

Unit 4 Music of All Times

SB pages 37, 38 and 39

Objectives

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

Language Focus

Production

- *George Harrison was the oldest.*
- *Paul was eighteen years old on June 18, 1960.*

Recognition

- *Ringo Starr was the drummer.*
- *They were all from Liverpool.*
- *Ringo Starr wasn't from Liverpool.*
- *The Beatles weren't American.*
- *They were born in Liverpool in 1940.*

Vocabulary

Recognition

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

Phonology



songwriter	/sɒŋˌraɪtə/
drummer	/drʌmə/
lead guitarist	/li:d ɡɪtərɪst:/
singer	/sɪŋə/
trumpet	/trʌmpɪt/
guitar	/ɡɪtɑ:/
flute	/flu:t/
piano	/piˈænoʊ/
drum	/drʌm/
violin	/vaɪəˈlɪn/

How to go about it (page 37)

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



Label it.

Display pictures or magazine cutouts that represent instruments on the left side of the board. Write the names of the instruments randomly on the right: *trumpet, guitar, flute, piano, drum, violin*. Describe a picture, emphasising the musical instrument: *This is a trumpet*. Invite a volunteer to take the picture and place it under the corresponding word. Repeat the procedure with the other pictures.

Identify it.

Bring a CD player and five pieces of different music types. Divide the class into two teams. Play the first piece of music. Have students from one team identify the music type and the instrument (s): *It's rap music. They are playing drums and guitars*. Award a point if the answer is correct. Ask: *Do you like this kind of music? Why / Why not? What kind of music do you prefer?* Write the genres on the board. Repeat the procedure with the remaining pieces of music, alternating teams. The team with the highest number of correct answers wins.

How to go about it (page 38)

1. Listen and read.

Invite students to identify the group and describe the pictures. Ask students to give information they may know; for example: nationality, music style,

time when they were popular, members' ages at that time, famous songs, etc. Write the answers on the board to check them later. Then play the audio CD and tell students to follow the reading text in their books. Encourage students to deduce the meaning of new words from the context.



Listening 10

Listen and read.

The Beatles were the most popular rock band in the 1960's. They were four – John Lennon and Paul McCartney were the songwriters, Ringo Starr was the drummer and George Harrison was the lead guitarist. They were all from Liverpool, England.

With a Little Help from my Friends, Yesterday and Imagine were some of their hits. In 2000, Yesterday was voted the best pop song of all times in Rolling Stone magazine.

» Answer key

Paul McCartney is not wearing shoes.

Follow up

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

Speak out!

Give students some minutes to read and discuss the questions in pairs. Then invite different pairs to share their ideas with the whole class.

2. Read the text again and complete the chart.



All Around Teaching Tips

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

Grammar



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

» Answer key

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

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

3. Write T (True) or F (False). Then, listen and check.

Invite students to read the sentences about The Beatles. Explain that some sentences are true while others are false. Let them go through the sentences and mark them either true or false. Play the audio CD for students to check their answers.



Listening 11

Listen and check.

- Paul McCartney and John Lennon were school friends. TRUE*
- McCartney was the only singer of the band. FALSE. The four were singers.*
- Yoko Ono was Lennon's wife. She was Japanese. TRUE*
- Ringo Starr wasn't from Liverpool. He was from London. FALSE. They were all from Liverpool.*
- Their top-selling album was The Beatles. TRUE. It was the top-selling album with more than 20 million albums sold.*
- The Beatles were together for twenty years – 1960-1980. FALSE. They were together for ten years.*

» Answer key

- True
- False. The four were singers.
- True
- False. They were all from Liverpool.
- True. It was the top-selling album with more than 20 million albums sold.
- False. They were together for ten years.

Funny Activities



Your Band

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

Grammar



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

Introductory Activities



Finger Writing

Divide students into groups of six and ask them to 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 year using his / her finger on the back of the student in front of him / her. Then he / she 'writes' the same year on the back of the next student in line and so on. The first student in line writes the year on the board and says it. Repeat the procedure with other words.

