio CD and follow the reading text in their books. Finally, explain the meaning of *garage band* and invite the class to mention famous groups that were garage bands when they started playing. Elicit information by asking: *How did their situation change? Who discovered the band? When were they successful?, etc.*



TRACK 17

Listen and read.

Narrator: *In today's morning show, the presenters are talking about a local music festival. Surprisingly, a garage band received special attention yesterday. What really happened?*

Man: *The most important festival in town ended yesterday. There were a lot of people. And there was confusion, too. Let's see the images.*

Man: *When this rock band started to play, people were confused and the organisers were very surprised. Why? They all wanted to see the famous rap band, Rhyme Machine, not Drum Machine!*

Follow Up: Reading aloud

Invite two volunteers to read the comic strip. Ask students why there was confusion: *Because the people at the festival wanted to listen to a rap band and this was a rock band. There was a problem with the name.* Get other pairs to read the comic strip aloud and correct pronunciation.



REINFORCEMENT ACTIVITIES

Act it out.

Divide the class into pairs. Ask students to write an interview with the rock star after the concert. Invite volunteers to come to the front and act out their interviews.



GRAMMAR

Draw students' attention to the grammar board in exercise 2 which introduces the use of *there* + the past form of the verb *to be*. Go through the explanation and examples with the whole class and analyse the forms. You may write other examples on the board in the Present tense to compare.

2. Correct these sentences about the festival.

Ask a volunteer to read the first sentence and the example. Encourage students to look at the picture in exercise 1 to correct the sentences. Get some students at random to check the answers.

» Answer Key

1. *There weren't two guitarists. There was only one.*
2. *There weren't a few people in the festival. There were a lot of people in the festival.*
3. *There wasn't a rap band at the end of the festival. There was a rock band.*
4. *There wasn't a woman in the rock band. There were three men.*
5. *There weren't any dancers on the stage.*



INTRODUCTORY ACTIVITIES

Encourage the students to predict what happened at the festival. Ask questions and write the ideas on the board: *What was the audience's reaction? Were Drum Machine successful? Was their concert long? What happened when they finished playing?*, etc.

How to go about it (page 49)

3. Complete the post with the verbs.

Direct students' attention to the webpage and elicit the name. Encourage the class to read the post to check their previous ideas and complete the sentences with the verbs. Finally, have some volunteers read the text aloud to check.

» Answer Key

1. *played*; 2. *were*; 3. *were*; 4. *started*; 5. *was*;
6. *relaxed*; 7. *lasted*; 8. *loved*; 9. *ended*; 10. *was*

4. Imagine you were at the festival. Write and draw.

Invite the students to imagine they were at the concert and write a description of the situation and their reaction. Read the guiding notes aloud to check understanding. After the students write their ideas, tell them to draw the scene in the box.

» 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.



ALL AROUND CLIL TIPS

By creating their own instruments, students have a real purpose to use the language to describe their inventions and explain their uses. Make sure they experiment with the sounds they can create and help them with vocabulary they may need to share their ideas.

Music Project: Create your own instrument. Classify these musical instruments. Then, add more examples.

Read the instruments aloud and model pronunciation. Then, explain the categories that appear in the boxes and elicit ideas the students may know:

Woodwinds: *these instruments make sound when air is blown inside.*

Strings: *the sound is made when the strings are plucked, struck or bowed.*

Percussion: *the sound is produced when the instruments are hit or shaken.*

Brass: *instruments made of metal produce the sound when air is blown inside.*

Give the students time to classify the instruments and then, check orally with the class. Encourage them to add more examples: *recorder, flute, saxophone (Woodwind); guitar (String); drums, maracas (Percussion); vuvuzela, tuba (Brass).*

» **Answer Key**

Woodwinds: *clarinet, oboe*

Strings: *harp, violin, cello*

Percussion: *xylophone*

Brass: *trumpet, trombone*

Now, create your instrument and describe it.

Encourage the students to invent their own instrument and complete the note with the information. Then, they write a description and draw the instrument. Ask them to bring the materials they need to make their instruments in class. Once their inventions are complete, invite the students to the front to describe them and explain how they work. Encourage the students to play their instruments and show the sounds they can make.

» **Answer Key**

Students' own answers.

How to go about it (page 51)



ALL AROUND SEL TIPS

Raise students' awareness of the importance that music has in culture and help them learn about and value traditional music.

Integration: What's your favourite music style?

Complete the table with your ideas. Then, compare with your friends'.

Ask the class to mention traditional music they know and write the names on the board. Then, invite the students to complete the table with their ideas. When the students compare their answers in pairs, walk around the classroom and monitor. Finally, have different volunteers share their ideas with the rest of the class.

» **Answer Key**

Students' own answers.

Discuss.

Read the questions aloud and give the students some minutes to discuss the answers in pairs. Then, go through each question with the class and encourage them to share their opinions. You may invite the students to sit in a circle so that they can all be part of the discussion and interact with each other. Ask a volunteer to read the final sentences aloud and elicit what they have learnt about their culture and others by listening to music.

» **Answer Key**

Students' own answers.



FUN ACTIVITIES

Music Dictionary

Ask the students to write key words related to music on ten strips of paper (9x12 cm) and draw a picture for each word. Tell them to arrange

the strips in alphabetical order. Then, invite the students to decorate a paper strip as a cover. Help them staple the strips together.

Big question: What's your favourite music style?

Revise the music styles that students have learnt in the unit and write the words on the board. Invite them to brainstorm key words they associate with each style and write them in their folders. Encourage them to think of bands, instruments, songs and feelings they associate with those music styles. Invite different volunteers to read the words associated with their favourite music style and give reasons for their connections. Ask the class if they have similar or different ideas. Finally, invite the students to make a collage to represent their favourite music style and what they like about it.

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. Write the correct past form of the verb to be.

1. wasn't; 2. wasn't; 3. weren't; 4. was; 5. were; 6. weren't.

2. Match and write sentences.

1. *Carmen was born in Mexico in* (Students' own answers.)
2. *Karen was born in Germany in* (Students' own answers.)
3. *Bob and Mike were born in Italy in* (Students' own answers.)
4. *Antonio was born in the USA in* (Students' own answers.)

5. *Anna and Cari were born in Canada in* (Students' own answers.)

3. Write about you.

Students' own answers.

4. Look at the file and answer.

1. No, it wasn't. 2. No, they weren't.
3. Yes, he was. 4. No, they weren't. 5. No, he wasn't. 6. Yes, they were.

5. Ask your friends and write.

Students' own answers.

6. Complete the sentences with the past form of the verbs in brackets.

1. lived, moved; 2. died, was; 3. played, was;
4. listened, was; 5. recorded

7. Think and write things you loved doing when you were a little child.

Students' own answers.

8. Look and circle the correct option.

1. wasn't; 2. was; 3. were; 4. weren't; 5. weren't

9. Find out and write about the existence of these things in the past.

1. There wasn't television in 1899.
2. There were LP records in 1947.
3. There were calculators in 1972.
4. There were PCs in 1974.
5. There were walkmans in 1979.
6. There was electric power in 1879.

10. Complete the sentences with the past form of the verbs in brackets. Then, match with the name(s).

1. were, were; 2. was, received; 3. were, received; 4. recorded; 5. were; 6. liked;
7. formed, was; 8. were

The Cranberries: 5, 7

Queen: 3, 5

The Beatles: 1, 5

Pink: 6, 8

Sarah Chang: 2, 4, 8

5 How do we learn about the past?

SB pages 52, 53, 54 and 55

Objectives

- To read and listen about dinosaurs.
- To discuss about paleontology.
- To read and listen for specific information.
- To analyse and recognise the meanings of dinosaurs' names.
- To describe dinosaurs.

Language Focus

Production

- *This dinosaur has three heads.*
- *It eats meat with one head and fruit with the others.*
- *Dinosaurs lived on the Earth millions of years ago.*
- *There were huge dinosaurs.*

Recognition

- *Richard Owen coined the word Dinosauria.*

Vocabulary

Production

- Adjectives: *fast, big, small, large, cruel, sharp*
- Regular verbs in the past: *lived, discovered, described*

Recognition

- Dinosaurs' names: *Megalosaurus, Triceratops, Oviraptor, Velociraptor, Tyrannosaurus Rex, Pterosaur*
- *bones, fossils, fossil hunter, paleontologist, horn, lizard, thief*

Oviraptor	/ˌəʊvɪˈræptə/
Velociraptor	/vəˌlɒsɪˈræptə/
Tyrannosaurus Rex	/tɪˌrænəsɔːrəs ˈreks/
Pterosaur	/ˈterəsɔːr/
bones	/bəʊnz/
fossils	/ˈfɒsɪl/
fossil hunter	/ˈfɒsɪl ˈhʌntə/
paleontologist	/ˌpælɪɒnˈtɒlədʒɪst/
horn	/hɔːn/
lizard	/ˈlɪzəd/
thief	/θiːf/

How to go about it (pages 52 and 53)

Read the unit question aloud and direct students' attention to the photograph. Encourage them to describe the place and elicit information: *Where are these ruins? Who built them? Who lived there? What do you know about the Maya civilisation?* Write the ideas on the board and then invite the students to answer the unit question: *How do you learn about historic events? Do you search for information on the internet? Do you read books? Do you talk to other people?* Help the class with new vocabulary and write the different sources the students mention on the board. Finally, ask different volunteers to share their opinions: *Do you like History? Why?* 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 in the corresponding box: *quite well* or *not yet* to show whether they can identify language functions and use the structures introduced in the unit.



PHONOLOGY

Dinosaurs' names:

Megalosaurus /ˈmegələʊsɔːrəs/

Triceratops /ˌtraɪˈserətɒps/



INTRODUCTORY ACTIVITIES

Tell students that they are going to talk about dinosaurs. Write the word in a circle in the middle of the board and encourage the class to brainstorm words and ideas associated with the topic; for example: *extinction, carnivores, herbivores, Tyrannosaurus Rex, eggs, fossils.*

How to go about it (page 54)

1. Listen and read. Then, discuss.

Invite students to read the title, look at the picture and predict the content of the text. You may ask: *How do we know about dinosaurs? What do scientists analyse to get information?* Then, play the audio CD and tell students to follow the reading text. Encourage them to deduce the meaning of new words from the context.



