

All Around

Course Book

Student's
CD-ROM
inside



All Around

Teacher's Book



Introduction	2
.....	
Overview	6
.....	
Contents Map	10
.....	
Unit 1 Hi, There!	16
.....	
Unit 2 Rule Our World!	26
.....	
Unit 3 Facts and Opinions	38
.....	
Unit 4 Music of All Times	50
.....	
Unit 5 Journey to The Past	64
.....	
Unit 6 Adventures and Anecdotes	78
.....	
Celebrations	92
.....	
Track List	95



Introduction

What is All Around?

All Around is 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.

The series focuses primarily on the teaching of English as a foreign language. However, the topics, activities and resources have been carefully designed to also teach the whole child - emotionally, socially, physically, creatively and cognitively. In this way, the students will have the possibility to develop their potentials across the school curriculum as they acquire the necessary language skills in English.

Philosophy behind All Around

All Around has been designed on the basis that:

- Students acquire the language rather than learn it. *All Around* 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* incorporates a variety of cross-curricular 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* 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.

Approach

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

Objectives and Premises

- A language is not only a means of communication but also a window through which to see and understand other cultures and ways of thinking.
- A foreign language can help students realise there are several ways of expressing ideas, solving problems and viewing the world.
- Relevant and high-interest topics will enhance the students' understanding of structures and vocabulary, and motivate them to learn.
- Meaningful activities will promote natural communication.
- The continuous exposure to natural language, slightly above the students' level of production, will enable them to gradually acquire the language.
- Prior knowledge must be activated and background knowledge must be built up to provide a context for language to develop.
- Attitude is essential when a child learns a foreign language.
- The variety of activities is crucial to cater the diversity of the students' needs.
- Teachers can set the mood by making class time relaxing and fun and by allowing the students to try out new language without fear of embarrassment.

Components

Course Book with a built-in Workbook and Student's Interactive CD-ROM.

Teacher's Book with Audio CD and Teacher's Resource CD-ROM.

Course Book

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

- The Introductory page in each unit has the double purpose of presenting the structures and language issues to be worked throughout the unit as well as helping the students to 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.
- Board 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.
- Songs and 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 still offers a set of activities for consolidation of the contents introduced throughout the unit.
- A Workbook section has been added at the end of the Course Book to reinforce and revise all the language items and vocabulary introduced in each unit.

- A Speak out! section helps students reflect on and discuss topics of interest.

Student's Interactive CD-ROM

The Student's Interactive CD-ROM offers games and activities for students to go on practising what they have learned in class in a fun and entertaining way. Each unit provides four 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. Once the last task in each unit is completed, students are asked to print a Congratulations Certificate and give it to their teacher as a proof they have done all the games and exercises. Tasks vary from unit to unit and consist mainly of labelling pictures; completing sentences or texts; matching words and pictures; clicking on letters to find family words; reading and deciding if the information provided is right or wrong, answering questions, matching questions and answers; listening and clicking on the correct picture or classifying words.

You may find that some of the activities are a little above the students' level and include structures or vocabulary not previously seen in class. This is intended for students to broaden their knowledge and develop study skills such as inferring, transferring, using dictionaries and keeping vocabulary notes. Encourage your students to look up words they do not know in a dictionary and write down in their notebooks any new words they come across as they use the CD-ROM.



Teacher's Book

The Teacher's Book provides the teachers with an easy-to-follow guide with suggestions and ideas to exploit the Course Book to its fullest and to provide the students with maximum

Introduction

learning opportunities in the classroom. Each unit contains a rich assortment of dynamic and engaging activities designed to complement the activities in the Course 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:

- An **Introduction**: A description of the series.
- An **Overview**: Model pages extracted from the Course 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 Course Book.
- **Step-by-step Guidelines**: Ideas and suggestions to carry out the activities proposed in each unit, including audio scripts and answer keys.
- **Celebrations**: Ideas to be developed for some special occasions during the school year.

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



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

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 Course Book.



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



Funny Activities and



Enrichment

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.

Audio CD

It includes a variety of listening tasks as well as songs, 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 CD-ROM

Apart from the Teaching and Learning Tips and the extra activities such as the Introductory, Funny, Enrichment and Celebrations Activities in the Teacher's Book, teachers are provided with a wealth of extra material on the Teacher's Resource CD-ROM. This includes photocopyable Extra Practice activities for each of the units, a photocopyable Unit Assessment and Extension Activities offering even more ideas to exploit in class.



The material on the Resource CD-ROM 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.

The Unit Assessment and Extra Practice activities include completing and writing sentences or

texts; listening to dictations and completing, matching or choosing the right information; reading and completing words, sentences or texts; asking and answering questions; identifying and completing 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.

We hope you enjoy using *All Around* as much as we have enjoyed writing it for you.



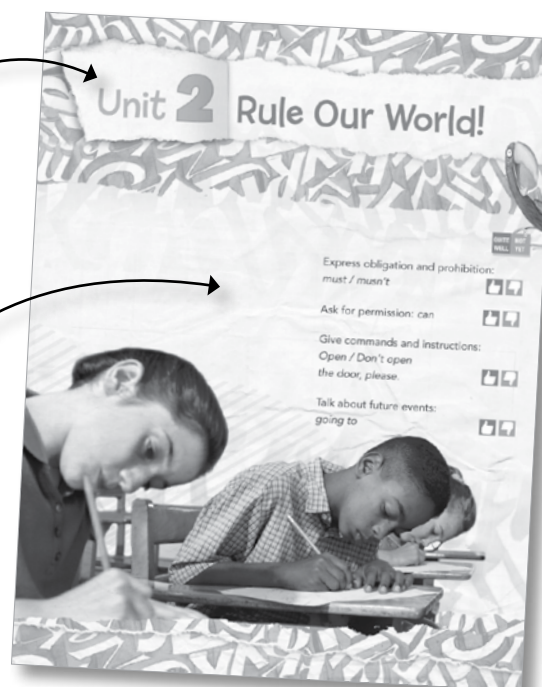
***All Around* Editorial Team**

Overview

Unit number and topic.

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.



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

Hi, Mum! I'm going to the cinema with Ann in a minute.
Oh, Mum! Can I go to the cinema with Ann?
Sorry, Ann, I can't go to the cinema.
Pilar: you mustn't go out without my permission.
First, you must clean your room, do your homework, feed the dog and wash the dishes.
Why not?

Use **must** to express obligation, eg:
You **must** clean your room.
Use **mustn't** to express prohibition, eg:
You **mustn't** go out without permission.
Use **can** to ask for permission, eg:
Can I go to the cinema?

• What do you think Pilar answers to her friend?

a. I don't like horror films. ☐
b. I have many things to do. ☐
c. My mother says I can't go. ☐

2. Make new dialogues and practise in pairs.

Use these ideas!

✓ go to the club
✓ ride my bike in the park
✓ play computer games
✓ go to the shopping centre
✓ skate with my friends

✓ study for your exams
✓ tidy up your desk
✓ make your bed
✓ help Dad with the car

Example
A: Can I go to the club?
B: First, you **must** make your bed.

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

General School Rules

Students...

a. obey their teachers.
b. bully their classmates.
c. cheat on exams.
d. arrive on time.

e. study very hard.
f. eat in class.
g. do their homework.
h. keep the classroom clean and tidy.

4. Classify these ideas according to your school rules.

✓ wear a uniform
✓ use a blue pen
✓ draw with a pencil
✓ sit next to a boy / a girl
✓ stand up when an adult comes in
✓ use a dictionary in our English lessons
✓ tuck in our shirts

✓ play football in the yard
✓ go to the toilet during lessons
✓ drink or eat in class
✓ use mobile phones or iPods in the classroom
✓ chew gum at school
✓ wear accessories (caps, bracelets, necklaces, etc.)

Do you know that...
In some Japanese schools, students **mustn't** play video games or go to the cinema without the school permission?

We must... (obligation)	We mustn't... (prohibition)	It is not necessary to...

thirteen 13

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

1. Read and vote.

Weird Schools - Weird Rules

Are you tired of the typical school rules? Check this out!

Celebration School
Do you think weekends are short? Well, go to Celebration School. Children must go to classes only twice a week. And THEY choose the days they want to go to school, for example, Saturdays and Sundays!

Mountain Primary School
In Mountain School, children mustn't study the traditional subjects (Maths, Language or Geography, for example). But they must learn Computer Games Testing, Cooking and Outdoor Activities (baking, climbing trees). Of course, they must pass all the exams at the end of the year. Ha-ha! Can you imagine a test on 'climbing trees'?

Woodland School
Do you hate sitting on a chair for hours? So, Woodland School is for you! There aren't any chairs, any desks or any boards! Children must meet their teachers in the forest at 8 am, sit on the floor and follow instructions. And listen to this: Kids mustn't use pencils or paper because they are not ecological. They must write with a stick on the soil! One more thing, children must wear only brown or green clothes not to disturb the image of the forest.

Users Vote

This article is ...

☐ Funny 58%

☐ Interesting 42%

☐ Boring 0%

SPEAK OUT!

Do you respect school rules? ...

Which rule(s) do you agree with? Why?

Which rule(s) don't you agree with? Why not?