How to go about it (page 39)

4. Listen and complete these files.

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



Listening 12

Listen and complete the files.

John Winston Lennon was born on October 9, 1940. He was born in Liverpool, England.

James Paul McCartney was born on June 18, 1942. He was born in Liverpool, England.

George Harrison was born on February 25, 1943. He was born in Liverpool, England.

Richard Starkey, known as Ringo Starr, was born on July 7, 1940. He was born in Liverpool, England.

» Answer key

Full name: *John Winston Lennon*

Place of birth: *Liverpool, England*

Date of birth: *October 9, 1940*

Full name: *James Paul McCartney*

Place of birth: *Liverpool, England*

Date of birth: *June 18, 1942*

Full name: *George Harrison*

Place of birth: *Liverpool, England*

Date of birth: *February 25, 1943*

Full name: *Richard Starkey (Ringo Starr)*

Place of birth: *Liverpool, England*

Date of birth: *July 7, 1940*

Enrichment Activities



Birthplaces

Stick a picture of a famous person on each student's back without showing it. Play music and invite students to walk around the classroom. Stop the music and have them tell a classmate where the famous person on his / her picture was born:

She was born in England. If a student guesses the person correctly, for example, *Princess Diana*, he / she may sit down. Play the music again and have the remaining students continue circulating and guessing. If students have problems guessing, suggest they give a further cue about the same person: *She was a princess*.



All Around Teaching Tips

Music and Reasoning

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

5. Complete with *was / wasn't* or *were / weren't*.

Tell students that they have to complete the sentences with the affirmative and negative past forms of the verb *to be*. Encourage students to get the idea from the sentences. They may also revise the information from the files in the previous activity. Get some volunteers at random to check the answers.

» Answer key

- The Beatles weren't American. They were from England.*
- John and Ringo were born in 1940.*
- Paul wasn't born in 1940. He was born in 1942.*
- George was born in 1943.*

Enrichment Activities



Memory Game

Divide the class into two teams. Students study the files and then close their books. They take turns saying something about the group members. Give one point for every correct fact.

Funny Activities



Ask students to bring pictures of their favourite singer (s). Encourage them to write a description

of the artist and include his / her date and place of birth. Invite students to read the information aloud for the rest of the class to guess who the person is.

6. Look at the files above and answer.

Invite a volunteer to read the first question and encourage students to compare the information given in the files to answer. Encourage students to continue with the same procedure to solve the activity. Students may compare and discuss the answers with their partners before checking with the rest of the class.

» Answer key

- George Harrison was the youngest of all.*
- Ringo Starr was the oldest.*
- Paul was eighteen years old on June 18, in 1960.*
- John was two years old when George was born.*

Enrichment Activities



Divide the class into groups. Distribute sheets of paper and magazines. Ask students to make a collage about The Beatles. Have students use magazine pictures and / or their own drawings with instruments and other objects they associate with the band. Then encourage students to explain their works of art. Display students' works on the classroom walls.



All Around Teaching Tips

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

Funny Activities



Music Dictionary

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

decorate a paper strip as a cover. Help them staple the strips together.

SB pages 40 and 41

Objectives

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

Language Focus

Production

- *Was Lennon younger than Harrison?*
- *Yes, he / she was. / No, he / she wasn't.*
- *Were they from Liverpool?*
- *Yes, they were. / No, they weren't.*
- *When were you born?*
- *Where were you born?*

Vocabulary

Recognition

- *bassist*

Phonology



bassist /beɪsɪst/

Introductory Activities



Divide the class into groups. Ask each group to write three sentences about The Beatles. Have each group read their sentences for the class to identify the member of the band: *He was born in 1943. George Harrison.*

Grammar



In this case, the focus is on the form of the verb *to be* in the Simple Past tense in questions and short answers. Go through the examples with the whole class. Ask some questions related to famous people that previously appeared in the

game *Birthplaces* and encourage students to answer them; for example: *Was Princess Diana born in Ireland? No, she wasn't.* You may write some examples on the board for students to analyse the structure. Highlight the fact that the verb *to be* is inverted in questions.