TRACK 18

Listen and read. Then, discuss.

Digging into the past

Dinosaurs lived around 230 and 66 million years ago. But not all of them lived at the same time. There were different types of dinosaurs: carnivores with sharp, pointed teeth; herbivores, with long flat teeth; and omnivores, with a mixture of sharp and flat teeth. And they were of different sizes, too. Plant eaters were larger than meat eaters. And the smallest dinosaurs were about the size of a chicken.

In 1819, William Buckland, a British fossil hunter, discovered some fossils. He then described them and named the giant animal Megalosaurus. In 1822, Mary Ann Mantell discovered fossilised bones similar to an iguana skeleton. The Iguanodon was the second fossil dinosaur to receive a name. But it wasn't until 1842 that the paleontologist Richard Owen coined the word Dinosauria to classify the animal fossils.

Follow Up

Get some volunteers at random to read the text. Correct pronunciation. Invite students to underline the verbs that appear in the text and say in which tense they are and why. Encourage them to identify the time references in the text to support their answers.

ALL AROUND TEACHING TIPS

Remember that when students read aloud, you will be able to see how much they have improved or if they still need further practice as regards pronunciation, rhythm and intonation.



REINFORCEMENT ACTIVITIES

Associations

Write key words from the text randomly on the board; for example: *dinosaurs, paleontologist, omnivores, herbivores, carnivores, fossil, Megalosaurus, small, huge.* Ask students to close their books and invite them to connect the words and form sentences to explain parts of the text. They can use the words more than once. Remind the class to use the verbs in the correct tense. Once students have formed all the possible sentences, encourage them to put them in the correct order to reconstruct the text.

Speak out!

Ask a volunteer to read the questions for the class to discuss. If students do not know the answers, encourage them to look for information about the topic. You may also bring some pictures about the places where people can study *Paleontology* and discuss ideas with the class.



2. Number these steps. Listen and check.

Get some volunteers to read the steps aloud to check understanding. Then, invite students to write the numbers in the boxes. Ask students to exchange books to check their answers. Once students have finished, play the audio CD to listen to the correct order.



TRACK 19

Number these steps. Listen and check.

Paleontologists find evidence of the life of dinosaurs by analysing fossils. But looking for fossils is not easy. There are many things paleontologists must do when they find a fossil.

First, they must remove the big rocks around the fossils.

Then, they must brush the bones carefully because they can break. Immediately after that, they must number the bones and put them in boxes.

Finally, they must take the bones to a museum and put the skeleton together.

» Answer Key

1. remove rocks around the fossils
2. brush the bones carefully
3. number the bones
4. put the bones in boxes
5. take the bones to a museum
6. put the skeleton together

Follow Up

Divide the class into groups and ask them to illustrate one of the steps. Tell students to write the corresponding caption below the picture. Finally, stick the steps together in a piece of construction paper and display the poster on the classroom walls.



INTRODUCTORY ACTIVITIES

Game: Categories

Write five words belonging to the same category on separate index cards (1 per student). Make sets

of different categories of words: *dinosaur, lizard, turtle, frog, snake / fast, cruel, terrible, large, heavy / discover, brush, remove, look for, describe / bone, teeth, head, horn, wing*. Invite students to stand up and look for the other four students who have words in the same category, without showing their card: *Is your word (an animal)?* The first group to find all its members is the winner.

How to go about it (page 55)

3. Read the glossary. Complete the meanings of the dinosaur names.

Ask some volunteers to read the information in the note aloud and have the class follow the text in their books. Then, go through the glossary with the whole class and check they understand the meaning of the words. Invite the students to use the words to complete the explanations of the names. Finally, get different students at random to check.

» Answer Key

1. large; 2. tooth; 3. wings; 4. head; 5. fast;
6. arms; 7. lizard; 8. cruel; 9. eggs



REINFORCEMENT ACTIVITIES

Bring pictures of the dinosaurs that are mentioned in exercise 3. Invite the class to identify the name of each dinosaur. Encourage students to describe the dinosaurs to justify their answers.



FUN ACTIVITIES

New Dinosaurs

Ask students to use the glossary in exercise 3 to invent a name for a dinosaur, e.g.: *Tritopsaurus*. Tell students to illustrate their dinosaurs and write a short description: *This dinosaur has three heads. It eats meat with one head and fruit with the others.*

ALL AROUND LEARNING TIPS

Encourage students to use the language creatively and proofread their own written production. Checking accuracy during the revision stage is of vital importance. It is also important to respond to the content of what the students write and not be distracted by spelling mistakes.

SB pages 56 and 57

Objectives

- To read for specific information.
- To recognise regular and irregular verbs in the past.
- To compare dinosaurs.
- To describe dinosaurs using the verbs in the Simple Past tense.

Language Focus

Production

- *The T-Rex was taller than the Stegosaurus.*
- *The Oviraptor was the smallest dinosaur of all.*
- *They walked on two legs.*
- *It had two large wings.*

Vocabulary

Production

- Irregular verbs in the past: *had, ate, ran*
- *carnivore, omnivore, herbivore, beak, sharp, plates, spikes*

herbivore	/ˈhɜːbrɪvɔː/
beak	/biːk/
sharp	/ʃɑːp/
plates	/pleɪts/
spikes	/spaɪks/

INTRODUCTORY ACTIVITIES

What a Mess!

This activity will help students revise the Simple Past tense. Divide the class into two teams. Send one team out of the classroom. Meanwhile, ask the other team to make five changes in the classroom. Then, ask the first team to come back and say what changes were made: *You moved the dictionaries. You closed the window.* Repeat the procedure, asking the other team to leave the classroom. The team that guesses the most changes correctly wins.

How to go about it (page 56)

GRAMMAR

This grammar board revises the form of regular verbs in the Simple Past tense and introduces the form of irregular verbs. Go through the explanations with the whole class. Invite a volunteer to read the first text in exercise 1. Encourage students to identify regular and irregular verbs in the Simple Past tense. Explain that the form of irregular verbs may change in one or two letters or it may be a completely different word.

1. Read and complete the files.

Explain to students that they have to read the texts and complete the files with the corresponding information. Ask a volunteer to read the example so as to check understanding. Give the class some minutes to read the information about the dinosaurs and complete the files. Get some students at random to read the answers aloud.

PHONOLOGY

Irregular verbs in the past:

had	/həd/
ate	/et/
ran	/ræn/
carnivore	/ˈkɑːnɪvɔː/
omnivore	/ˈɒmnɪvɔː/

» Answer Key

Name: Tyrannosaurus Rex
Class: Carnivore
Length: 13 m long
Height: 6 m tall
Weight: 8000 kg
Motion: walked on two legs
Special characteristic: had a big head and a long and heavy tail
Diet: ate other dinosaurs



Name: Stegosaurus
Class: Herbivore
Length: 9 m long
Height: 4 m tall
Weight: 5000 kg
Motion: walked on four legs
Special characteristic: had plates on its back and spikes on its tail
Diet: ate plants

**Follow Up: Vocabulary**

Write the following words on the board: *plates, spikes, omnivore, carnivore, beak, herbivore*. Invite students to write their meanings. Then, go over the explanations with the whole class. Encourage students to think of animals that also have these characteristics.

» Answer Key

1. The Oviraptor was the smallest dinosaur of all.
2. The T-Rex was taller than the Stegosaurus.
3. The Stegosaurus was heavier than the Oviraptor.
4. The T-Rex was the most dangerous dinosaur of all.
5. The Oviraptor was the lightest dinosaur of all.
6. The T-Rex was larger than the Stegosaurus.

3. Write the past form of the verbs in brackets.

Ask students to read the sentences and complete them with the verbs in the Simple Past tense. Go through the first sentence with the class to check understanding. Encourage students to continue with the same procedure with the following sentences. Invite some volunteers to read the answers aloud to check.

» Answer Key

1. The Iguanodon was a herbivore. It had a thin skull and a long tail.
2. Velociraptors were very fast dinosaurs. They ran on two legs.
3. Triceratops had three sharp horns. They used them for defence.
4. The Megalosaurus lived 166 million years ago.
5. The Pterosaur was a flying dinosaur. It had two large wings.
6. The Diplodocus had a long neck. It was about 8 metres long. Its front legs were longer than its back legs.

How to go about it (page 57)**2. Compare the dinosaurs on page 56.**

Now, invite the class to use the prompts to compare the dinosaurs in the previous exercise. Have a volunteer read the example aloud and elicit the form of the adjective (*superlative adjective*). Then, encourage the students to use comparative and superlative adjectives to write the sentences. To correct the exercise, invite different volunteers to read their answers aloud and write them on the board to check spelling.

**REINFORCEMENT ACTIVITIES****Memo Game**

Write verbs in the infinitive form on the board. Invite students to say the past form of each verb. Divide the class into pairs. Have students write the infinitive form of the verbs and the verbs in the Simple Past tense on separate index cards. Invite each pair to shuffle the cards and place them face down on the desk. Ask a student from each pair to

start the game by turning over two cards. If they match, he / she keeps the cards. The student with the most cards wins the game.



FUN ACTIVITIES

Dinosaur Bag

Ask students to bring a paper bag and invite them to draw a dinosaur on it. Then, have them write facts about dinosaurs on five index cards: *They were carnivores, herbivores and omnivores.* Have students illustrate their sentences on the other side of the cards. Tell them to put the cards in the bag. Ask students to exchange bags and read each other's sentences.

SB pages 58 and 59

Objectives

- To revise the affirmative form of the Simple Past tense.
- To learn about historic places and past characters.
- To listen to check information.
- To write about events in the past.
- To use previous knowledge about the Aztecs.
- To learn about the Aztecs' writing system.