2. Read these comments and decide: Which school do these children go to?

I mustn't take a pencil case to school.

We are testing a new computer game at school.

We must sit for a Maths exam on Sunday.

I must learn all the pizza ingredients for a test.

a. Woodland School b. _____ c. _____ d. _____

I can't imagine studying Language and History at school.

I have you got an extra stick, please? I must write down some notes.

I must pass my exam on Looking for Insects! It's a very difficult subject.

I hate wearing brown trousers, brown trainers, brown T-shirts and brown socks!

e. _____ f. _____ g. _____ h. _____

3. Complete these ideas according to the text.

a. In Celebration School, children ... five days a week.

b. In Mountain Primary School, children must sit for final exams on ... , for example.

c. In Woodland School, children must use a stick to write because ...

4. In pairs, think and write your own list of weird school rules. Then, tell your partners.

Obligations	Prohibitions

Example

A. In Fantasy School, boys must wear red caps during lessons.

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

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

Varied and challenging listening tasks.

1. Listen and read. Underline the commands.

I've got a bossy sister. She gives me orders all the time. 'Harry, come here and pick up the papers.' Now, throw the papers in the bin and go away! 'Harry up!' Open the window, Harry! Don't open the door! Be quiet! Answer the phone! bla, bla, bla. But do you know what I really hate? She never says 'PLEASE!'.

2. Write the commands. How fast can you say them?

Come here, pick up the papers.

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

3. Match pictures to commands.

Hurry up!

Be quiet, please.

Don't feed the monkeys.

Go to sleep.

Open the windows.

Look at the board.

Answer the phone.

Don't sleep.

4. Look at the pictures and put the instructions in order. Check.

Prepare a delicious mini-pizza!

a. b. c. d. e. f.

☐ Put some pepperoni or ham.

☐ Spread tomato sauce on top.

☐ Cook in a microwave for two minutes.

☐ Eat and enjoy your mini-pizza!

☐ Put a flour tortilla on a plate.

☐ Sprinkle with cheese.

5. Create your own recipe. Write the instructions.


Writing activities take students into real literacy.

Overview

Easy-to-follow and clearly expressed instructions.

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

1. Read and complete the chart.



Hi, Tim. Are you there?
Yes.
Remember we're going to have a party at school on Saturday.
Sure.
So, there are many things we must do.
For example?
Buy drinks, make pizzas, phone the DJ, send invitations, talk to Mrs Evans.
Whoa!
Yes, she mustn't give us the Science exam on Monday.
Oh, Cindy. Let me think about it. Send you an e-mail later. Bye!

Hi Cindy! Hi guys! Here is my plan for the party. Alex and Greg are going to buy the drinks, the girls are going to make the pizzas, Sam is going to phone the DJ, Cindy is going to send the invitations and I am going to talk to Mrs Evans. Do you agree?

Use **going to** to describe future plans, eg:
We're **going to** have a party on Saturday.

I	am	going to	the drinks.
He			the pizzas.
She	is		the DJ.
You			invitations.
They	are		to Mrs Evans.
We			a party.

2. Use the clues to write sentences.

Cindy wants to make some changes to Tim's plan...


- Tim, you aren't going to talk to Mrs Evans.
(you / phone / DJ)
- I am not going to send the invitations.
(I / talk / Mrs Evans)
- Alex and Greg aren't going to buy the drinks.
(they / send / invitations)
- The girls aren't going to make pizzas.
(they / make / cakes)
- Sam isn't going to phone the DJ.
(he / buy / drinks)

3. Circle the correct option and complete.

- The girls _____ going to play tennis tomorrow.
aren't - is - are
- The boy _____ going to read a book tonight.
isn't - am - is
- I _____ going to take the bus today.
are - am not - isn't

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

1. Match and write about their future plans.



What are their future plans?

He is going to be a famous chef.

2. Listen to the song and complete the lines.

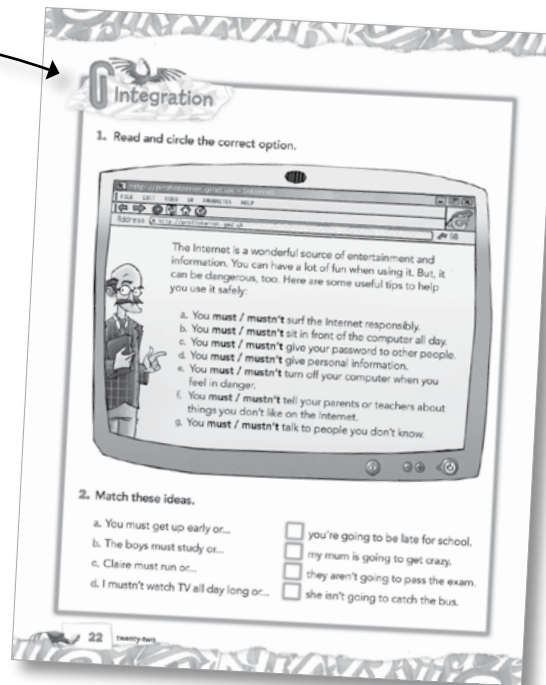
My secret plans
I've got many plans
Let me tell you now.
Keep them as a secret
'Cause they are a surprise!

I'm going to _____
Far away from home.
I'm going to _____
From all around the world.
I'm going to _____
During a whole weekend.
I'm going to _____
For you and my cool friends.
I'm going to _____
All night long.
I'm going to _____
So, smile and come along!

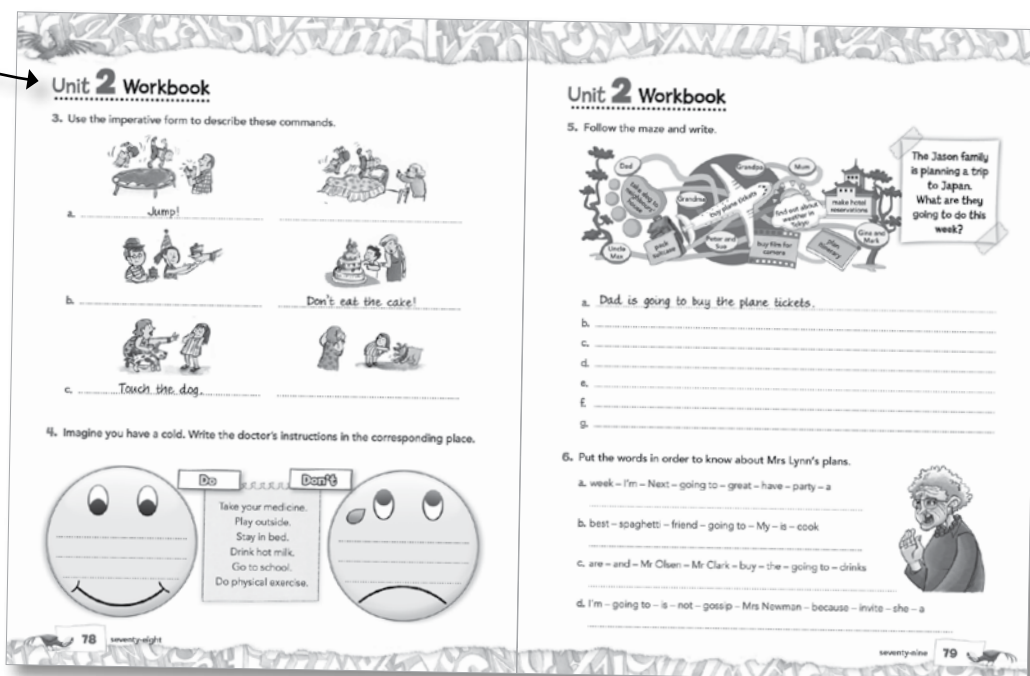
Jump and dance
download piles of music
be a super-DJ
invite millions of friends
organise a big party
take a thousand photos

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

The Integration section revises and consolidates the language introduced in a relaxed atmosphere.



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



Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
1	<ul style="list-style-type: none"> To revise personal information. To revise 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 introduce the idea of existence: <i>there be</i>. To complete sentences. 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 (big black bag). / 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 club)?</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 pepperoni 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>Can I (go to the cinema)?</i> <i>You must (clean your room).</i> <i>You mustn't (go out without permission).</i> <i>It is not necessary to (wear accessories).</i> <i>Pick up the papers.</i> <i>Sprinkle with cheese.</i> <i>He / she is going to (be a super DJ).</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.	<p>Intercultural values and personal development</p> <ul style="list-style-type: none">• Exchange of personal information.• Interaction among classmates.• Respect for other people's views.• Presenting activities in a creative way. <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.
<ul style="list-style-type: none">• Actions: <i>go to the cinema, shopping centre, skate with friends, ride the bike, play computer games, make the bed, etc.</i>• School subjects: <i>Maths, Language, Geography, History</i>• Adjectives: <i>weird, funny, interesting, boring</i>• Cooking verbs: <i>spread, cook, sprinkle, boil, etc.</i>• Actions: <i>buy drinks, make pizzas, phone 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.• Drawing and describing one's costume.• Writing coherent sentences by using clues.• Listening to a song.• Completing a song about future plans.	<p>Intercultural values and personal development</p> <ul style="list-style-type: none">• Acceptance of diversity.• Interaction among classmates.• Respect for other people's views.• Reflection upon school 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.