How to go about it (page 40)

1. Test your knowledge: Discuss and answer in pairs.

Ask students to work in pairs and answer the questions about The Beatles to test how much they know about the band. Remind them to pay attention to the questions so as to use the right form of the short answer.

» Answer key

- No, they weren't.*
- Yes, they were.*
- Yes, he was.*
- No, he wasn't.*
- Yes, she was.*
- Yes, they were.*

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

Draw students' attention to the bands that appear in the pictures. Ask students to provide information about the groups and describe their styles. Invite students to complete the texts with the correct form and tense of the verb *to be*.

» Answer key

- is; b. are; c. is; d. is; e. is; f. are; g. were; h. were; i. was; j. was; k. was; l. was; m. were*

Enrichment Activities



Invite students to write five questions about the texts using the verb *to be* in the present and past tenses. For example: *Were The Rolling Stones a popular band in the 1960's? Is Billie Armstrong the bassist of Green Day?* Then tell students to close their books and take turns to ask the questions to their partners. If a student answers correctly, he / she gets one point. The student who has more points wins.

Funny Activities



Fame Game

Divide the class into groups. Ask each group to choose a band and write about it. Have each group read their sentences for the class to identify the band: *There are five members. They play pop music. Their hit song is...*

Grammar



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

How to go about it (page 41)

3. Play a game in pairs!

Invite students to read the information about different musicians. Tell students that they have to choose one but they cannot tell their partner who the person is. In Game 1, the other student has to ask questions about the place and date of birth of the famous artist so as to guess the name. When he / she guesses, students swap roles. In Game 2, Student B has to ask *yes / no questions* about the musician, and Student A has to give short answers. When Student B guesses, they swap roles.

Enrichment Activities



Design a Questionnaire.

Ask students to take a sheet of paper and write these questions at the top: *When were you born? Where were you born?* Then have them choose ten classmates to interview. Ask them to draw a chart with eleven rows and three columns and write: *Name, Date* and *Place* in the first row as titles. Have them write the names of their chosen classmates in the first column. Tell students to interview their classmates and record the information on their charts. Invite volunteers to

report their results: *Carmen was born on July 16, 2000. She was born in Buenos Aires.*



All Around Teaching Tips

End-of-day Fun

Games are an excellent choice for the last ten minutes of the day when students are particularly tired. Games help children stay interested and motivated. They also provide them with meaningful language contexts and are a source of intense language practice.

Funny Activities



Mystery Silhouettes

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

SB pages 42 and 43

Objectives

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

Language Focus

Production

- *She was born in 1978.*
- *Storm was her second album in 1998.*

Recognition

- *In 1982, she moved to London with her mother.*

- She played with the Philharmonia Orchestra of London.

Vocabulary Recognition

- *prodigy, classical soloist*

Phonology



prodigy /prɒdɪdʒɪ/
classical soloist /ˌklæsɪkl 'səʊləʊɪst/

Introductory Activities



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



All Around Learning Tips

Vocabulary in Context

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

Then play the audio CD for students to check their answers.



Listening 13

Listen and check.

*Vanessa-Mae is a very special young violinist. As a child, she was a prodigy, like Mozart. Today she is a famous classical soloist and a pop superstar. Vanessa-Mae's full name is Vanessa-Mae Vanakorn Nicholson. She **was** born in Singapore on October 27, 1978, the same day as the famous violinist Paganini. Her mother is Chinese and she is a pianist. Her father is from Thailand and he is the general manager of a hotel. Vanessa played the piano for the first time when she **was** three. In 1982, she moved to London with her mother. At the age of five, she played the violin wonderfully. Her first presentation in public **was** in 1987, when she **was** only nine years old. A year later, she played with the Philharmonia Orchestra of London. But, what makes Vanessa so special? It is her unique style. She combines classical music with pop. The Violin Player was her first album when she **was** fourteen. She played her 200-year-old violin and an electric violin on the album. Storm was her second album in 1998. Both albums **were** hits in more than 20 countries.*