Language Focus

Production

- *There wasn't electricity.*
- *There weren't any cars.*
- *She travelled back in time.*
- *She met Cleopatra.*
- *Tenochtitlan was the largest city.*

Vocabulary

Production

- Regular verbs in the past
- Irregular verbs in the past: *got, saw, sat, went, met, spoke, made, built*

Recognition

- *dots, pictograms, codices*



PHONOLOGY

got	/gɒt/
saw	/sɔ:/
sat	/sæt/
went	/went/
met	/met/
spoke	/spəʊk/
made	/meɪd/
built	/bɪlt/



REINFORCEMENT ACTIVITIES

Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Write one of the following verbs in each space: *have, live, walk, eat, fly, weigh, be, move, die.* Divide the class into two teams: X and O. Ask a student from team X to come up, point to a verb, mime the action and say the verb in the Simple Past tense: *had.* If the student is correct, erase the verb and put an X in the space. If not, the verb remains. Repeat the procedure with team O. The first team to get three Xs or three Os in a row, horizontally, vertically or diagonally, is the winner.

How to go about it (page 58)

1. Listen and read. Match the pictures with the descriptions.

Draw students' attention to the pictures and invite them to identify the places and famous people they can see. Encourage the class to describe the girl and explain why they think she is in those places. Then, play the audio CD and tell the students to follow the reading text in their books and match the sentences with the pictures. Finally, check students' predictions about how the girl travelled back in time and ask: *Would you like to travel back in time? Why? Would you visit the same people / places that the girl visited? Do you think this would be a good way to learn about the past? What could be the consequences?*


TRACK 20

Listen and read. Match the pictures with the descriptions.

Narrator: Yesterday, Molly Adams, used a VR headset in her History lesson and she travelled back in time. At first, she got nervous but then, she started to take photos with her phone.

1. She went to Egypt and met Cleopatra.
2. She saw how the Maya built the pyramid in Chichen Itza.
3. She talked to Shakespeare and sat in the Globe Theatre to see a play.
4. She visited Olympia and watched the ancient games.

» **Answer Key**

3, 1, 4, 2


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.

2. Find the verbs in the past in 1 and complete the lists.

Ask students to complete the table with the verbs in exercise 1. Get some volunteers at random to check the answers.

» **Answer Key**

Regular verbs: use - used, travel - travelled, start - started, talk - talked, visit - visited, watch - watched
 Irregular verbs: get - got, meet - met, go - went, see - saw, build - built, sit - sat

How to go about it (page 59)

3. Complete Molly's post with the past forms of the verbs. Then, listen and check.

Tell the students to look at the webpage and explain that this is Molly's post. Ask: *What is the post about? What do you know about the Aztecs?* Write Aztec civilization on the board and divide it into two columns. On one side, write: *There was / were...*, and on the other: *There wasn't / weren't...*

Encourage the class to complete the phrases with their ideas and write them on the board. Then, ask the students to complete the text with the verbs in the Simple Past tense. Play the audio CD to correct their answers and have some volunteers write the verbs on the board to check spelling. Finally, check students' previous ideas and invite them to mention how Molly came back to the present.


TRACK 21

Complete Molly's post with the past forms of the verbs. Then, listen and check.

Molly: *Before I came back to the present, I visited the Aztecs. I learnt a lot about them!*

The Aztec Empire

From the 15th to the 16th century, the Aztecs ruled the central region of Mexico. They built the capital city, Tenochtitlan, on a swamp. This was the largest city, with around two thousand Aztecs. Their language was Nahuatl and they had a writing system to mark dates, record calculations and write the names of people and places. It included signs, dots and pictograms. The Aztecs used long sheets of animal skins or plant fibres to make their books, the codices. But the Spanish destroyed these manuscripts and the only documents that exist today are from Colonial times, with Nahuatl and Spanish comments and descriptions.

» **Answer Key**

1. ruled; 2. built; 3. was; 4. was; 5. had;
6. included; 7. used; 8. destroyed

4. Now, complete the ideas.

Invite the class to read the text again and complete the sentences. Have the students compare their answers and then, ask some volunteers to read the sentences aloud to check.

» Answer Key

1. largest; 2. Nahuatl; 3. were; 4. signs, dots, pictograms; 5. animal skins, plant fibres



FUN ACTIVITIES

Movie Magic

Ask students to imagine that they used Molly's VR headset and travelled back in time to one of the places she visited. Write phrases on the board for students to use as cues and write about five things they did in the past; for example: *place where they went, food they ate, famous people they met, means of transport they used, etc.* Then, distribute coloured rectangles (10 x 14 cm) and white strips (7 x 45 cm). Have students cut a vertical slit on each side of their rectangles. The slits should be 7 cm long and 9 cm apart from each other. After that, have students divide the white strips into five equal sections; in each, ask them to draw what they did in the past. Show students how to insert their strips into the coloured rectangle. Invite them to show their *movies* by pulling the strip through the rectangle and describing each scene.



ALL AROUND SEL TIPS

Active Learning

Learning is not a passive activity. Students do not learn only by listening to teachers, memorising information and doing tests. They need to make what they learn part of themselves by talking and writing about what they are learning, relating it to past experiences and applying it to their daily lives.

SB pages 60 and 61

Objectives

- To make predictions.
- To read and listen for information.
- To identify adjectives.
- To deduce information.

Language Focus

Production

- *Workers discovered the Aztec Sun Stone.*

Vocabulary

Recognition

- Adjectives: *surprising, new, enormous, ancient, Mexican*
- *viceroy, drainage, carved*



PHONOLOGY

Adjectives:

<i>surprising</i>	/sə'praɪzɪŋ/
<i>new</i>	/nju:/
<i>enormous</i>	/ɪ'nɔ:məs/
<i>ancient</i>	/'eɪnfənt/
<i>Mexican</i>	/'meksɪkən/
<i>viceroy</i>	/'vaɪsrɔɪ/
<i>drainage</i>	/'dreɪnɪdʒ/
<i>carved</i>	/kɑ:vɪd/



INTRODUCTORY ACTIVITIES

Revise the information about the Aztecs on page 59. Divide the class into two teams and say true and false statements. Encourage the groups to identify the wrong information and correct it; for example: *The Aztecs lived in the 10th century. They lived in Mexico. Tenochtitlan was the largest city. Their writing system included letters. They spoke Nahuatl. The Spanish destroyed all the codices.* If a team does not answer correctly, the other team has the opportunity to say the right version.

5 How do we learn about the past?

How to go about it (pages 60)

1. Listen and read.

Direct students' attention to the illustration and ask them to identify it and share the information they know. If they do not know what the picture shows, encourage them to describe it. You may ask: *What does it represent? Who created the object? Why? Where was it?* Write the students' ideas on the board. Play the audio CD and invite students to follow the reading text in their books. Encourage students to deduce the meaning of new words from the context. Have students check if their ideas on the board correspond to those in the story.

TRACK 22

Listen and read.

A surprising discovery

By the end of the 18th century, the viceroy in the capital of Nueva España, Mexico city, ordered some renovation works. They included the construction of new streets and the drainage system. In 1790, when workers excavated to level the ground in the main square, they discovered an enormous stone. It was very near the surface with the carved side facing down. When they uncovered the stone completely, they saw that it had ancient symbols. It was the Aztec Sun Stone, dedicated to the sun god. After its discovery, a Mexican historian and writer explained that this was a chronological and astronomical device and convinced the viceroy to preserve it. So, the stone remained on an exterior wall of the cathedral for almost 100 years. During this time, many experts studied the icons and symbols. Then, the location of the stone changed to the Museo Nacional. And, in 1964, the stone reached its final destination where it is today, the Museo Nacional de Antropología.

ALL AROUND LEARNING TIPS

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

Follow Up: Reading aloud

Get some volunteers to read the text aloud. Correct pronunciation. Ask the class why this was a surprising discovery and who is usually in charge of excavations to find objects from the past. Then, invite them to share their opinions: *Would you like to be an archaeologist? Why (not)? Would you like to visit the ruins or the Museo Nacional de Antropología in Mexico? What would you like to learn about the Aztec Sun Stone?*

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.

2. Find these key words in the text. Write the adjectives that describe them.

Invite students to read the text again and find the adjectives that describe each key word. Check answers with the class and get students to explain the meaning of the words or think of synonyms.

» Answer Key

1. surprising discovery;
2. enormous stone;
3. Mexican historian;
4. ancient symbols;
5. new streets

How to go about it (page 61)

3. Read the text again and correct the information.

Invite the students to read the sentences and encourage them to write the correct information. Then, have some volunteers read their answers aloud to check.

» Answer Key

1. Workers discovered the Sun stone in 1790.
2. The stone was very near the surface.
3. The stone remained on an exterior wall of the cathedral.
4. The stone was enormous.
5. The stone had ancient symbols.

4. Write and draw.

Read the instruction in the note aloud and encourage the students to write their descriptions and draw the scene. Walk around the classroom and monitor. Then, invite some volunteers to read their ideas aloud.

» Answer Key

Students' own answers.

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

Raise students' awareness about the fact that some scientific ideas can be rejected by new discoveries so it is important that they use different sources to check information. This project also provides the students with the opportunity to use the structures and vocabulary they have learnt for descriptions.

Science Project: Make a dinosaur fact sheet.

Find information about a dinosaur and complete the notes. Then, write.

Assign a dinosaur to each student or a pair of students. Ask them to read the information that they need to find that appears in the note. Encourage them to use different sources of information and explain that there may be some facts that they will not be able to complete. Walk around the classroom and offer help if necessary. Then, ask the students to use the information to write a description and draw or glue a picture of the dinosaur. Finally, invite the students to share the information with the rest of the class.

» Answer Key

Students' own answers.

Variation

Students may design the fact sheets in their IT class to make a factbook and share it online.



REINFORCEMENT ACTIVITIES

Draw three columns on the board: *Carnivores*, *Herbivores*, *Omnivores* and ask the students to classify the dinosaurs they wrote about. Then, have them share characteristics the animals in each category have in common and add them to each column. Divide the class into groups and assign each of them a category. Ask them to design posters with pictures and key words that represent the class of dinosaurs they were assigned.