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>(Selena Gomez) is trendier than (Miley Cyrus).</i> • <i>(Maths) is more difficult than (English).</i> • <i>(Mercury) is bigger than (Pluto).</i> • <i>(A space shuttle) is more modern than (a rocket).</i> • <i>(Jennifer Lopez) is the trendiest (actress) of all.</i> • <i>The most popular sport is (football).</i> 	<ul style="list-style-type: none"> • <i>(Beckham) is taller than (Messi).</i> • <i>(Messi) is more / less popular than (Beckham).</i> • <i>Which football team do you support?</i> • <i>Which sport is more popular?</i>
4	<ul style="list-style-type: none"> • To describe past events using the verb <i>to be</i>. • To learn and discuss about The Beatles. • To talk about someone's place or date of birth. • To ask and answer about past events using the verb <i>to be</i>. • To ask for specific information. • To play a game. • To read about famous child prodigies. • To identify regular verbs in the past. • To write about famous child prodigies. • 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>George Harrison was the oldest.</i> • <i>Ringo Starr wasn't from Liverpool.</i> • <i>They were all from Liverpool.</i> • <i>The Beatles weren't American.</i> • <i>Was Lennon younger than Harrison?</i> • <i>Yes, he was. / No, he 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 1978.</i> • <i>They were born in Liverpool in 1940.</i> • <i>There was a violin. / There wasn't a flute.</i> • <i>There were four singers. / There weren't any drums.</i> • <i>Mozart composed a symphony.</i> 	<ul style="list-style-type: none"> • <i>In 1982, she moved to London with her mother.</i> • <i>She played with the Philharmonia Orchestra of London.</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, Pluto</i>• Big numbers• Superlative form 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>anyway, 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.• Writing about a planet.	<p>Intercultural values and personal development</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. <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.• Organisation of vocabulary in a mind map.• Observation of contextual clues as an aid to understanding.
<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>• Miscellaneous: <i>prodigy</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 playing a game.• Writing a biography.	<p>Intercultural values and personal development</p> <ul style="list-style-type: none">• Interaction and cooperation among classmates.• Respect for other people's views.• Reflection upon ones' and other people's talents. <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.



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 ask questions using the past form of the verb <i>to be</i>. To write about events in the past. To use previous knowledge about Ancient Egypt. To learn about Ancient Egypt. To write about famous pharaohs. To discuss about Tutankhamun. 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 millions of years ago.</i> <i>The Velociraptor was bigger than the Oviraptor.</i> <i>Velociraptors were the fastest dinosaurs of all.</i> <i>Was the dinosaur dangerous?</i> <i>Were people quiet when they saw a dinosaur in the town?</i> <i>I visited (the gods of Olympics in Ancient Greece).</i> <i>There was a pharaoh.</i> <i>There wasn't electricity.</i> <i>There were pyramids.</i> <i>There weren't any cars.</i> <i>Rameses the Great built the biggest statue.</i> <i>I think Howard discovered (gold jewelry).</i> 	<ul style="list-style-type: none"> <i>An enormous meteorite hit our planet.</i> <i>He carried (them with him all the time).</i> <i>He sat with King Arthur at the Round Table.</i> <i>He went to the Far West and met real cowboys.</i> <i>Tutankhamun became a pharaoh at 9.</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 design a brochure. To analyse the structure of a letter. To write a letter. To correct information. To integrate past, present and future forms. 	<ul style="list-style-type: none"> <i>What did Bob put in his backpack?</i> <i>Did Bob see a bear?</i> <i>Yes, he did. / No, he didn't.</i> <i>(Bob) didn't take (any CDs).</i> <i>(Bob and his father) didn't go (by train).</i> <i>Did you go to school last Monday?</i> <i>Yes, I did. / No, I didn't</i> <i>They swam (in the sea at night).</i> <i>She's cooking (a cake).</i> <i>She's going to (visit museums).</i> 	<ul style="list-style-type: none"> <i>Luckily, it didn't rain.</i> <i>He could see the shadow of the bear on the tent.</i>

Vocabulary

Skills Development

Learning Development

- Adjectives: *fast, big, small, large, heavy, amazing, famous, English, hard, slow, beautiful, enormous, golden, etc.*
- Regular verbs in the past: *lived, discovered, started, described, etc.*
- Dinosaurs' names: *Megalosaurus, Triceratops, Oviraptor, Velociraptor, Tyrannosaurus Rex, Pterosaurus*
- Irregular verbs in the past: *had, ate, ran, got, saw, sat, went, met, became, built, etc.*
- Famous Pharaohs: *Tutankhamun, Hatshepsut, Pepy II, Rameses the Great*
- Miscellaneous: *bones, fossils, fossil hunter, paleontologist, horn, lizard, thief, carnivore, omnivore, herbivore, beak, sharp, hieroglyphics, scribes, tombs, pharaoh, suddenly, archaeologist, sarcophagus*

- Listening for aural input.
- Reading for general understanding.
- Listening and reading for specific information.
- Discussing to learn about a particular topic.
- Reading and choosing the correct option.
- Completing sentences using key information.
- Writing about dinosaurs.
- Drawing pictures to convey meaning.
- Defining key vocabulary.
- Writing about pharaohs.
- Classifying vocabulary.

Intercultural values and personal development

- Use of previous knowledge.
- Interest in historic events.
- Interaction among classmates.

Metalinguistic / Metacognitive strategies

- Expression of opinions.
- Organisation of ideas.
- Inference of information through pictures and texts.
- Use of text features to model one's own written work.

- Holiday activities: *play volleyball, swim, rest, sail, surf, go to the beach, etc.*
- Past expressions of time: *last year, last month, last week, last weekend, four days ago, three days ago, the day before yesterday, yesterday, today*
- Miscellaneous: *tent, sleeping bags, backpack, bear, notices, fire, camping, fresh water, raft, jungle, grassland, falls*

- 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.
- Designing a brochure.
- Writing creatively.
- Organising words to make coherent sentences.
- Integrating knowledge by playing a game.

Intercultural values and personal development

- Interaction and cooperation among classmates.
- Use of appropriate listening skills to obtain information from others.
- Presenting activities in a creative way.

Metalinguistic / Metacognitive strategies

- Inference of information through pictures.
- Organisation of ideas into acceptable utterances.
- Observation of contextual clues as an aid to understanding.
- Use of text features to model one's own written work.

Unit 1 Hi, There!

SB pages 3, 4 and 5

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 students to introduce themselves to the class and give personal information so as to get to know each other. Below are some ideas you may put into practice:

- Have students sit in a circle. Say: *Hello, my name's...* Turn to the student on your left and say: *What's your name? My name's (Students' name). How old are you? I'm (11). Nice to meet you, (Students' name).* Then lead the student into repeating the dialogue with the student on his or her left. Continue around the circle until all students have introduced themselves.
- 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 from the container. Then 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.
- Divide the class into groups of five to seven students. Give them instructions for lining up in a certain way. The first team to line up correctly scores a point. Repeat several times. Here are some suggestions: *Line up...*
 - *in alphabetical order according to your first name.*
 - *from the shortest to the tallest.*
 - *according to your date of birth, starting in January.*

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 (page 3)

This section introduces each unit of the Course Book. It 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.

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 4)

1. Look at the photo and answer. Read.

Invite students to have a look at the picture and describe it so as to find out which season it is. Ask guiding questions: *Where are the girls? Is it a big room? What objects can you see on the bed? Is the bedroom tidy? What are the girls wearing?* Students describe the picture and answer the question about the season. Then they read the text and check their previous ideas. Give students some minutes to read in silence.

» Answer key

It's winter.

Follow up: Reading aloud

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

Enrichment Activities



Encourage students to find words related to the topics previously revised and add them to the lists on the board.

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 class; for example: *He shares his room with his little brother.* / *She wouldn't like to share her room with her sister because she is messy.* You can also write two columns on the board with the positive and negative aspects of sharing the room that students mention.

2. Complete these ideas according to the text.

Students read the text again and try to complete the sentences. They can copy the sentences or just write the word(s) that is / are missing in their notebooks.

Unit 1 Hi, There!

» Answer key

- a. from
- b. brothers, sisters
- c. doesn't
- d. because

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

Ask students to read the sentences about the text. Explain that some sentences are true, others are 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 partners. Check with the whole class.

» Answer key

- a. F. He is a good chef because he works for a famous restaurant.
- b. T. She says that that's great fun for her.
- c. F. Her cousin is on holiday but Amy is not.
- d. ?. She lives in Argentina but we don't know her nationality.

Enrichment Activities



Encourage students to invent 5 more sentences about the text. Then ask the class to close the books and get some volunteers to read their ideas so that the other students decide whether they are true or false or whether they don't know.



All Around Teaching Tips

Peer Help

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

Introductory Activities



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.*

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 the use of capital letters for proper nouns. Copy the examples on the board and encourage students to provide more instances. Or write some common and proper nouns on the board and ask the class to identify them.