» Answer key

- was
- was
- was
- was
- was
- were

Follow up: Reading aloud

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

2. Read again and put the topics in the order they appear in the text.

Explain that the text is a biography, which recounts someone's life. Ask students to read it again and number the topics as they appear in

How to go about it (pages 42 and 43)

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

Tell students to read the title and describe the picture. You may ask guiding questions: *How old is she? Where is she from? What instrument does she play? Why do you think she is a genius?* Invite the class to read the text to find out and choose the correct form of the verb *to be* in the past tense. Encourage students to understand the meaning of new words from the context.

the text. Encourage them to underline words or phrases that help them find the connection.

» **Answer key**

1. Her music style
2. Her family
3. Her childhood
4. Her albums

Enrichment Activities



Comprehension Questions

Ask the following questions about the text: *Why is Vanessa-Mae special? Where was she born? When was she born? Where is her mother from? What does she do? Where is her father from? What does he do? What musical instrument does Vanessa-Mae play now? What was the name of her second album? Were both of her albums hits?* As a challenge, you may divide the class into teams and tell students to answer the questions with their books closed.

3. Tick the correct option according to the text.

Ask students to read the first part of the sentence and choose the correct option to complete it. Get some volunteers at random to check the answers and justify their choices.

» **Answer key**

- a. She was a prodigy because she played the piano when she was three.
- b. Her first presentation in public was when she was nine.

Grammar



This is a good opportunity to introduce the Simple Past tense of regular verbs. Go through the information in the chart in activity 4 and ask students to identify the verbs and ask them in which tense they are written. Students can recognise the past forms of the verb *to be*. Draw students' attention to the other verbs and the fact that *-ed* is added to the verb to form the past tense. Explain that the Simple Past tense is used for finished actions or states in the past.

4. Read and complete the chart.

Now tell students to go back to the text to find the information that they need to complete the chart. Get some volunteers at random to come to the front and write the answers on the board.

» **Answer key**

Event	Year	Age
played the piano for the first time	1981	3
moved to London	1982	4
played the violin wonderfully	1983	5
her first presentation was	1987	9
played with Philharmonia	1988	10
her first album was	1992	14
her second album was	1998	20

Enrichment Activities



Listen and clap.

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

5. Now, write about Vanessa.

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

» **Answer key**

Students' own answers.



All Around Learning Tips

Becoming a Tutor

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

SB pages 44 and 45

Objectives

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

Language Focus

Production

- *Maradona was an extraordinary football player when he was ten.*
- *There was a violin. / There wasn't a flute.*
- *There were four singers. / There weren't any drums.*

Vocabulary

Recognition

- *How many people were there?*

Introductory Activities

Mixed-up Letters

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

How to go about it (page 44)

1. Use the clues given to write sentences.

Go through the pictures and information with the whole class. Ask students if they know all of these famous people and if they are fan of any of them and why. Invite a student to read the example about Maradona. Tell the class to follow the procedure and use the information given to write about the other prodigies.

» Sample answers

Maradona was an extraordinary football player when he was ten.

Wolfgang Amadeus Mozart was a great music composer when he was six.

Tiger Woods was a talented golf player when he was eight.

Picasso was a great painter when he was thirteen.

Lope de Vega was a good writer when he was twelve.

Enrichment Activities

Special Talents

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

How to go about it (page 45)

Introductory Activities

Define it.

Divide the students into pairs. Have one student in each pair define what a person does for the other student to guess: S1: *This person plays the guitar.* S2: *Guitarist.* Encourage students to define the words from activity 1.

2. Listen and read.

Invite students to look at the comic strip and encourage students to describe the situation. Ask some guiding questions: *Where are they? What does the woman do? What does the man do? What type of music does he play? Why is the man crying?* Tell students to listen to the audio CD and follow the reading text in their books.