5 How do we learn about the past?

How to go about it (page 63)



ALL AROUND SEL TIPS

When students work together, check that they share their opinions in a respectful way and help them develop their interaction skills.

Integration: How do we learn about the past?

Complete the table with your ideas.

Remind the class of Molly's experience when she travelled back to the past. Explain that they can now imagine what they would do in her situation. Direct the students' attention to the first column in the table and ask them to write their ideas in the Me column. Walk around the classroom and monitor.

» Answer Key

Students' own answers.

Unscramble the questions and ask them to your friends to complete the rest of the table.

Tell the students to order the words to write the questions. Highlight the use of the auxiliary verb. Then, ask some volunteers to read the questions aloud to check. Draw the students' attention to the example and have them walk around the classroom to ask and answer the questions. Explain that as their classmates answer the questions, they have to complete the table with the corresponding names and information. Finally, invite different students to report their classmates' ideas. Read the sentences at the bottom of the page and invite the class to mention ways in which they can show appreciation to other people's likes and be respectful. Encourage them to give examples of how they interacted with each other during the activity. Ask: *Which ideas from your classmates were the most interesting? Why? Have you got any ideas in common with your classmates? Did you feel comfortable when you shared your ideas? Why? Did you ask other*

questions to your classmates to know more about their interests? Did you respect turns and listen to your classmates attentively?

» Answer Key

1. Where do you travel back in time?
2. What do you want to see?
3. Who do you want to meet?
4. What do you do?



REINFORCEMENT ACTIVITIES

Invite the students to write a paragraph about one of their classmates' ideas. Encourage them to use the information they included in the table and ask their classmates questions if they want to add more details.

Big question: How do we learn about the past?

Invite the class to revise the ideas mentioned in the unit about how we can learn about the past. Encourage them to add more ways in which we can get information about the past and ask them questions to elicit ideas: *In which places are there artefacts? Can you find historic objects in your everyday context? Why are artefacts valued? What can we learn from the past? What can we do to preserve historic places, buildings and objects?*



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.

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. Match to make true sentences. Then, go back to page 54 to check.

3, 5, 1, 6, 2, 4

2. Use the past form of these verbs to complete the sentences.

1. *Dinosaurs lived on the Earth millions of years ago.*

2. *William Buckland was an English fossil hunter. He named and described the first fossil scientifically.*

3. *There were carnivores, herbivores and omnivores.*

4. *Some dinosaurs walked on two legs.*

5. *The Iguanodon was the second dinosaur to have a name.*

3. Unscramble the words and complete the description.

fingers, teeth, carnivore, kilograms, dinosaurs

1. *carnivore*; 2. *dinosaurs*; 3. *teeth*; 4. *fingers*;

5. *kilograms*

4. Look at the file and describe this dinosaur.

Sample Answer

The Diplodocus was a herbivore. It ate plants. It was 27 metres long and 5 metres tall at the hips. It weighed 12000 kilograms. It walked on four legs. It had a long neck and its front legs were shorter than its back legs.

5. Read and write T (True) or F (False). Correct the false statements.

1. *F. They were in a small town.* 2. *T*; 3. *F. They collected branches and leaves.* 4. *F. The stone had shapes of animals on it.* 5. *F. They ran to their homes to tell their parents about the discovery.* 6. *T*

6. Cross the odd one out.

Topic: the Aztecs, Triceratops

Grammar: went, used

7. Read and answer.

1. *There were approximately 700 glyphs.*

2. *They were folding books made of the soft part of the barks of trees.*

3. *Professional scribes wrote codices.*

4. *In the 16th century, the Spanish destroyed most of the codices.*

8. Read again and match the adjectives with the nouns.

4, 5, 2, 1, 3

9. Read the story and number the events.

5, 2, 6, 4, 1, 3

10. Write a description of the Iguanodon.

Sample Answer

The Iguanodon was a herbivore. It was 10 metres long and 5 metres tall. It weighed 4000 kilograms. It ran on two legs and walked on four legs.

SB pages 64, 65, 66 and 67

Objectives

- To read and listen for specific information.
- To identify regular and irregular verbs in the past.
- To talk about holiday activities.
- To ask and answer questions about past events.

Language Focus

Production

- *What did Milly do after lunch?*
- *Did Milly eat hamburgers?*
- *Yes, she did. / No, she didn't.*

Vocabulary

Production

- Holiday activities: *play volleyball, swim, rest, sail, surf, go to the beach*

Recognition

- *tent, sleeping bag, backpack, torch, compass*



PHONOLOGY

tent	/tent/
sleeping bag	/'sli:pɪŋ ,bæg/
backpack	/'bækpæk/
torch	/tɔ:tʃ/
compass	/'kʌmpəs/

How to go about it (pages 64 and 65)

Direct students' attention to the photo on the double-page spread. Encourage the class to describe the people and the objects. Help the students with vocabulary and write key words on the board. Then, ask questions to different volunteers: *Where are the teens? What season is it? What do you think the teens did on their holidays? Do you*

like going camping? Where do you like going on holidays? What are your favourite activities when you are on holidays? Organise vocabulary on the board by writing the words in two columns: *Summer holidays* and *Winter holidays*. 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. 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 and get ready for the learning process.



INTRODUCTORY ACTIVITIES

A Great Vacation

Divide the class into groups and have students discuss the following question: *What makes a good vacation?* Ask them to write their ideas. Then, have a member of each group share their ideas with the class: *good weather, delicious food, making new friends, interesting things to see, resting, swimming, etc.*

ALL AROUND TEACHING TIPS

When doing group work, assign specific roles to students or let them decide on the tasks each of them is going to carry out. Explain that one student may write down notes of the points discussed, others may search for information while another one may be the spokesperson. This will help students organise themselves when working together and will help them develop different skills. It will also ensure that all the members have a job to do.

How to go about it (page 66)

1. Listen and read.

Invite students to look at the pictures in exercise 2 and name the things they can see. Help the class with new vocabulary and then, read the title of the story. Encourage the students to imagine why the adventure is scary. Write students' ideas on the board to check after listening. Then, play the audio CD and invite the students to follow the reading text in their books.

TRACK 23

Listen and read.

A scary adventure

Last weekend, I went on my annual school camp with my class and my PE teachers to the hills.

On Friday, I packed my clothes and prepared my backpack. I also checked I had all the equipment I needed: a torch, a water bottle, a sleeping bag and a compass. The next day, I got up very early and went to school to take the bus. We left at 8 am and, after two hours, we arrived at the campsite. It was a sunny and hot day and the place was very nice, with a lot of trees and a small lake.

First, my friends and I put up the tents with our teachers' help. It wasn't very difficult and we had fun. After that, we explored the place and collected sticks and wood. Then, the teachers made the fire and we ate hamburgers. Later, we swam in the lake and played some games. We were very happy because our group won many points in the competitions. But we knew that there was a more challenging activity to get some extra points. At eight in the evening, the teachers organised a treasure hunt and gave a map to each group. I was worried because it was a bit late and dark. The trees looked taller and there were strange noises. But I didn't tell my friends. I took my compass and my torch and started to walk.

Follow Up

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



REINFORCEMENT ACTIVITIES

Verb Time

Have students go through the text and underline all the verbs in the Simple Past tense. Ask them to classify the verbs into regular and irregular verbs and to write them in their notebooks. Check answers on the board with the whole class.

2. Read again and number the pictures.

Invite the students to read the text again and write the correct number in each picture. Check the answers with the class. Finally, encourage them to complete some phrases orally. Say, for example: *Last weekend Milly went..., She travelled with..., She put ... in her backpack., At the campsite, put up ..., She was worried because....* Invite the class to share their preferences: *Do you like treasure hunt? Are you worried when you are in a dark place? How would you feel if you were in Milly's situation?*

» Answer Key

6, 1, 5, 4, 2, 3

ALL AROUND TEACHING TIPS

When planning a lesson, include various types of activities to present and practise vocabulary and language. Remember to provide meaningful contexts for students to use the new linguistic items.

6 What did you do last holidays?



INTRODUCTORY ACTIVITIES

Cue Sentences

Write key vocabulary from the text on separate pieces of paper: *tent, sleeping bags, backpack, camping, fire, torch, compass, treasure hunt and map*. Divide the class into two teams. Have students take turns choosing a card and making a sentence with the word. Give one point for every logical sentence and two points if the sentence is grammatically correct.

How to go about it (page 67)

3. Complete the questions with a verb and tick (✓) the correct answer.

Ask the students to complete the questions and choose the correct answer. Tell them to pay attention to the *Wh-* words and the phrases after the blanks in the questions and to the answers as hints. Then, invite some volunteers to read the answers aloud to check.

» Answer Key

Questions: 1. *go*; 2. *arrive*; 3. *do*; 4. *give*; 5. *take*

Answers: 1. *To the hills*. 2. *At 10 am*. 3. *She played games*. 4. *A map*. 5. *A torch and a compass*.



GRAMMAR

Direct the students' attention to the grammar board and explain that it introduces the use of the interrogative form of the Simple Past tense. Go through the explanation with the class. Highlight the use of the auxiliary *did* and the infinitive verb. Remind students that the form is the same for all the persons. You may encourage students to analyse the structure of the questions in exercise 3.

Follow Up

Encourage students to think of three more possible questions and write them in their notebooks. Tell them to exchange questions with their partners to check them. Divide the class into two teams. Then, get some volunteers to read their questions for the

class to answer with the books closed. Give points to correct questions and answers.



GRAMMAR

Go through the Yes / No questions in the Simple Past tense with the class and analyse the form. Draw students' attention to the inverted position of the auxiliary *did* and the structure of the short answers.

4. Read the story again. Answer.

Tell students to read the text again and answer the questions by using the structures in the example. Invite some volunteers to read their answers.

» Answer Key

1. *No, she didn't*. 2. *Yes, she did*. 3. *Yes, they did*. 4. *Yes, she did*. 5. *No, they didn't*. 6. *No, she didn't*.