How to go about it (page 5)

4. Circle all proper nouns in activity 1. Compare with a partner.

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

» Answer key

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

5. Listen and correct the underlined information.

Invite students to look at the pictures 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 check the answers. You can invite volunteers to read the correct versions and write the answers on the board to check spelling.



Listening 1

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 the 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 sitting-room because there is a TV set and she can watch TV. How can she concentrate?

» Answer key

a. 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 the university. My mother is a translator and luckily, she works at home!

b. 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.

c. 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. But my sister prefers studying in the sitting-room because there is a TV set and she can watch TV. How can she concentrate?

6. In pairs, take turns to talk about you.

Now explain to students that it is their turn to talk about them. Ask them to write down notes including their personal information so that they can use them as a guide when talking to their partners. 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.

Follow up

Once the pairs have talked about them, encourage students to ask questions to their partners 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 partners with the whole class.



All Around Teaching Tips

Moving Around The Class

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

SB pages 6 and 7

Objectives

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

Language Focus

Production

- *There is a (big black bag). / There isn't a (pet).*
- *There are some pictures. / 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

Introductory Activities



I Spy...

Invite the class to look at the photo on page 6 and ask questions about the girls to revise the ideas from the previous text on page 4; 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 and prepositions of place. Say, for example, *I spy with my little eye something black next to the bed. (Bag).* 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.

Grammar



This grammar board introduces the forms and use of *there + verb to be*. However, you may have already presented this structure when working with places in All Around 2. 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 activity 5 on page 5. Copy the sentences on the board and encourage students to turn the affirmative sentences into negative sentences and vice versa.

How to go about it (page 6)

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

- There are two girls in the photo but there aren't any boys.*
- There is a big black bag on the floor and there is a CD player, too.*
- There are some pictures. They look nice on the lilac walls!*
- There isn't a pet in the bedroom but there is a picture of a cat. Is it Amy's cat?*

Enrichment Activities



Remember and say.

Invite students to describe the classroom. Ask the first student in a row to stand up and say a sentence using the structure *there + verb to be*; for example: *There is a blackboard on the wall.* Ask the second student to stand up and repeat what the first student has said, then continue using the same structure: *There is a blackboard on the wall. There are some posters.* Repeat the procedure with several students. If a student forgets a phrase, ask him / her to start again.

Funny 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 telephone on the desk.*

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.

Grammar



In this case, 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.

2. Ask and answer in pairs.

Invite students to work in pairs and ask and answer questions about their houses. Tell them to write their partners' 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.

» Answer key

Students' own answers.

Enrichment 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 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.

3. Complete the chart and tell your partners.

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 completes the activity.

» Answer key

Students' own answers.

Funny Activities



Ask students to bring magazines and half a sheet of construction paper. Tell them to draw a picture of their ideal bedroom. Have them cut out pictures of objects they like and glue them on their design. Once they have finished, invite them to describe the room by using *There is / are*.

Extension: You may also ask students to work in pairs and compare their pictures; for example: *In his / her room, there is a big lamp. But there isn't a lamp in my bedroom.*

How to go about it (page 7)

Introductory Activities



Mime Race

Tell students they are going to revise vocabulary related to holiday activities. Divide the class into two teams. Invite a student from one team to come to the front and whisper a word to the

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. The team with the most points wins.

4. Go back to the photo in activity 1 and predict.

Students look at the photo in activity 1 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 activity 5.



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.

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

Invite students to read the title, look at the three pictures 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 to the class 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.



Listening 2

Listen and tick the correct option.

Girl 1: [reading]

Top 10 Reasons to Visit Mexico in Winter
Mexico is a country of colours and beauty. There are all types of attractions for everyone to enjoy. Here are our Top 10 Reasons to choose Mexico for your holidays: 1- The beaches. Visit Cancun, Acapulco or Puerto Vallarta. These are all popular beach destinations you cannot miss when travelling around Mexico. Snorkelling, scuba diving and playing with dolphins are some of the activities you will enjoy!

Girl 2: [commenting] *Playing with dolphins? Oh! I'd love that! Dolphins are my favourite animals.*

Girl 1: *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]

Girl 1: *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.*

Girl 2: [commenting] *Mmm... that's interesting. I love History and archaeology. Why don't we do that?*

Girl 1: *Well... Chichen Itza is far away from here, too.*

Girl 2: *And Teotihuacan?*

Girl 1: *That's near but we can't go alone. Today, my father is working in the restaurant until late at night.*

Girl 2: *Oh, I see.*

[continues reading]

Girl 1: *3- The food. We know winter can be a very cold season in Mexico City. Are you cold today?*

[interrupting]

Girl 2: *Yes, I am!*

[continues reading]

Girl 1: *Do you like eating typical food?*

[interrupting]

Girl 2: Yes, I do!

[continues reading]

Girl 1: Well, try Mexican tacos or tamales and let your temperature go up! There are hundreds of restaurants where you can eat traditional Mexican food.

Girl 2: That's our plan, Amy! Let's go to your father's restaurant...

» Answer key

- a. ... it is far from Mexico City.
- b. ... interesting.
- c. ... Amy's father can't take them.
- d. ... 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: *Playing with dolphins: I love playing with dolphins. It's a great idea! / Traditional Mexican food: I don't like Mexican food, it's too spicy.*



All Around Teaching Tips

When working on listening tasks, it is important to ask the 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.

Funny Activities



Visit Our Country!

Invite students to think of reasons to visit their country in winter. Write all their ideas on the board and then ask them to vote for the top five attractions. Divide the class into groups and assign each of them an attraction to write about. They can use the texts in activity 5 as models. Encourage the groups to think of the activities people can do and the places they can visit. Once the students have written a text, tell them to bring

pictures and design posters and display them on the classroom or school walls.

Variation

Instead of making posters, students may design a webpage including information in Computer Studies.

SB pages 8 and 9

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*

Phonology



<i>dreamer</i>	/dri:mə/
<i>nerd</i>	/nɜ:d/
<i>leader</i>	/li:də/
<i>analytical</i>	/,ænə'litɪkl/
<i>geek</i>	/gi:k/
<i>trendy</i>	/trendɪ/
<i>gossip</i>	/gɒsɪp/

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.

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.

» Answer key

- a. Alex Onstage; b. Cyberboy; c. Karen;
d. Linda; e. Tellma

Enrichment 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



In this case, the grammar board revises the use of the Present Simple tense to talk about likes, dislikes and preferences introduced in All Around 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 call 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

- a. He prefers staying at home.
b. He likes testing all new online games.
c. She loves knowing about other people's lives.
d. He hates sitting on a chair for hours to complete his homework.

How to go about it (page 8)

1. Read and circle: What type of webpage is it?

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, ask students for the answer and discuss the reasons for it.

» Answer key

- b. 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!

How to go about it (page 9)

2. Read these replies to the posts on page 8. Who are they replying to?

Invite students to read the replies and think who

- e. He loves singing and dancing.
f. She likes designer clothes.

4. Answer about your likes, dislikes or preferences.

Invite students to answer the questions about their preferences. Then get some students at random to share their ideas with the class.

» **Answer key**
Students' own answers.



All Around Teaching 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 page 10 - Integration

How to go about it (page 10)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit.

1. Complete.

Invite students to think of their neighbourhood and complete the sentences.

» **Answer key**
Students' own answers.

2. Ask and find out.

Explain to students that they have to ask their partners questions to find someone whose preference is the one mentioned in the list. Tell students to walk around to ask and answer the questions and write down their classmates' names. Get some students at random to check that the activity has been done correctly. When checking, encourage the class to ask more questions to the student who answered; for example: (*Student's*

name) doesn't like watching football on TV. Why don't you like watching football on TV? / Do you prefer going to the stadium? / What programmes do you like watching on TV?

» **Answer key**
Students' own answers.

3. Create your own acrostic poem.

Ask a volunteer to read the definition. Invite students' to read the poem and identify the name (*Tina*). Then ask them to write an acrostic poem with their name. Tell them that the poem should reflect their personality, interests, preferences, and so on.

» **Answer key**
Students' own answers.

SB page 76 - 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. Decode and write sentences.

- Andy loves riding her bike.
- Simon doesn't like driving cars.
- Philip hates eating popcorn.
- Justine likes reading books.
- Roman hates flying.

2. Use the verbs in brackets to complete the sentences.

- Sam likes riding his bike but he doesn't like skateboarding very much.
- Luca and Pam love playing computer games and Tony loves reading books.
- I don't like playing football. I prefer playing baseball.
- Becky loves eating fruits but she hates vegetables.

Unit 2 Rule Our World!

SB pages 11, 12 and 13

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 computer games, make the bed, wash the dishes*

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 soccer 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 (page 12)

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? How does the girl feel?* 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.



Listening 3

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?*

How to go about it (page 11)

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

Mum: *First, you must clean your room, 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 the cinema.*

Girl 2: *Why not?* [surprised]

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

» **Answer key**

b. *I have many things to do.*

Grammar



In this case, the grammar board 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.