Listening 14

Listen and read.

Narrator:

Sammy Junior sings and plays the guitar. He thinks he is an extraordinary pop star. Yesterday, there was a concert in town and he played the guitar.

Woman:

[interviewing a pop star] *Hi, Sammy! I know you played the guitar yesterday at the concert. How many people were there?*

Man (Pop star): *There were only two people... my parents!*

Follow up: Reading aloud

Invite two volunteers to read the dialogue in the comic strip. Ask students why the pop star is sad to check their predictions: *Because only his parents went to the concert.* Get other pairs to read the dialogue aloud and correct pronunciation.

Enrichment Activities



Act it out.

Divide the class into pairs. Ask students to write the rest of the interview with the pop star. Invite volunteers to come to the front and act out their interviews.

Funny Activities



Draw, read and match.

Ask students to draw a scene from a concert. Then ask them to write a description of their scenes on a separate sheet of paper: *There were five musicians. There was a fan with the singer on the stage.* Collect students' descriptions and display the pictures around the classroom. Redistribute descriptions and have students locate the matching pictures.

Grammar



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

Introductory Activities



Look and Remember!

Display six pictures of musical instruments on the board and have students look at them for one minute. Turn them over and invite students to tell you what was there; for example: *There was a violin.* Ask what was missing from the board: *There wasn't a flute. There weren't any drums.*

3. Correct these sentences.

Ask a volunteer to read the first sentence and the example. Encourage students to use the clue in brackets to correct the sentences. Get some students at random to check the answers.

» Answer key

- There wasn't only one singer. There were four.*
- There weren't six members in The Rolling Stones in 1975. There were four.*
- There weren't electric guitars in 1700. There were violins.*
- There weren't two bassists in The Rolling Stones. There was only one.*

Enrichment Activities



Remember and Say.

Start by saying: *Yesterday there was a concert. There were three bands.* Invite a volunteer to continue: *Yesterday there was a concert. There were three bands. There were four guitarists.* Have several students continue. If a student forgets a word or phrase, invite him / her to start again.

SB pages 46 and 47

Objectives

- To read for information.
- To recognise the form of regular verbs in the past.
- To complete a timeline.
- To write a summary.

Language Focus

Production

- *He was born on January 27, 1756.*
- *He was thirty-five when he died.*

Recognition

- *Vanessa played the piano when she was three.*

Vocabulary

Recognition

- Regular verbs in the past: *loved, lived, liked, started, composed, invited, ended, played, produced, died*

Phonology



<i>loved</i>	/lʌvd/
<i>lived</i>	/lɪvd/
<i>liked</i>	/laɪkt/
<i>started</i>	/stɑ:tɪd/
<i>composed</i>	/kəm'pəʊzd/
<i>invited</i>	/ɪn'vaɪtɪd/
<i>ended</i>	/endɪd/
<i>played</i>	/pleɪd/
<i>produced</i>	/prə'dju:st/
<i>died</i>	/daɪd/

Introductory Activities



Boxed Words

Bring cards with the names of different musical instruments and display them on the board. Divide the class into teams of four. Give a box to each team and ask each of them to form a

circle and put the box in the middle. Invite each student to write a sentence on an index card, leaving a blank space for the music word: *Vanessa Mae plays the _____*. Have students put their cards in the box and exchange boxes with another team. Invite them to take turns picking a card and completing the sentence. If the word is correct the team keeps the card. The team with the most cards wins.

How to go about it (page 46)

1. Read and answer.

Tell students they are going to read the biography of a famous composer. Have them look at the picture and predict which one. Then ask them to read the text and check their predictions. Finally, have them read the text again and answer the questions. Invite some students at random to check the answers.

» Answer key

- Mozart was born on January 27, 1756.*
- He was born in the town of Salzburg in Austria.*
- His full name was Johannes Chrysostomus Wolfgangus Theophilus Amadeus Mozart.*
- No, he wasn't. He was thirty-five.*



All Around Teaching Tips

Explain to students that it is not important for them to understand every single word in the text, but that they should focus on understanding the general meaning.