5. Predict and draw.

Encourage the class to imagine what happens in the story. Revise their previous ideas of why the situation is scary and give them time to answer the questions and draw the scene.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Give me five.

Divide students into pairs. Invite them to ask each other about their last vacation to find five things in common: *Did you go to the beach? Did you buy souvenirs?* Have several volunteers say what they have in common: *We went to the beach*.



FUN ACTIVITIES

The Family Trip

Tell students to fold a sheet of paper into six and draw lines along the folds. Invite them to think of a real or imaginary family trip. Encourage them to

draw pictures of what they did in each square of paper. Divide the class into pairs. Have students exchange papers and ask each other about their trip: S1: *Did you go to the beach?* S2: *Yes, we did.* S1: *Did your mother swim?* S2: *No, she didn't.*

SB pages 68 and 69

Objectives

- To listen for specific information.
- To recognise and practise the negative form of the Simple Past tense.
- To describe past events.
- To correct information.

Language Focus

Production

- *Milly didn't travel with her family.*
- *They didn't get hurt.*

Recognition

- *We could see some shadows.*

Vocabulary

Production

- *tent, sleeping bags, backpack, equipment, campsite*

Recognition

- *shadows, bats, suddenly*

running? How do they feel? Write the students' ideas on the board. Explain that they are going to listen to Milly describing what happened and they have to circle the correct word. Invite a volunteer to read the first sentence and give the class some minutes to go through the rest of the ideas. Play the audio CD and repeat as necessary. Get some volunteers at random to check.

TRACK 24

Listen and circle the correct option.

A Scary Adventure (Part 2)

Milly: *My friends and I followed the directions on the map and got to the middle of a small forest. We could see some shadows and heard noises that became louder and louder. We thought that we were lost and Simon wanted to go back to the campsite. But Greg said we were near the treasure. Suddenly, something flew over our heads and we all shouted. We immediately ran very fast to the campsite, passed our teachers who were near the fire and went into our tent. We were terrified! One of our teachers opened the tent and said, 'There were a lot of bats flying out of the forest. Probably, they were scared, too'. Luckily, we didn't get hurt but we left our equipment in the forest. We didn't return until the next morning and, to our surprise, we saw the map and the torches next to the treasure. We found it!*

» Answer Key

1. forest; 2. loud; 3. treasure; 4. shouted;
5. terrified; 6. bats; 7. equipment; 8. finally

ALL AROUND LEARNING TIPS

When doing a listening task, encourage students to get the gist of the text or focus on the information they need. Remind them that they do not need to understand every single word to solve an activity.

INTRODUCTORY ACTIVITIES

The Story So Far

Write cues on separate cards and display them on the board: *Saturday, pack, camping, hills, small lake, torch, map, compass, treasure hunt, fire, sleeping bag.* Have students use the cues to retell the story so far. Mime to help students with the sequencing of events. Involve as many students as possible.

How to go about it (page 68)

1. Listen and circle the correct option.

Encourage the class to describe the picture and ask: *Where are the children? Why are they*

6 What did you do last holidays?

2. Complete the answers. Then, listen again and check.

Invite the students to read the questions and complete the answers. Have them work in pairs and compare their ideas. Then, play the audio CD to check.

» Answer Key

1. were lost; 2. were scared; 3. get hurt;
4. were near



REINFORCEMENT ACTIVITIES

Draw a scene from the story.

Ask students to draw a scene from the story. Divide the class into groups. Invite students to display their picture and tell their group what it shows: *This is when Milly and her friends found the treasure.*



FUN ACTIVITIES

Drama

Divide the class into groups of four and assign roles: *Milly and her three friends*. Have students write a dialogue for a scene from the story. Encourage them to include parts of the story, but also to add their own details to the dialogue. Invite pairs to act out their scenes in front of the class.

How to go about it (page 69)



GRAMMAR

This grammar board will help students focus on the use of the negative form of the Simple Past tense. Go through the explanation and example with the class. Give more examples of what you didn't do yesterday / last holidays and write the sentences on the board; for example: *I didn't watch a film yesterday. I corrected some tests.*

3. Complete these sentences about the story with the correct past forms.

Explain to students that they have to use the past forms to complete the sentences. Invite them to read the text on page 66 and the sentences in exercise 1 again. Get a volunteer to read the negative past forms and the example to check understanding. Encourage students to continue with the same procedure. Check answers with the whole class.

» Answer Key

1. didn't travel - travelled; 2. didn't take - took;
3. didn't eat - ate; 4. didn't have - had; 5. didn't find - found



REINFORCEMENT ACTIVITIES

I didn't do that!

Ask students to cut out a picture related to something they didn't do during their last holidays from a magazine. Invite a student to stick his / her picture on the board and make a sentence: *I didn't ride my bike*. Invite those students who did carry out the action to say: *I did!* Repeat the procedure with the remaining students. Encourage the class to give reasons why they did not do the activities and ask the students if they want to do them during their next holidays.

ALL AROUND TEACHING TIPS

Remember to encourage students to use the language they have been exposed to through relevant, meaningful activities and promote communication.

4. Now, look at Milly's notes and correct the ideas.

Invite students to correct the ideas by using the notes. Go through the example with the class. Encourage students to complete the rest of the sentences. Get some volunteers to check the answers.

» Answer Key

1. She didn't pack her clothes on Saturday. She packed her clothes on Friday.
2. She didn't get up at 8 am. She got up at 6 am.
3. She didn't arrive at the campsite after lunch. She arrived at the campsite at 10 am / before lunch.
4. She didn't go sailing on the lake. She swam in the lake.
5. She didn't forget her sleeping bag in the forest. She forgot her equipment in the forest.



PHONOLOGY

last year	/ˌlɑːst ˌjɪə/
last month	/ˌlɑːst ˌmʌnθ/
last week	/ˌlɑːst ˌwiːk/
last weekend	/ˌlɑːst ˈwiːkend/
four days ago	/ˌfɔː ˌdeɪz ə ˌɡəʊ/
three days ago	/ˌθriː ˌdeɪz ə ˌɡəʊ/
the day before yesterday	/ðə ˌdeɪ bɪ ˌfɔː ˈjestədeɪ/
yesterday	/ˈjestədeɪ/
today	/təˈdeɪ/

SB pages 70 and 71

Objectives

- To practise the Simple Past tense.
- To listen to and read a comic strip.
- To recognise and use past adverbs of time.
- To ask and answer about past events.
- To integrate past, present and future forms.
- To correct information.

Language Focus

Production

- Melissa visited Brazil yesterday.
- Did you go to school last Monday?
- Yes, I did. / No, I didn't.
- We went to see the Great Wall.
- I'm writing from the hotel.
- We are going to explore a cave.

Vocabulary

Production

- Action verbs
- Past expressions of time

Recognition

- Past expressions of time: last year, last month, last week, last weekend, four days ago, three days ago, the day before yesterday, yesterday, today
- teleport, dumplings



INTRODUCTORY ACTIVITIES

Change places.

Have students place their chairs in a circle in the middle of the room and sit down. Explain that you are going to say a sentence describing a holiday activity and if it coincides with what they did during their last summer holidays, they should change places. Say: *Last summer, I built sandcastles.* While those students who built sandcastles are changing places, remove a chair. Invite the student who remains standing to take your place and make another sentence. Repeat the procedure several times.

How to go about it (page 70)

1. Listen and read.

Read the introduction of the comic strip and ask students what they think Melissa's problem is. Write the ideas on the board. Play the audio CD and encourage students to follow the reading text in their books. Then, check students' predictions. Elicit the meaning of *teleport* and encourage the students to mention if they would like to travel to places in this way and why.

6 What did you do last holidays?



TRACK 25

Listen and read.

Narrator: *Melissa is on holidays with her family. She loves travelling but...*

Melissa: *We visited the Opera House in Sydney yesterday...*

[short pause]

... Egypt the day before yesterday...

[short pause]

... and the Easter Island five days ago...

[short pause]

I'm exhausted. I want to have superpowers and teleport!



GRAMMAR

This grammar board introduces the use of expressions of time in the past. Elicit the use of the Simple Past tense and revise the idea that this tense is used for actions or events that started and finished in the past. Go through the timeline with the class and analyse the expressions of time.



REINFORCEMENT ACTIVITIES

Rebound

Write personal pronouns and action verbs on the board. Write adverbs or expressions of time in the past randomly: *yesterday, last week, the day before yesterday, three days ago*. Throw a soft ball at the words to make a sentence: *I went to the park yesterday*. Have students say each word as you hit it with the ball. Invite them to come to the front and form their own sentences. Repeat the procedure several times.

2. Look at the pictures and complete with the correct expression of time.

Encourage students to identify the places in the pictures. Ask some volunteers to read the sentences

to check understanding. Go through the first picture with the whole class and draw students' attention to the day in the calendar as a reference so that they use the correct expression. Give students some minutes to complete the sentences with the corresponding expression of time.

» Answer Key

1. yesterday; 2. a week; 3. before yesterday; 4. five days ago

How to go about it (page 71)

3. Read and write T (True) or F (False).

Direct students' attention to the pictures and encourage them to identify where they can find these places and food. Then, elicit information about the sender and recipients of the e-mail: *Who writes the e-mail? (Melissa.) Who is she writing to? (Her grandparents.) Where do they live? (In the UK.) Where is Mellisa now? (In China.)* Ask the class to read the e-mail to identify if the sentences are true or false. Then, invite some volunteers to read their answers aloud to check. Encourage them to correct the false information. Ask the class to identify the verbs and write some examples on the board to revise the tenses and forms to talk about the past, present and future.

» Answer Key

1. T; 2. F; 3. F; 4. T; 5. F



REINFORCEMENT ACTIVITIES

Bring cards with actions, personal pronouns, the verb to be (*am, is, are*), *-ing* and *going to*. Display the cards randomly on the board. Throw a soft ball at them to make a sentence using the Simple Past, Present Continuous and *Going to* form: *He collected shells. I'm building sandcastles. They are going to travel to Brazil*. Have the students say each word as you hit it on the board. Invite them to come to the front and form sentences in the same way.