2. Make new dialogues and practise in pairs.

Divide students into pairs and ask them to make dialogues using the ideas in the box. 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*. If you worked on classroom rules and designed the

poster using imperatives suggested in Unit 1, you can draw students' attention to them and decide if the signs represent any of the ideas. 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 13)

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

Have students look at the picture and describe the scene: *A very strict teacher is reading the classroom rules to her scared students.* Ask the class to focus on the teacher and students' expressions. Invite students to complete the rules. Then get some students at random to check the answers.

» **Answer key**

- a. *must*
- b. *mustn't*
- c. *mustn't*
- d. *must*
- e. *must*
- f. *mustn't*
- g. *must*
- h. *must*

4. Classify these ideas according to your school rules.

Invite a volunteer to read the information about Japanese schools and compare it with the schools in their country. Go through the rules with the whole class and ask students to write them in the corresponding column. Get volunteers to read the answers and discuss them.

» **Answer key**

Students' own answers.

Funny 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 culture 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 14 and 15

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: *weird, funny, interesting, boring*

Phonology



Maths	/mæθz/
Language	/ˈlæŋɡwɪdʒ/
Geography	/dʒɪˈɒɡrəfi/
History	/ˈhɪstri/
weird	/wɪəd/
funny	/ˈfʌni/
interesting	/ˈɪntrestɪŋ/
boring	/ˈbɔːrɪŋ/

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 feed the animals (the zoo).* *You must leave your backpack in the lockers (the supermarket).* *You mustn't enter with drinks or food (the library).* *You mustn't use a camera (the museum).* *You must show your ticket at the entrance (the zoo, the library, the cinema, the museum).*

How to go about it (page 14)

1. Read and vote.

Invite students to read the title of the article and ask them about the type of information they may expect to find. Tell them 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.

» Answer key

Students' own answers.

Follow up

Get some volunteers to read parts of the article 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 Learning 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 15)

2. Read these comments and decide: Which school do these children go to?

Invite students to read the comments and write the name of the corresponding school under each bubble. Tell students to read the text on page 14 and then discuss the answers with their partners. Get some students at random to check.

» Answer key

- a. Woodland School
- b. Mountain Primary School
- c. Celebration School
- d. Mountain Primary School
- e. Mountain Primary School
- f. Woodland School
- g. Mountain Primary School
- h. Woodland School

3. Complete these ideas according to the text.

Ask students to complete the sentences by using information from the article. They can compare their answers with their partners'. Then invite some students to write their answers on the board to check.

» Sample answers

- a. ...don't go to school...
- b. ...Computer Games Testing, Cooking and Outdoor Activities...
- c. ... it's ecological.

Follow up

Ask students which school they would like to attend and encourage them to give reasons and discuss.

4. In pairs, think and write your own list of weird school rules. Then, tell your partners.

Invite students to work in pairs and write weird 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 their favourite weird rule.



All Around Learning Tips

Laughter

Laughter boosts the body's production of chemicals needed for alertness and memory. Invite students to use 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 16 and 17

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*

Phonology



Cooking verbs:

spread	/spreɪd/
cook	/kʊk/
sprinkle	/ˈsprɪŋkl/
boil	/bɔɪl/
chop	/tʃɒp/
add	/æd/
peel	/pi:l/
stir	/stɜ:/
roast	/rəʊst/
bake	/beɪk/
bossy	/ˈbɒsi/

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 16)

1. Listen and read. Underline the commands.

Ask students to look at the picture and guess what the children's relationship is: *Are they siblings, friends, classmates, cousins?* 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 what the boy really hates. Get some volunteers at random to check the answers.



Listening 4

Listen and read.

Boy: *I've got a bossy sister. She gives me orders all the time, [imitating the voice of his bossy sister] 'Harry, come here and pick up the papers', 'Now, throw the papers in the bin and go away!', 'Hurry up!', 'Open the*

windows, Harry', 'Don't open the door', 'Be quiet', 'Answer the phone', [back to his voice] bla, bla, bla. But do you know what I really hate? She never says 'PLEASE!'. [Emphasising the word PLEASE]

» Answer key

come here, pick up the papers, throw the papers in the bin, go away, hurry up, open the windows, don't open the door, be quiet, answer the phone

Grammar



This grammar board will help students revise the use of the imperative form. Draw students' attention to 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. How fast can you say them?

Tell students to write the examples they underlined in activity 1 and practise saying them. Invite some students to say the imperatives and ask the class to decide who can say them very fast.

» Answer key

Come here, pick up the papers, throw the papers in the bin, go away, hurry up, open the windows, don't open the door, be quiet, answer the phone.

Enrichment 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 pictures to commands.

Invite students to look at the first picture and say what is happening: *A teacher is pointing to the board.* Ask them to imagine what she is saying to the children. Have students read the imperatives in the sheet of paper and choose the appropriate command: *Look at the board, and write a in the box.* Encourage them to continue on their own. Get some volunteers to read the answers.

» Answer key

- a. Look at the board.
- b. Hurry up!
- c. Answer the phone.
- d. Don't feed the monkeys.
- e. Go to sleep.
- f. Don't sleep.
- g. Be quiet, please.
- h. Open the windows.

Enrichment 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.

Funny 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 pouring wine.* 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.* 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 17)

4. Look at the pictures and put the instructions in order. Check.

Invite a volunteer to read the title: *Prepare a delicious mini-pizza!* Divide the class into pairs. Ask them to look at the pictures and describe what the boy is doing in each one. Get some students to read the instructions and 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.



Listening 5

Listen and check.

- Put a flour tortilla on a plate.
- Spread tomato sauce on top.
- Sprinkle with cheese.
- Put some pepperoni or ham.
- Cook in a microwave for two minutes.
- Eat and enjoy your mini-pizza!

» Answer key

- Put a flour tortilla on a plate.
- Spread tomato sauce on top.
- Sprinkle with cheese.
- Put some pepperoni or ham.
- Cook in a microwave for two minutes.
- Eat and enjoy your mini-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.

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: *a. Open the can of tuna. b. Put the tuna in a bowl. c. Add some cooked potatoes and peas.*

Enrichment 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.

Enrichment Activities



Order, please.

Bring Cooking name cards and Food cutouts. Display four pairs of name 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 name cards and cutouts.

SB pages 18 and 19

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, phone the DJ, send invitations, have a party*

Recognition

- *costume party, party theme*

Phonology

<i>buy drinks</i>	/baɪ 'drɪŋks/
<i>make pizzas</i>	/meɪk 'pi:tʃə/
<i>phone the DJ</i>	/fəʊn ðə ,di: 'dʒeɪ/
<i>send invitations</i>	/send ,ɪnvɪ'teɪʃnz/
<i>have a party</i>	/hæv ə 'pɑ:tɪ/
<i>costume party</i>	/kɒstju:m 'pɑ:tɪ/
<i>party theme</i>	/pɑ:tɪ ,θi:m/

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, play centre) and Party theme (the jungle, space, board games).*

How to go about it (page 18)

1. Read and complete the chart.

Invite two students to act out the chat. Ask some guiding questions to check understanding: *What are Tim and Cindy organising? When is the party? Where? What must they do?* Then get a volunteer to read the mail. You may ask students to tell you who sends the e-mail. Then ask about the person who is going to do the different tasks; for example: *Who is going to... buy the drinks? ... send the invitations? ... phone the DJ? ... make the pizzas? ... talk to Mrs Evans?*

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.

» Answer key

buy the drinks
make the pizzas
phone the DJ
send invitations
talk to Mrs Evans
have a party

Enrichment Activities

Invite students to design and draw a party costume. Ask them to write a paragraph under the picture describing the costume. Encourage students 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 19)

2. Use the clues to write sentences.

Ask students to read the clues and write the changes that Cindy wants to make. Get a volunteer to read the first sentence and write the answer on the board. Analyse the form of the negative sentence with the class. Once students have finished, get some volunteers to write the answers on the board to check.

» Answer key

- You're going to phone the DJ.*
- I'm going to talk to Mrs Evans.*
- They're going to send the invitations.*
- They're going to make cakes.*
- He's going to buy the drinks.*

Funny 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. Circle the correct option and complete.

Tell students to look at the pictures to help them establish the situation and encourage them to complete the sentences with the correct option.

» Answer key

- The girls are going to play tennis tomorrow.*
- The boy isn't going to read a book tonight.*
- I am not going to take the bus today.*

Enrichment Activities



Mime it.

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

SB pages 20 and 21

Objectives

- To revise *going to* to talk about future plans.
- To analyse and describe pictures.
- To listen to a song.
- To listen for specific information.
- To write a song about future plans.