Grammar



Go through the past form of the verbs and the spelling rules with the whole class. Focus students' attention on the time references. Give students time to analyse the examples.

2. Look for the past form of these verbs in activity 1 and write them.

Ask students to find the past form of the verbs in

the text. Check answers with the whole class and model the pronunciation of these verbs. Stress the difference between *voiced* and *unvoiced* sounds. Explain that the *-ed* ending of regular past forms of verbs ending in *-d /d/* or *-t /t/*, is pronounced */id/*; for example: *invited* and *ended*.

» **Answer key**

love: loved
live: lived
like: liked
start: started
compose: composed
invite: invited
end: ended
play: played
produce: produced
die: died



All Around Learning Tips

Encourage students to repeat words and phrases and talk to themselves out loud in English while doing their homework. Speaking to themselves helps connect the facial muscles to the brain, which improves pronunciation and activates knowledge.

Enrichment Activities



In the Past

Have students select five verbs from activity 2. Ask them to write one sentence using each verb. Get some volunteers to read their sentences.

Funny Activities



Verb Quiz

Write verbs on separate pieces of paper and attach these verb cards to different places on the wall. Divide the class into pairs. Invite one member of each pair to get up and read a card, then run back and softly dictate the verb to his / her partner, who writes the verb in the Past Simple tense. After six verbs, students exchange

roles. The first pair to write all the verbs correctly wins the game.

How to go about it (page 47)

Introductory Activities



Correct me.

Throw a soft ball to a student. Say a sentence about Mozart's text which is incorrect and have the student correct you; for example: T: *Mozart was born in Australia*. S1: *No, he was born in Austria*. Repeat the procedure with several students.

3. Complete Mozart's timeline.

Get a volunteer to read the information about Mozart and the example. Ask students to read the text again so as to write the events under the corresponding years.

» **Answer key**

1756: *Mozart was born on January 27, 1756.*
1759: *He started to learn the piano.*
1762: *He composed a piano solo when he was six.*
1764: *He composed a symphony.*
1781-1791: *He produced and played lots of music.*
1791: *He died.*

4. Use the information above to write a summary about Mozart.

Invite students to write about Mozart by using the information from the previous activity. Once they have finished, tell them to read their partner's writing to check it. Get some volunteers at random to share their summaries with the class.

» **Answer key**

Students' own answers.

Enrichment Activities



Ask students to find information about their favourite singer and write a biography. Tell them to revise the texts about Vanessa-Mae and Mozart and use them as models.



All Around Teaching Tips

Emphasise the idea that writing is a process where mistakes are allowed. Remind students that a perfect result is not expected on the first draft. Tell them to correct and improve their work with each new version.

SB page 48 - Integration

How to go about it (page 48)

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

1. Read and write the correct name (s). Go through the unit and check your answers.

Invite students to read the sentences and write the name (s) of the corresponding artist (s). Encourage them to discuss their answers with their partners and go through the unit to check the information they do not remember.

» Answer key

- a. John Lennon and Ringo Starr
- b. Vanessa-Mae
- c. Mick Jagger
- d. Ringo Starr and Charlie Watts
- e. Mozart
- f. Ringo Starr
- g. Vanessa-Mae
- h. Mozart
- i. George Harrison
- j. Yoko Ono

SB pages 84, 85, 86 and 87 - Workbook

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at

the end of the unit to integrate and consolidate all the concepts learnt.

» Answer key

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

- a. Yoko Ono wasn't Paul McCartney's wife.
- b. Lennon and McCartney were great songwriters.
- c. The Beatles weren't together for twenty years.
- d. Yesterday, The Beatles song, was a hit in the 1960's.
- e. Yoko Ono wasn't from Liverpool. She was from Tokyo, Japan.