4. Listen and complete the table. Then, write.

Explain to the students that they are going to listen to the children in the table describing their activities during their holidays. Invite them to read the phrases and predict the information they need to write. Then, play the audio CD for students to complete the table. Correct orally with the class and write the words on the board to check spelling. Then, invite a volunteer to write the complete sentence to describe what Sarah and Lily did yesterday. Continue with the same procedure for the activity Sarah and Lily are doing in the present and for their plans. After that, give the students time to write the sentences for Max and Cindy. Finally, invite different volunteers to the front to write their answers to check. Encourage the students to classify the activities into different categories; for example: *Extreme sports, Outdoor activities, Indoor Activities, Individual Activities, Team Activities*. Then, ask them to add the activities they did last holidays in the corresponding category. Explain that some activities can go with more than one category.

TRACK 26

Listen and complete the table. Then, write.

Girl: *I'm on holidays at my cousin's home. Yesterday, it was rainy and we watched films. Now, we are buying tickets online because tomorrow we are going to listen to our favourite band.*

Boy: *I'm on holidays at the mountains. Two days ago, I went trekking with my family. Now, I'm fishing with my brother and tomorrow we are going to explore a cave.*

Girl 2: *I'm on holidays in Brazil with my friends. Last weekend, we sailed into the sea. It was a great experience! Now, we are eating seafood and tomorrow we are going to practise surfing.*

Cindy: *sea, practise*

Sarah and Lily watched films yesterday. Now, they are buying tickets online. They are going to listen to their favourite band tomorrow.

Max went trekking two days ago. He's fishing with his brother now. Tomorrow, he's going to explore a cave.

Cindy sailed into the sea last weekend. She's eating food now. She's going to practise surfing tomorrow.



REINFORCEMENT ACTIVITIES

Mind Maps

Ask the class to look for magazine cutouts related to things they did last weekend and activities they are going to do next weekend. Have students glue the pictures on a piece of construction paper (¼ sheet per student) around the heading: *Last weekend, I... and Next weekend, I...* Divide students in pairs and have them tell each other what they did last weekend and they are going to do next weekend according to the pictures: *Last weekend, I went to the cinema. Next weekend, I'm going to visit my grandparents.* Finally, have students write a sentence next to each picture.



ALL AROUND LEARNING TIPS

Mind mapping helps students not only to recognise new vocabulary but also to process information about a topic. This type of activity also encourages a lot of thinking and association during the process.

» Answer Key

Sarah and Lily: *films, buy, listen to*

Max: *brother, explore*

6 What did you do last holidays?

SB pages 72 and 73 - All Around Revision

How to go about it (page 72)



INTRODUCTORY ACTIVITIES

Unscramble.

Write words related to holidays with scrambled letters. Invite the students to unscramble the letters and make a sentence. Get some volunteers to come to the front and continue in the same way.

1. Choose and answer.

Ask students to choose a particular season, place and activity and answer the questions.

» Answer Key

Students' own answers.

2. Now, ask your friend.

After completing the answers in exercise 1, encourage students to ask questions to their partners to try to guess their choices.

» Answer Key

Students' own answers.



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.



REINFORCEMENT ACTIVITIES

Where can I go...?

Divide the class into pairs and ask the students to list all the holiday activities they can think of in their folders. Then, encourage them to suggest where they could go to do the activities: *the beach, the mountains, the grassland, the river, the rainforest*, etc. Finally, ask different volunteers to share their ideas and write them on the board.

How to go about it (page 73)

3. Play with a friend.

Tell the class that they are going to play a game to revise the content of all the units in the Student's Book. Explain that each card corresponds to a category and the numbers on the cards correspond to the units. Ask the students to work in pairs and give each pair two dice. Read the example dialogue aloud so that the students understand the procedure: one number corresponds to the category and the other to the number in that category. Students win 5 points if their answer is correct but not complete and 10 points if their answer is entirely correct. Tell them to write the points on the board, either below *Your points* or *Your friend's points*.

Game boards are an excellent tool for assessment. Monitor students while they are playing. See that the rules of the game are respected and, what is most important, that students enjoy playing.

ALL AROUND TEACHING TIPS

Take into consideration that students usually need specific vocabulary and structures to play games. Remember that some of these useful ideas are: *It's my / your turn. That's right. Move one space forward.* Introduce these structures but do not expect the students to use them all the time. Remember the students will need time to acquire the language and use it naturally.

» Answer Key

1. Vocabulary

Students' own answers.

2. Your ideas

Students' own answers.

3. Questions and answers

1. *She likes the landscape, festivals and traditional celebrations, art, museums and people.*
2. Sample Answers: *What are you going to do next weekend? Where are you going to travel? Are you going to visit a place / your family / friends?*
3. *Mercury is the smallest planet in our solar system.*
4. *Sarah was four years old when she first played the violin.*
5. Sample Answers: *Where did the Aztecs live? Which language did they speak? Which was the capital city of the empire?*
6. *Milly went camping to the hills.*

4. Grammar and spelling

1. Students' own answers.
2. G-E-O-G-R-A-P-H-Y and L-A-N-G-U-A-G-E.
3. F-U-R-T-H-E-S-T and W-O-R-S-T
4. *was, played and received*
5. *met, saw and ran*
6. Sample Answers: *yesterday, a week ago, last month*

5. True or False

1. F; 2. Students' own answers. 3. T; 4. F; 5. T; 6. F

6. General knowledge

1. Sample Answers: *Cancun, Puerto Vallarta and Tulum.*
2. Sample Answer: *Put the dough on a pizza pan. Then, spread tomato sauce on top. After that, add ham or salami. Sprinkle with cheese. Finally, cook in the oven and enjoy your pizza.*
3. *An orbit is the path where a planet moves.*
4. Students' own answers.
5. Suggested answer: 1. *Remove rocks.* 2. *Brush the bones carefully.* 3. *Number the bones.* 4. *Put the bones in boxes.* 5. *Take the bones to a museum.* 6. *Put the skeleton together.*
6. Suggested answers: *Beijing, the Great Wall, dumplings*

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

Revise the characteristics of a short story with the class and encourage them to plan and write draft copies so that they become aware of the process of writing. This project gives the students the opportunity to use their imagination as well as the appropriate language to the genre.

Literature Project: Write a short story. Choose a title and brainstorm ideas.

Tell the class that they are going to write their own story. Read the different titles aloud and ask the students to choose one. Then, explain that they have to complete the diagram with the title and their ideas. This is a good way to organise

6 What did you do last holidays?

vocabulary and plan their stories. Go through the different categories and elicit words as examples. Then, give students time to write their ideas down and walk around the classroom to monitor and help if necessary.

» Answer Key

Students' own answers.

Write your story. Use these guiding questions.

Once the students have completed the diagram, ask some volunteers to read the questions aloud to check understanding. Revise the parts of a story and tell the class to use their previous notes to answer the questions and write their short stories. Remind them of the use of connectors for sequencing events and adverbs such as *suddenly* and *luckily*. Write the vocabulary on the board for reference. Walk around the classroom and monitor. Tell the students to revise their writing pieces and then, exchange their works with their classmates for peer correction. Finally, invite the students to share their stories with the rest of the class.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Invite the students to exchange their stories and draw their favourite scene. Ask them to write a short description of the picture.

How to go about it (page 75)



ALL AROUND SEL TIPS

Create a pleasant and relaxed atmosphere so that the students feel comfortable to open up and share their feelings.

Integration: What did you do last holidays? Write suggestions for each situation.

Read the question aloud and invite a volunteer to read the first comment. Remind the class of Milly and her scary adventure. Encourage the students to mention other ways in which she can overcome her fear of the dark and enjoy her holidays. Then, have the students work in pairs and write more ideas for the rest of the comments. Invite different volunteers to share their ideas with the rest of the class.

» Answer Key

Students' own answers.

Discuss with your friend.

Go through the questions with the class to check understanding. You may answer the first two questions with your ideas as an example and to invite the students to feel free to talk about their fears. Walk around the classroom while the students discuss in pairs. Then, encourage the class to share their ideas and come up with different suggestions to help them and others. Finally, read the sentences at the bottom aloud and elicit the students' ideas: *Do you agree that sharing your fears with others can help you? How did you feel talking about your fears? Did you have fears in common with others? Did you find the suggestions useful?*

» Answer Key

Students' own answers.

Big question: What did you do last holidays?

Now that the students have talked about different activities and types of holidays, encourage them to design a "Last holidays diary" with pictures and short descriptions. Ask them to bring three A4 sheets of paper and fold them in half. They can also bring magazines to cut out pictures, coloured pencils and markers. Encourage them to draw and describe what they did last holidays on each page. Then, ask them to design and decorate a cover with the title: *My last holidays diary*. Finally, invite the students to walk around the classroom to show their diaries to their classmates and ask and answer questions about the content.

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. Find and write the past forms of the verbs.

U	W	T	O	O	K	A
G	O	T	G	S	V	T
I	T	S	A	N	W	E
V	K	G	T	M	E	G
S	M	A	D	E	N	U
W	I	V	O	V	T	K
O	G	E	S	K	N	I
N	U	N	S	W	A	M

eat - ate, get - got, give - gave, go - went, make - made, swim - swam, take - took, win - won

2. Complete these sentences with the past forms of the verbs in exercise 1.

1. ate; 2. went, swam; 3. got, took; 4. won, gave; 5. made

3. Unscramble the questions. Then, match them with the answers.

- Where did Tom go last winter?
 - What did he eat?
 - When did he go skiing?
 - How did he get to the South?
 - How many souvenirs did he buy?
1. Bariloche. 2. Chocolate and cakes.
3. Yesterday. 4. By plane. 5. Twenty.

4. Now, answer about Tom.

1. he didn't, by plane; 2. Yes, he did. 3. No, he didn't. 4. Yes, he did.