Language Focus

Production

- He / She is going to (be a famous chef).*
- I'm going to (be a super DJ).*

Vocabulary

Production

- Professions and jobs

Introductory Activities



Finger Writing

Divide students into groups of six and have them stand in line facing the board. Give the student at the front of the line a piece of chalk. Ask the last student in line to 'write' a job or profession using his / her finger on the back of the student in front of him / her. Then he / she writes the same word on the back of the next student in line and so on. Ask the first student in line to write what his / her

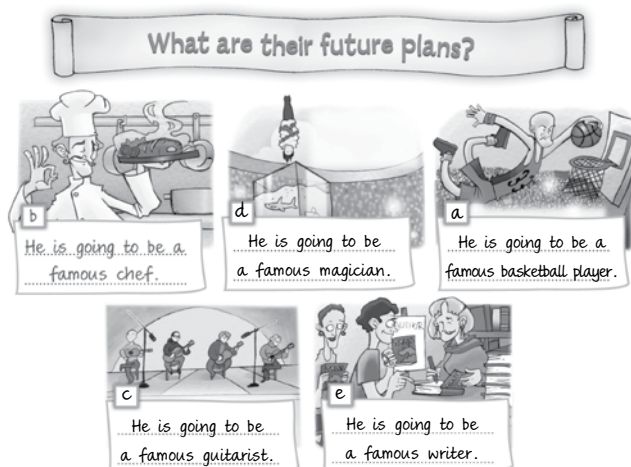
partner is going to be on the board: (*Students' name*) is going to be a dentist. Repeat the procedure with other jobs / professions.

How to go about it (page 20)

1. Match and write about their future plans.

Tell the class to look at the pictures and describe them. Ask students what the relationship between the two sets of pictures is: *The adults at the bottom are the kids in the first pictures when they are grown up and famous.* Invite a volunteer to read the example and ask students to match the other pictures and write about the children's future plans.

» Answer key



Enrichment Activities

Associations

Divide students into groups of four. Ask each group to find pictures in a magazine they associate with 5 different jobs or professions: a microphone, a CD. Tell them to draw 5 children and stick the pictures next to them. Once the groups have the pictures, invite them to ask the rest of the class to guess the future plans: *What is he going to do in the future? He is going to be a singer.*

How to go about it (page 21)

2. Listen to the song and complete the lines.

Invite students to read the title and look at the pictures. Ask them what they think the secret plans are. Explain to them that they are going to listen to the song and have to complete it with the phrases that appear in the piece of paper. Get a volunteer to read them and check understanding. Play the audio CD for students to listen to and complete the song. Pause after each line so as to give students time to write. Finally, invite the class to listen to the song for pleasure and to sing along.



Listening 6

Listen and complete.

Song: My secret plans

*I've got many plans
Let me tell you now.
Keep them as a secret
'Cause they are a surprise!
I'm going to organise a big party
Far away from home.
I'm going to invite millions of friends
From all around the world.
I'm going to download piles of music
During a whole weekend.
I'm going to be a super-DJ
For you and my cool friends.
I'm going to jump and dance
All night long.
I'm going to take a thousand photos
So, smile and come along!*

» Answer key

See lyrics above.

Follow up

Encourage students to complete the song with their own secret plans and draw pictures next to the lyrics to illustrate them.

SB page 22 - Integration

How to go about it (page 22)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit.

1. Read and circle the correct option.

Ask students to look at the picture, read the first paragraph of the text and say what it is: *A website with advice for kids about using the Internet.* Invite them to read the text and circle the correct option.

» Answer key

- You must surf the Internet responsibly.*
- You mustn't sit in front of the computer all day.*
- You mustn't give your password to other people.*
- You mustn't give personal information.*
- You must turn off the computer when you feel in danger.*
- You must tell your parents or teachers about things you don't like on the Internet.*
- You mustn't talk to people you don't know.*

2. Match these ideas.

Students have to match the halves to form sentences. Tell them to read all the phrases so as to have an idea of what they are about and then, write the correct letter in the boxes.

» Answer key

- You must get up early or you're going to be late for school.*
- The boys must study or they aren't going to pass the exam.*
- Claire must run or she isn't going to catch the bus.*
- I mustn't watch TV all day long or my mum is going to get crazy.*



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 77, 78, and 79 - 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. Then, match.

- You must clean up after your dog.*
- You must walk your dog on a leash.*
- You mustn't let little children touch your dog.*
- You mustn't feed your dog junk food.*
- You must give your dog fresh water.*

2. Complete with must or mustn't.

- You must always wear a helmet to protect your head.*
- You mustn't ride your bike in the middle of the street.*
- You must always stop when the light is red.*
- You mustn't wear headphones when riding your bike.*
- You must wear fluorescent bands so people can see you.*

3. Use the imperative form to describe these commands.

- a. Don't jump.*
- b. Eat the cake.*
- c. Don't touch the dog.*

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. Follow the maze and write.

- a. Dad is going to buy the plane tickets.*
- b. Grandpa is going to make the hotel reservations.*
- c. Grandma is going to find out about the weather in Tokyo.*
- d. Uncle Max is going to buy film for the camera.*
- e. Gina and Mark are going to take the dog to the neighbour's house.*
- f. Peter and Sue are going to plan the itinerary.*
- g. Mum is going to pack the suitcase.*

6. Put the words in order to know about Mrs Lynn's plans.

- a. Next week I'm going to have a great party.*
- b. My best friend is going to cook spaghetti.*
- c. Mr Olsen and Mr Clark are going to buy the drinks.*
- d. I'm not going to invite Mrs Newman because she is a gossip.*

Unit 3 Facts and Opinions

SB pages 23, 24 and 25

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

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

Recognition

- *Which football team do you support?*

Vocabulary

Production

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

Recognition

- The comparative form of adjectives
- *anyway, height, weight*

Phonology

Comparative adjectives:

<i>younger</i>	/ˈjʌŋɡə/
<i>older</i>	/ˈəʊldə/
<i>taller</i>	/ˈtɔːlə/
<i>shorter</i>	/ˈʃɔːtə/
<i>thinner</i>	/ˈθɪnə/
<i>more / less popular</i>	/ˌmɔː / ˌles ˈpɒpjələ/
<i>happier</i>	/ˈhæpiə/

<i>anyway</i>	/eniwei/
<i>height</i>	/haɪt/
<i>weight</i>	/weɪt/

How to go about it (page 23)

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.

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 24)

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

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



Listening 7

Listen and read.

Boy 1: *Who do you prefer, Messi or Beckham?*
Boy 2: *You guess!*

Boy 1: [thinking and then guessing doubtfully] *Hmm... Beckham?*

Boy 2: *Of course not! Beckham belongs to the past. He doesn't play football any more.*

Boy 1: *Yes, he does!*

Boy 2: *No, he doesn't.*

Boy 1: *Anyway. We can't compare them.*

Boy 2: *Well, we can. Messi is younger than Beckham.*

Boy 1: *Ha-ha! Beckham is taller than Messi.*

Boy 2: *Yeah. And Messi has 807 fans.*

Boy 1: *Beckham, only 238. Messi is definitely more popular than Beckham.*

» **Answer key**

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

Follow up: Reading aloud

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

Speak out!

Get some volunteers to read the questions and share their ideas with the class. Ask students to provide information about their favourite football players and give reasons for their preferences.

Enrichment 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.



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.

Grammar



In this case, the grammar board focuses on the use of the comparative form of adjectives. Draw students' attention to the use of *than* after the comparative adjective. Encourage students to recognise the difference between the two examples and the use of *more* before the adjective. Go through the examples with the whole class.

How to go about it (page 25)

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 sentences. Get some students at random to read the answers.

» **Answer key**

- a. younger
- b. older
- c. taller
- d. shorter
- e. thinner
- f. more / less popular
- g. happier

3. Look at the profiles on page 24, compare them and circle the correct option.

Ask students to read the information on page 24. Tell them to pay attention to the context of the sentence that will also help them choose the correct option.

» **Answer key**

- a. *David Beckham is older than Lionel Messi.*
- b. *Lionel Messi is shorter than David Beckham.*

Unit 3 Facts and Opinions

c. David is less popular than Lionel. He has only 238 fans.

d. Lionel and David weigh 67 kg, but David is thinner because he is taller than Lionel.

4. Write sentences to compare two partners.

Explain to students that they are going to write about two partners and compare them using the adjectives given in the notepad. Get some volunteers to share their ideas with the class.

» Answer key

Students' own answers.

Enrichment 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 26 and 27

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 (Miley Cyrus).
- (Maths) is more difficult than (English).

Recognition

- Going to (affirmative and negative forms)

Vocabulary

Production

- Comparative form of adjectives: *smaller, faster, colder, longer, prettier, busier, friendlier,*

trendier, crazier, bigger, sadder, hotter, more / less beautiful, more / less famous, 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/
<i>hotter</i>	/ˈhɒtə/
<i>more / less beautiful</i>	/ˌmɔː / ˌles ˈbjuːtəfl/
<i>more / less famous</i>	/ˌmɔː / ˌles ˈfeɪməs/
<i>more / less difficult</i>	/ˌmɔː / ˌles ˈdɪfɪkəlt/
<i>more / less entertaining</i>	/ˌmɔː / ˌles ˌentəˈteɪnɪŋ/
<i>more / less interesting</i>	/ˌmɔː / ˌles ˈɪntrəstɪŋ/

Irregular comparative forms of adjectives:

<i>better</i>	/ˈbetə/
<i>worse</i>	/wɜːs/
<i>further</i>	/ˈfɜːðə/

How to go about it (page 26)

1. Go through these rules to form the comparative form of adjectives.

Grammar



This grammar board will help students understand the comparative form of adjectives. Get some volunteers to read the rules and examples. Ask

students to think of adjectives and form their comparatives. Invite them to write the words on the board to check spelling.

» **Answer key**

Students' own answers.

2. Write the comparative form of these adjectives in the correct column.

This is a good strategy to remember vocabulary. Invite a volunteer to read the words in the chart. Encourage the class to explain why the words appear in those columns. Ask students to repeat the procedure with the remaining adjectives. Tell students to check the answers with their partners and discuss each case. Then get some students at random to check with the whole class.

» **Answer key**

Rule 1: *smaller, faster, colder, longer*

Rule 2: *prettier, busier, friendlier, trendier, crazier*

Rule 3: *bigger, sadder, hotter*

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

Enrichment Activities



Invite students to choose three adjectives from activity 2 and form comparative sentences; for example: *Today is colder than yesterday.* Invite students to share their sentences with the class.

3. Put the words in order. Compare your answers with a partner 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 partners' and then discuss their opinions with the class. Ask students to give reasons for their answers.

» **Sample answers**

a. *In Argentina, football is more popular than basketball.*

b. *Boys are usually stronger than girls.*

c. *Lions are more dangerous than sharks.*

d. *Bicycles are faster than cars in the city.*

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.

Grammar



Draw students' attention to the adjectives that form irregular comparatives. Go through the examples with the whole class and give students time to analyse the irregular forms. Invite some students to invent sentences using these irregular comparative forms of adjectives.

How to go about it (page 27)

4. Use the clues to write sentences.

Tell students to write sentences by using the clues. Get some students at random to check the answers. If the answers differ (for example, *d* and *e*), ask students to explain their ideas.

» **Answer key**

a. *A giraffe is taller than an elephant.*

b. *Antarctica is colder than Europe.*

c. *Brazil is bigger than Argentina.*

d. *Messi is better than Beckham.*

e. *Harry Potter 5 is worse than Harry Potter 1.*

f. *The Sun is further from our planet than the Moon.*

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: *Harry Potter is more entertaining than Pirates of the Caribbean.*

Unit 3 Facts and Opinions

» Answer key

Students' own answers.

Enrichment 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 28 and 29

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*).
- (*A space shuttle*) is more modern than (*a rocket*).

Vocabulary

Production

- Planets: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*
- Comparative form of adjectives: *longer, lighter, more / less expensive, more / less modern, nearer, cheaper, heavier, more / less powerful*
- Big numbers

Recognition

- *dwarf planet, orbit, anticlockwise, diameter, average, spacecraft, rocket, space shuttle*

Phonology



Planets:

<i>Mercury</i>	/mɜ:kjʊrɪ/
<i>Venus</i>	/vi:nəs/
<i>Earth</i>	/ɜ:θ/
<i>Mars</i>	/mɑ:z/
<i>Jupiter</i>	/dʒu:pɪtə/
<i>Saturn</i>	/sætɜ:n/
<i>Uranus</i>	/jʊ'reɪnəs/
<i>Neptune</i>	/neptju:n/
<i>Pluto</i>	/plu:təʊ/

Comparative form of adjectives:

<i>longer</i>	/lɒŋgə/
<i>lighter</i>	/laɪtə/
<i>more expensive</i>	/, mɔ: ɪk'spensɪv/
<i>more modern</i>	/, mɔ: 'mɒdən/
<i>nearer</i>	/nɪərə/
<i>cheaper</i>	/tʃi:pə/
<i>heavier</i>	/heɪvɪə/
<i>more powerful</i>	/, mɔ: 'paʊəfl/
<i>dwarf planet</i>	/, dwɔ:f 'plænət/
<i>orbit</i>	/ɔ:brɪt/
<i>anticlockwise</i>	/, æntɪ'klɒkwaɪz/
<i>diameter</i>	/daɪ'æmɪtə/
<i>average</i>	/'ævərɪdʒ/
<i>spacecraft</i>	/speɪskrɑ:ft/
<i>rocket</i>	/rɒkət/
<i>space shuttle</i>	/, speɪs 'ʃʌtl/

How to go about it (pages 28 and 29)

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.



Listening 8

Listen and check.

- | | | |
|-------------------|-------------------|-------------------|
| 1. <i>Mercury</i> | 4. <i>Mars</i> | 7. <i>Uranus</i> |
| 2. <i>Venus</i> | 5. <i>Jupiter</i> | 8. <i>Neptune</i> |
| 3. <i>Earth</i> | 6. <i>Saturn</i> | 9. <i>Pluto</i> |

» **Answer key**

See transcript above.

Follow up: Reading aloud

Ask some volunteers to read the text. Correct pronunciation.

Enrichment 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 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 chart on page 29. Choose one adjective and compare.

Go over the chart on page 29 with students. Invite a volunteer to read the words and the example in the activity. Ask students to justify the answer by referring to the information that appears in the chart. Encourage them to continue with the same procedure to write the other sentences. Get some students at random to read the answers.

» **Answer key**

- a. Mercury is bigger than Pluto.
- b. Saturn is smaller than Jupiter.
- c. Venus is hotter than the Earth.
- d. Pluto is colder than Neptune.
- e. Uranus is nearer to the Sun than Neptune.
- f. Mars is further from the Sun than Venus.

3. In turns, compare these two spacecrafts.

Invite students to describe the pictures. Ask a volunteer to read the adjectives that they can use to compare the spacecrafts and the example given. Tell students to work in pairs and make comparisons.

» **Answer key**

Students' own answers.

SB pages 30 and 31

Objectives

- To 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 read for specific information.
- To practise writing numbers in letters.

Language Focus

Production

- *(Jennifer Lopez) is the trendiest (actress) 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*

Recognition

- Superlative form of adjectives

Unit 3 Facts and Opinions

Phonology



Superlative form of adjectives:

happiest	/ˈhæpiəst/
most / least popular	/ˌməʊst / ˌliːst ˈpɒpjələ/
thinnest	/ˈθɪnəst/
shortest	/ʃɔːtəst/
youngest	/ˌjʌŋgəst/
tallest	/ˈtɔːləst/
oldest	/ˈəʊldəst/

Football: 99 votes

Rugby: 15 votes

A trendy actress

Lucy Liu: 25 votes

Kirsten Dunst: 39 votes

Jennifer Lopez: 87 votes

A strong animal

Elephant: 78 votes

Tiger: 65 votes

Giraffes: 41 votes

How to go about it (page 30)

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. 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 predictions.



Listening 9

Listen and write the number of votes.

According to our users' choice, there are thirty-eight votes for ice-hockey, ninety-nine votes for football and fifteen votes for rugby. Surprisingly, the results show that ice-hockey is more popular than rugby among our users. But not surprisingly, football is the most popular sport!

What do users say about trendy actresses? Up to now, there are twenty-five votes for Lucy Liu, thirty-nine votes for Kirsten Dunst and eighty-seven votes for Jennifer Lopez. So, Jennifer is the trendiest actress around. 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 strong animals. There are seventy-eight votes for the elephant, sixty-five votes for the tiger and forty-one votes for the giraffe. A big clap for the elephant, the strongest animal on Earth!

» Answer key

A popular sport

Ice-hockey: 38 votes

Enrichment Activities



Divide the class into teams. Ask them to write sentences comparing the pictures. Set a time limit for students to complete the activity. When time is over, invite a member of the group to write the answers on the board. Count the number of correct answers. Check spelling and grammar. The group with more correct answers wins. Encourage students to correct the sentences with mistakes.

2. Now, write the numbers in letters.

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

» Answer key

a. The most popular sport is football with ninety-nine votes.

b. The trendiest actress is Jennifer Lopez with eighty-seven votes.

c. The strongest animal is the elephant with seventy-eight votes.

Speak out!

Go through the questions with the whole class. Give students some minutes to work in pairs and express their opinions. Walk around the classroom to monitor and help students with vocabulary or any doubts they may have. Then invite some students to share their ideas with the class.

How to go about it (page 31)

3. Look at the rankings on page 30, 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.

» Answer key

- a. Ice-hockey is more popular than rugby.
- b. Kirsten Dunst is trendier than Lucy Liu.
- c. The tiger is stronger than the giraffe.
- d. The elephant is stronger than the tiger.

Introductory Activities



The Fastest

Draw three cars on the board (A, B and C) and write the following speed figures next to each: 100 km / h, 150 km / h, 220 km / h. Point to the first car and say: *Car A is fast*. Point to car B and elicit a comparative: *Car B is faster than Car A*. Point to the third car and say: *Car C is the fastest of all*. Write the third sentence on the board. Repeat the procedure drawing three faces using *sad*, then *happy*.

Grammar



Draw students' attention to the explanation of the use and form of superlative adjectives that appears in the grammar board. Give students some minutes to go through the examples. Focus on the use of *the* before the superlative form with *most* and *-est*. Then invite students to recognise the superlative form of adjectives that appear in the examples that you wrote on the board in the *Introductory Activity*.

4. Match these adjectives to their superlative form.

Now ask a student to read the adjectives. Encourage the class to identify the superlative form and write the letter in the box. Invite students to match the rest of the adjectives to their superlative forms.

» Answer key

- a. youngest
- b. oldest
- c. tallest
- d. shortest
- e. thinnest
- f. most popular / least popular
- g. happiest

5. Go through these profiles, compare them and circle the correct option.

Focus on the pictures and ask students about the names of these actresses and about the trendiest. Get volunteers to read the information. Invite students to compare the profiles and choose the correct option.