5. Write the verbs in the correct past form.

1. went; 2. travelled; 3. got; 4. left; 5. had; 6. stopped; 7. arrived; 8. ate; 9. were; 10. put; 11. started; 12. were; 13. didn't protect; 14. felt; 15. didn't tell; 16. decided; 17. fell; 18. didn't have; 19. changed; 20. stayed

6. Correct the information.

1. travel by bus, travelled by car
2. They had a problem with the car. Then, there were strong winds and a branch fell on their tent.
3. They didn't eat pizza. They ate some sandwiches.
4. It rained last weekend.
5. They didn't rent a flat. They stayed in a hotel.

7. Go through the chart and write.

2. Sarah visited her Grandma yesterday. Now, she is packing her clothes. Tomorrow, she is going to travel to Uruguay.
2. Nicholas went to the cinema yesterday. Now, he is playing cards with his sister. Tomorrow, he is going to have a birthday party.
3. Liza and Dave ran a marathon yesterday. Now, they are relaxing on the beach. Tomorrow, they are going to go scuba diving.

8. Answer about your holidays 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.

Simon Says

Tell the class you are going to give instructions and they have to mime the actions. Explain that if you do not say *Simon says* in the phrase, they do not have to move; for example: *Simon says swim. (Students mime the action.) Play volleyball. (Students do not move.)*

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.

Ideal Classroom

Tell the students to write a description of their ideal classroom using *There is / are*; for example: *There is a TV set on the wall. There are cushions on the floor.* Then, ask them to exchange their descriptions with their classmates and draw the corresponding picture of the classroom.

Picture Dictation

Describe a scene and invite the students to draw what they hear; for example: *I live near a big park. There are a lot of tall trees and colourful plants. There is a small lake in the middle and there is a bridge to cross from one side to the other,* etc. Finally, ask the students to compare their pictures.

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: *Planets*. One student from each group says a word she / he associates with planets: *moon*. Then, the next student in the circle says another word associated with *moon*: *the Sun*. Students continue associating words to the previously mentioned word until they reach the last student. Ask the groups to write down the words they mention and then compare the associations.

Finger Writing


Divide the class into groups of six and have them stand in line facing the board. Tell the students they are going to revise vocabulary related to a specific category: *professions, parts of the house, personality adjectives, musical instruments,* etc. Give the student at the front of the line a piece of chalk. Ask the last student in line to use her / his finger to write a word on the back of the student in front of her / him. Then, she / he writes the same word on the back of the next student in line and so on. Ask the first student in line to write the word on the board. Repeat the procedure with other words.

Correct Me

Tell the class that they are going to revise information about a text in the Student's Book. Throw a soft ball to a student. Say an incorrect sentence about the text and ask the student to correct you; for example: T: *Sarah Chang was born in 1979.* S1: *No, she was born in 1980.* Repeat the procedure with several students.

Scattergories

Divide the class into groups. Ask the students to draw a table and divide it into columns with different categories; for example: *Parts*



of the house, School subjects, Actions, Music, Adjectives, 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 the students to write words that begin with that letter for each category. Finally, invite some students to read their lists and write the words on the board to check spelling. Invite other students to add their answers if they wrote different words. Students score one point for each correct word.

Comparisons

Revise comparative and superlative adjectives with the class. Draw columns on the board with different titles; for example: *Healthy food, Difficult subject, Easy activity, Dangerous animal, Good singer / band*. Draw the symbols + at the top and – at the bottom of each column and explain to the students that they have to list five words related to each category in the order they consider appropriate. Then, invite different volunteers to report their ideas by using complete sentences: *Maths is more difficult than Literature but the most difficult subject is Geography*.

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.

Feel the object

Collect various objects from around the classroom and put them in a bag. Hold the bag and ask a volunteer to feel the objects and try to identify one of them by just touching them. Repeat the procedure with other students.

Mime

Invite a volunteer to the front and whisper an action: *skate, ride the bike, make the bed, feed the dog, surf, swim*, 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 love skating with my friends*.

Twenty Questions

Tell the students you are thinking of a specific word. It can be a place, an object, an animal or a person; for example: *guitar*. Have the students guess what it is by asking you Yes / No questions: *Is it an animal? No, it isn't. Does it make a sound? Yes, it does*. Explain that they can ask twenty questions and then guess. Repeat the procedure several times and invite some volunteers to take your place.

Odd One Out

Dictate four words and include one of a different category; e.g.: *songwriter, bassist, trumpet, guitarist*. Encourage the students to identify the word that does not belong to the group and explain why: *Trumpet isn't a musician / person. It's a musical instrument*. Repeat the procedure with other categories.

Change Words

Copy sentences from the texts in the Student's Book and invite the class to change words and make new versions; for example: *Camila writes articles about her trip on her blog. Camila writes reviews on her blog. Camila writes her plans on her diary*.

All Around Extra Activities

Bingo

Ask the students to draw a grid of eight squares and write words related to the topic they need to revise. Show pictures illustrating the words at a time and tell the students to cross the words if they are in their grids. Explain that when they cross all of the words, they have to shout *Bingo*!

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.

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.

Slow Reveal

Bring pictures of objects, people and animals. Put the picture behind a large piece of paper and reveal it by parts. 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.

Report

Invite the students to write the name of a famous person on a paper strip. Tell them to take a sheet of paper and draw a chart with four columns: *Name, Past, Present, Future*. Shuffle the paper strips and stick one on each student as a badge. Ask the students to walk around the classroom interviewing each other and answering the questions as if they were the famous person written on the badge: S1: *What's your name?* S2: *Ariana Grande*. S1: *What did you do last year?* S2:

I went on a world tour. S1: *What are you doing now?* S2: *I'm recording a new album.* S1: *What are you going to do next year?* S2: *I'm going to give concerts.* Finally, invite the students to report their interviews to the class: *Last year, Ariana Grande went on a world tour.*

Find someone who...

Write specific ideas about holiday activities on the board for the students to walk around the classroom to ask questions to their partners until they find someone who did that activity; for example: *Find someone who went to the beach last holidays.* Determine a time limit and give students a point for each person they find.

Suggestions: Find someone who...

played volleyball.
went camping.
swam in the sea.
saw wild animals.
visited museums.
took photos.
ate exotic food.

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 sentence: + for affirmative, - for negative and ? for interrogative. Divide the class into two teams X and O. Ask a team to choose one square and use the word in a sentence. 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.

Make Words

Write a phrase on the board and invite the class to use the letters to make new words; for example: *Our solar system. / Historic events. / My favourite song.* Explain that they can use each letter once. Determine a time limit and then, invite the students to read their words aloud to check.

Brainstorming

Divide the class into groups and write descriptions on the board: *Things you find in a bedroom.* / *Animals smaller than a horse.* / *Sports that are played with a ball.* / *Musical instruments with chords.* / *Historic places in your country.* Encourage the students to write words related to the categories and after two minutes, check the ideas on the board. The group with more words is the winner.

Chain Story

Start telling a story or describing an activity you did; for example: *I travelled to the mountains last holidays. I did a lot of activities and I had a great time.* Then, invite another student to continue with the story or description. Walk around the classroom asking the students to add more ideas to the story until they have all participated.

Scrambled Words

Write words students need to revise with the letters mixed up on the board. Divide the class into groups and determine a time limit. Then, check with the class.

Snap!

Ask the students to prepare cards with words and pictures to revise vocabulary; for example: *parts of the house, actions, music, professions*, 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.

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.

Correct 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.

Future Plans

Draw a weekly schedule on the board. Ask the students to cut out pictures from magazines to illustrate their plans for the week. Invite them to draw the schedule on a separate sheet of paper and glue the pictures on the corresponding days. Finally, have the students write complete sentences describing their future plans.

Crossword

Write a word related to a topic in the middle of the board; for example: *dinosaurs*. 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.

w	f	T
D	i	n
s	a	u
r	s	e
g	s	x
	i	
p	a	e
o	n	t
o	l	o
g	i	s
t		

All Around Extra Activities

Musical Actions

Prepare some cards with clues in advance. They should contain the structures students need to practise; for example:

Football / popular / rugby

Mars / far from the Sun / Venus

Velociraptor / walk on two legs / not fly

Get students to stand in a circle and play music. Encourage students to pass one of the cards around the circle. Stop the music. Invite the student holding the card to use the clues in it to make a complete sentence; for example: *Football is more popular than rugby.* Repeat with the rest of the cards.

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.

Dice Game

Bring a dice and divide the class into groups. Assign a category to each number and write the reference on the board; for example: 1. *Places*; 2. *Rules*; 3. *Music*; 4. *Holiday Activities*; 5. *Cooking actions*; 6. *Personality types*. 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 3 and 5, they have to mention five words related to music.

Lip Reading

Invite a volunteer to come to the front and whisper a sentence into her / his ear. Sentences will vary according to the structures students need to revise. Then, the student should whisper the sentence so that her / his classmates cannot hear it. The class should guess the sentence by reading her / his lips. The winner is the student who can guess.

Picture Dictation 2

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: *Lucy's favourite room is her bedroom. It is very big and full of light. There are four windows and the walls are pink. There is a big bed and there is a desk next to it...* Invite the students to colour their pictures and then, write a description. Encourage them to use their imagination and add more details to their pieces of writing.

Missing Letters

Revise vocabulary by writing words on the board with missing letters; for example: c _ m _ _ ss (*compass*). Determine a time limit and encourage the students to complete all the words. Invite different volunteers to write the answers on the board to check.

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. Repeat the procedure with other letters and have the students write down the words. Correct answers with the class on the board to check spelling. The groups with the most correct words wins.

Act It Out!

Divide the class into groups. Prepare cards with different situations; for example: at a campsite; at a concert; in a cooking class; etc. 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: *(Felipe and Bruno) are putting up the tent. (Ema) is making the fire. They are at a campsite.*

Word Groups

Invite the students to mention words related to a topic you want to revise. Write the words scattered on the board and encourage the students to organise the words in groups and explain their connection.