» Answer key

- a. Kirsten Dunst is the youngest of all.
- b. Lucy Liu is the shortest.
- c. Lucy Liu is the oldest and Jennifer Lopez is the tallest.

Enrichment Activities



Newspaper Search

Divide the class into groups of four and give them each a page of a newspaper 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.

Unit 3 Facts and Opinions

Funny Activities



Blue Ribbons

Ask students to bring construction paper (¼ sheet per pair), tissue paper (10 sheets of different colours), string, glitter, coloured pencils, scissors and glue. Divide the class into pairs. Invite students to make a medal for their partner to give him / her a superlative title: *Best student / Best joke teller*.

SB pages 32 and 33

Objectives

- To recognise and understand the rules to write adjectives in the superlative form.
- To classify adjectives in the superlative form according to the rules.
- To express opinions.
- To recognise and use irregular superlative forms of adjectives.

Language Focus

Production

- (*Ferrari*) is the fastest car in the world.
- (*Angelina Jolie*) is the most beautiful Hollywood actress.
- (*Pluto*) is the furthest planet of all.

Vocabulary

Production

- Superlative forms of adjectives: *smallest, longest, coldest, fastest, easiest, prettiest, heaviest, friendliest, trendiest, saddest, biggest, hottest, most / least interesting, most / least dangerous, most / least expensive, most / least entertaining, most / least famous*

Phonology



Superlative form of adjectives:

<i>smallest</i>	/smɔːləst/
<i>longest</i>	/lɒŋgəst/
<i>coldest</i>	/kəʊldəst/

fastest /fɑːstəst/

easiest /iːziəst/

prettiest /ˈprɪtiəst/

heaviest /ˈheviəst/

friendliest /ˈfrendliəst/

trendiest /ˈtrendiəst/

saddest /ˈsædəst/

biggest /ˈbɪgəst/

hottest /ˈhɒtəst/

most / least interesting /,məʊst / liːst ˈɪntrəstɪŋ/

most / least dangerous /,məʊst / liːst ˈdeɪndʒərəs/

most / least expensive /,məʊst / liːst ɪkˈspensɪv/

most / least entertaining /,məʊst / liːst ˌentəˈteɪnɪŋ/

most / least famous /,məʊst / liːst ˈfeɪməs/

Introductory Activities



Write the following sentences scrambled randomly on the board: *Diamonds are the most expensive jewels. / My bed is the most comfortable place at home. / The mosquito is the most dangerous insect. / My sister is the most intelligent girl in her class.* Throw a soft ball at the words to make a sentence. Have students say each word as you hit it with the ball. Invite students to come to the front and form the remaining sentences.

How to go about it (page 32)

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

Grammar



Go through the rules in the chart with the whole class and read the corresponding example. Give students time to analyse the rule and encourage them to provide more examples. Focus students' attention on spelling and changes of some letters.

2. Write the superlative form of these adjectives in the correct column.

Now explain to students that they have to write adjectives in the superlative form in the correct column. Ask a volunteer to read the examples and invite the class to explain the rules. Encourage students to do the same with the other adjectives.

Draw the same chart on the board and get some volunteers to come to the front and write the adjectives in the superlative form to check. As they do so, revise the rules.

» **Answer key**

Rule 1: *shortest, smallest, longest, coldest, fastest*

Rule 2: *easiest, prettiest, heaviest, friendliest, trendiest*

Rule 3: *saddest, biggest, hottest*

Rule 4: *most / least interesting, most / least dangerous, most / least expensive, most / least entertaining, most / least famous*

3. Match. Then say: Do you agree?

Invite students to read the phrases and encourage them to join the strips to form sentences. Get some students at random to read the answers and share their opinions with the class.

» **Answer key**

a. *Angelina Jolie is the most beautiful Hollywood actress.*

b. *English is the easiest subject at school.*

c. *Ferrari is the fastest car in the world.*

d. *Elephants are the biggest animals on land.*

e. *Your bedroom is the most comfortable place at home.*

How to go about it (page 33)



All Around Teaching Tips

Energizers

Students want and need physical movement. According to experts, part of the reason many students don't participate is that they sit slouched over, with poor breathing and limited circulation, in a stuffy room. Give them a sixty-second stretch break every fifteen minutes. Invite them to walk around the classroom, stretch their arms and legs and breathe deeply.

4. Read. Then, circle the correct option.

Read the text. Then ask a volunteer to read the first sentence and underline the correct adjective: *bad*.

Encourage him / her to tell the class which words helped him / her decide the correct answer: *The sentence is about a match, it is not comparing it with another match*. Encourage students to read the remaining sentences and underline the correct forms of the adjectives.

» **Answer key**

a. *That is a very bad tennis match!*

b. *Michael Phelps is a better swimmer than José Meolans.*

c. *Sammy is the worst dancer in the world.*

d. *Emanuel Ginobili is the best basketball player of Argentina.*

e. *Emma's marks are worse than Peter's marks.*

f. *Alison and Cathy are good runners.*

g. *In my opinion, football is the best sport of all.*

Grammar



Make students become aware of the exception to the rule about the superlative form of adjectives. Go through the examples with the whole class. Ask students to form sentences using these adjectives.

5. Now, look at the chart on page 29 and complete these sentences about the planets.

Invite students to go back to page 29 and complete the sentences with adjectives in the comparative and superlative forms.

» **Answer key**

a. *Venus is far from the Sun.*

b. *Mars is further from the Sun than Venus.*

c. *Pluto is the coldest planet / the furthest planet from the Sun / the smallest planet of all.*

Enrichment Activities



Telephone

Have students sit in a circle. Think of a sentence using an adjective in the superlative form: *Ice cream is more delicious than lollipops but chocolate is the most delicious of all*. Whisper it to a student who, in turn, whispers it to a classmate until it goes all the way around. Write the original sentence and the final sentence on the board and compare them. Repeat several times.

Unit 3 Facts and Opinions

Funny Activities



Advertise it.

Divide the class into groups of four. Brainstorm some existing advertising slogans with students. Invite students to choose a place, product or brand and invent an original slogan to sell it: *Visit the South of Argentina, the most beautiful place in the world!* Finally, have students share their slogans with the rest of the class.

SB pages 34, 35 and 36 - Integration

How to go about it (pages 34, 35 and 36)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit.

1. Complete with the comparative or the superlative form of these adjectives.

Invite the class to read the questions that students ask their Science teacher and complete them with the correct form of the adjectives.

» Answer key

- Which planet is the furthest from the Sun?*
- Which is more modern, the computer or the mobile phone?*
- Is Mercury bigger than the Earth?*
- Which is the strongest animal on land?*
- Where is the highest mountain in the world?*

2. Compare and complete.

Students complete the sentences. You may go back to pages 28 and 29 for reference.

» Answer key

The Earth is far from the Sun but Mars is further than the Earth and Jupiter is the furthest of all.

3. Think and write.

Ask students to read the text and think about the categories suggested in brackets. Once they have decided their choices, they have to complete the text.

» Answer key

Students' own answers.

4. Compare and complete.

Invite students to look at the cinema posters and complete the sentences according to their opinions.

» Sample answer

Captain America is good but Spider Man is better than Captain America and Green Lantern is the best of all.

5. Circle T (true) or F (false). Then, check your answers.

Tell students to read the trivia and circle *true* or *false*. Students can compare their ideas and then check them by reading the answers at the bottom of the page.

» Answer key

- T: She is a Chihuahua, named Boo Boo. She lives in Kentucky, USA.*
- F: Venus is the hottest planet. 96% of the atmosphere is carbon dioxide and produces a greenhouse effect.*
- F: Blue whales are the biggest animals.*
- T: His name is Kristof Van Hout.*
- F: It is about 40 years old (1981).*
- T: It is 40 minutes less than Part 1.*
- T: Her name is Xie Quiping. Her hair is 5.63 m long.*
- F: It is Venus.*

SB pages 80, 81, 82 and 83 - 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. Who says what?

- I'm stronger than you.*

b. I'm thinner than you.

c. I'm happier than you. Look! It's hot and I'm eating an ice-cream.

2. 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

3. Think and write.

Students' own answers.

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

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

5. Use some of the words in activity 4 to complete these sentences.

a. The Atacama desert is the driest desert in the world.

b. Sandra always wins the running competitions. She is the fastest girl at school.

c. I can't stop laughing when I talk to Luca. He is my funniest friend.

d. Hear the latest news! Amanda is going out with Tim.

6. Write sentences to compare four partners.

Students' own answers.

7. Put the words in order.

a. Mercury

f. Mars

b. Pluto

g. Neptune

c. Earth

h. Uranus

d. Jupiter

i. Saturn

e. Venus

8. Go through this information and answer in pairs.

a. The Earth is smaller than Jupiter.

b. Jupiter is the largest planet of the three.

c. Mars has got the longest day.

d. Jupiter has got the shortest day.

e. Mars has got a longer year than the Earth.

f. Jupiter has got the longest year.

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

a. best

d. most comfortable

b. smaller

e. cheaper

c. biggest

f. worst

10. 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.