Word Chain

Write a word on the board and encourage a volunteer to use the last letter to write another word; for example: *piano, old*. Then, invite a different student to write another word using the last letter: *piano, old, dinosaur*. Continue with the same procedure with the rest of the class.

Scanning

Explain to the class that you are going to ask them to find specific things in their books. Encourage the students to write the page where they can find what you mention. For example: *Find a sleeping bag; a pyramid; a football player; a rock singer; etc.* Finally, check the pages with the class and encourage the students to describe the object or person.

All Around Extra Activities

All Around Celebrations



Autumn (March 21)

Autumn Collage

Materials: Construction paper (white and autumn colours), natural elements, glue.

Procedure: Brainstorm vocabulary related to this season and write students' ideas on the board. Then, ask students to collect natural elements (leaves, twigs, bark, flowers, etc.) and bring them to class. Distribute sheets of construction paper and glue. Have students design an autumn collage using their natural items and bearing in mind the ideas they shared. Tell them they can cut out designs from coloured construction paper to add to their collages, too. Display the collages around the classroom and have students explain the materials they used and why..



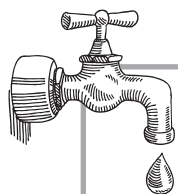
World Health Day

(April 7)

Healthy Habits Leaflet

Materials: Dictionaries, paper, magazines, reference books about the human body.

Procedure: Divide the board into two columns: *Healthy Habits* and *Unhealthy Habits*. Encourage students to list all the habits they can: *eating habits, exercise, smoking, alcoholism, rest, stress*, etc. Discuss the benefits and problems. Then, have students fold their sheet of construction paper into three sections. Tell students to make a leaflet about advice and tips to stay healthy and avoid bad habits. Ask students to illustrate it using pictures from magazines. Display students' work around the classroom. Allow the class to read some leaflets and make notes of the tips. Vote for the most interesting work.



World Water Day

(March 22)

Water Posters

Materials: Construction paper, coloured pencils, magazines.

Procedure: Discuss water uses, the causes of water waste and the possible solutions with the class. Divide the class into pairs. Have students design a poster showing ways of saving water. Ask pairs to investigate how much water is wasted in everyday use. Have them make a rough estimate of how much water they think can be saved. Ask pairs to display and explain their posters.



World Environment Day (June 5)

Reduce-Reuse-Recycle

Materials: Boxes, paint.

Procedure: Tell students that one way in which we can contribute to preserve the environment is by practising the 3 Rs. Go through the explanation of the different stages with the class. Then, encourage students to follow the procedure at school by saving paper.

Divide the class into small groups and give each of them two boxes. Have students label one box *Recycle* and the other one *Scrap Paper*. The *Scrap Paper* box should be used for pieces of paper that have only been used on one side and can be used on the other. The *Recycle* box is used for paper and / or old newspapers from home. Students can use this paper to make their own recycled paper. Encourage students to make a sign for each box that asks people to use 100% recycled paper, to use both sides of their paper, and to put used paper in the *Recycle* or *Scrap Paper* box instead of the garbage can. Invite students to place their boxes all over the school.



International Day of the World's Indigenous People (August 9)

Make a Legend Scroll

Materials: Construction paper, markers, two wooden sticks, tape.

Procedure: Have students research local aboriginal legends or you may choose one to read and analyse with the whole class. Then, invite students to divide the legend into five parts and tell them to cut a large sheet of construction paper in half. Ask them to tape the two pieces together to make a long strip and divide the strip into five sections. Next, encourage students to draw a picture and write part of the legend in each section. Finally, tell them to tape a wooden stick to each end of the strip. Roll the strip so that it looks like an old scroll and decorate it with indigenous symbols. Once students have made their legend scrolls, collect them and display them around the classroom for students to read in silence. Prepare questions related to the legends. Divide the class into teams of five students. Choose a team and ask one of the questions. Award points for every correct answer. The team with the most points is the winner.



Friendship Day (July 20)

Acrostic

Materials: construction paper, magazines, markers, and glue.

Procedure: Invite the class to reflect on what they value on a friend and why friendship is important. Write ideas and key words on the board. Then, divide the class into groups and ask the students to create an acrostic with the word *Friends*. Explain that they have to write words that start with the letters in *Friends*; for example: *F - Fun*, *R - Respect*, etc. Invite the students to design their acrostics on a separate sheet of paper and once they have their final versions, they make a poster. Ask them to write the word vertically in the centre and glue pictures to illustrate their ideas and decorate the poster. Finally, invite the groups to show their works to the rest of the class and explain why they included those ideas. Display the posters on the classroom walls.



All Around Extra Activities



Spring Day

(September 21)

Spring Group Story

Materials: Paper, coloured pencils.

Procedure: Tell students they are going to write a story about spring cooperatively. Begin a discussion about what winter was like and what changes have occurred since then. Elicit spring vocabulary and write it on the board. Have students choose the main character (s). Have them decide on a story line and the important ideas they want to include in the story. Write an outline of the plot on the board: *Students - have picnic - get lost - find a hidden treasure*. Have students take turns saying one sentence, following the outline, until the story is completed. Encourage students to use the spring words on the board. Read the story back to the class. Have students draw pictures to illustrate the story.



Halloween

(October 31)

Monsters

Materials: Toilet paper and paper towel rolls, paints, paintbrushes, markers, pompoms, and glue.

Procedure: Invite the class to make monsters to decorate the classroom for Halloween. Brainstorm ideas they associate with this event and the objects and animals that usually represent it. Ask the students to use the toilet papers to create their own monsters, ghosts or spooky animals like spiders, bats or black cats. Have the students colour the toilet paper and add details with the markers. Tell them to glue pompoms to add more parts to the bodies such as the nose or ears. Finally, invite the students to invent a name for their monsters and describe them.





Human Rights Day (December 10)

Slogans

Materials: Construction paper, magazines.

Procedure: Invite the class to brainstorm human rights; for example: *justice, medical care, nutritious food, equal opportunities, freedom of opinion*, etc. Encourage students to think of situations for each right: *Equal opportunities: Free schooling for everyone*. Ask students to think of slogans to raise public awareness about human rights. Divide the class into groups and have them make a poster. Tell groups to illustrate it with magazine pictures and their own drawings.

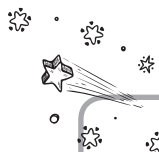


Holidays

Vacation Brochure

Materials: A4 white sheets of paper, magazines, markers, and glue.

Procedure: Divide the class into small groups and have the students invent a place with characteristics that would make it a good destination. Tell them to write a text describing the place and ask them to include the activities people can do and the animals they can see. Encourage the students to draw or cut out pictures from magazines to accompany the text. Remind the groups to write drafts and once they have revised them, use the A4 sheets of paper to design their final versions. Invite the groups to exchange their brochures and imagine that they went to the places suggested and did the activities included there. Encourage the students to write a description of what they did and what they liked most about the destination. Finally, have the groups share their texts with the rest of the class.



New Year (December 31)

New Year's Fireworks

Materials: A sheet of black construction paper, glitter in different colours, glue, straws.

Procedure: Invite students to write about their New Year Resolutions, using: *I'm going to...* Then, have students spread glue onto the sheet of construction paper to form geometric shapes. If the glue is soft enough, ask them to put small blobs on the paper, then blow through the straw to form them into interesting shapes. Tell them to sprinkle glitter onto the glue and then leave it to dry. Ask students to stick their resolutions on the poster. Display the firework posters all around the classroom.

All Around Extra Activities

Notes

All Around Extra Activities

Track List - Audio CD

Track	Listening	Activities
2	Listening 02	Unit 1. Page 7. Exercise 4. Listen and correct the underlined information.
3	Listening 03	Unit 1. Page 8. Exercise 2. Listen and tick (✓). Then, describe Camila's bedroom.
4	Listening 04	Unit 1. Page 12. Exercise 2. Read. Then, listen and tick (✓) the correct option.
5	Listening 05	Unit 1. Page 13. Exercise 3. Complete Camila's post. Listen and check.
6	Listening 06	Unit 2. Page 18. Exercise 1. Read, discuss and tick (✓) one option. Then, listen and check.
7	Listening 07	Unit 2. Page 22. Exercise 1. Listen and read. Underline the commands.
8	Listening 08	Unit 2. Page 23. Exercise 4. Look at the photos and number the instructions. Check.
9	Listening 09	Unit 3. Page 30. Exercise 1. Look and answer. Then, listen and read.
10	Listening 10	Unit 3. Page 32. Exercise 1. Listen and circle the correct option.
11	Listening 11	Unit 3. Page 34. Exercise 1. Listen and write the number of votes.
12	Listening 12	Unit 3. Page 36. Exercise 1. Read and label. Then, listen and check.
13	Listening 13	Unit 4. Page 42. Exercise 1. Listen and read.
14	Listening 14	Unit 4. Page 42. Exercise 3. Listen to the podcast and circle.
15	Listening 15	Unit 4. Page 43. Exercise 4. Listen and complete these files.
16	Listening 16	Unit 4. Page 46. Exercise 1. Read and circle the correct option. Listen and check.
17	Listening 17	Unit 4. Page 48. Exercise 1. Listen and read.
18	Listening 18	Unit 5. Page 54. Exercise 1. Listen and read. Then, discuss.
19	Listening 19	Unit 5. Page 54. Exercise 2. Number these steps. Listen and check.
20	Listening 20	Unit 5. Page 58. Exercise 1. Listen and read. Match the pictures with the descriptions.
21	Listening 21	Unit 5. Page 59. Exercise 3. Complete Molly's post with the past forms of the verbs. Then, listen and check.
22	Listening 22	Unit 5. Page 60. Exercise 1. Listen and read.
23	Listening 23	Unit 6. Page 66. Exercise 1. Listen and read.
24	Listening 24	Unit 6. Page 68. Exercise 1. Listen and circle the correct option.
25	Listening 25	Unit 6. Page 70. Exercise 1. Listen and read.
26	Listening 26	Unit 6. Page 71. Exercise 4. Listen and complete the table. Then, write.

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