2. Match and write sentences.

- a. Carmen was born in Mexico.
- b. Bill was born in the United States.
- c. Bob and Mike were born in Canada.
- d. Paolo was born in Italy.
- e. Tsao and Yoko were born in China.

3. Write about you.

Students' own answers.

4. Ask six partners and fill in the chart. Then, write.

Students' own answers.

5. Find someone who was born...

Students' own answers.

6. Read and complete.

- a. These are photos of me when I was a baby.
- b. Can I see the dinosaurs?
- c. There weren't any dinosaurs when I was a baby!

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

- a. There wasn't television in 1899.
- b. There were LP records in 1947.
- c. There weren't CDs in 1972.
- d. There were calculators in 1972.
- e. There was penicillin in 1928.
- f. There were PCs in 1974.
- g. There were walkmans in 1979.
- h. There was electric power in 1879.

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

a. Vanessa-Mae lived in Singapore and she moved to London when she was four.

b. John Lennon died in 1981 when he was forty years old.

c. Mozart loved playing the violin and the piano.

d. The Beatlemania started in the 1960's.

e. Mozart composed more than forty symphonies.

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

Students' own answers.

Unit 5 Journey to The Past

SB pages 49, 50 and 51

Objectives

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

Language Focus

Production

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

Recognition

- *An enormous meteorite hit our planet.*
- *He carried (them with him all the time).*

Vocabulary

Production

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

Recognition

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

<i>Velociraptor</i>	/vəˈlɒsɪræptə/
<i>Tyrannosaurus Rex</i>	/tɪˈrænəsɔːrəsˈreks/
<i>Pterosaurus</i>	/ˈterəsɔːrəs/
<i>bones</i>	/bəʊnz/
<i>fossils</i>	/ˈfɒsɪl/
<i>fossil hunter</i>	/ˈfɒsɪlˈhʌntə/
<i>paleontologist</i>	/ˌpælɪɒnˈtɒlədʒɪst/
<i>horn</i>	/hɔːn/
<i>lizard</i>	/ˈlɪzəd/
<i>thief</i>	/θiːf/

How to go about it (page 49)

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Once you have finished a unit, go back to this self-evaluation sheet and go through it with the whole class so as to reflect upon the group performance. Students should put a tick in the corresponding box: *quite well* or *not yet* to show whether they can identify language functions and use the structures introduced in the unit.

Introductory Activities



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

How to go about it (page 50)

1. Listen and read.

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

Phonology



Dinosaurs' names:

<i>Megalosaurus</i>	/ˌmegələʊsɔːrəs/
<i>Triceratops</i>	/ˌtraɪˈserətops/
<i>Oviraptor</i>	/ˌəʊvɪˈræptə/



Listening 15

Listen and read.

Dinosaurs' Time

Dinosaurs lived on the Earth millions of years ago. There were huge dinosaurs and there were very little dinosaurs, too.

Today, scientists think that an enormous meteorite hit our planet and caused the extinction of these fabulous creatures.

William Buckland, a British fossil hunter, discovered and scientifically described the first fossil approximately two hundred years ago in England. It was a Megalosaurus.

After this great discovery, Buckland started collecting his fossils in a large blue bag and carried it with him all the time.

Follow up

Get some volunteers at random to read the text. Correct pronunciation. Invite students to underline the verbs that appear in the text and say in which tense they are and why.



All Around Teaching Tips

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

Enrichment Activities



Associations

Write key words from the text randomly on the board; for example: *dinosaurs, meteorite, extinction, fossil, Megalosaurus, small, huge, England*. Ask students to close their books and invite them to connect the words and form sentences to explain parts of the text. They can use the words more than once. Remind the

class to use the verbs in the correct tense. Once students have formed all the possible sentences, encourage them to put them in the correct order to reconstruct the text.

Speak out!

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

2. Number these steps. Listen and check.

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



Listening 16

Listen and check.

Looking for fossils is not easy. There are many things paleontologists must do when they find a fossil.

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

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

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

» Answer key

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

Unit 5 Journey to The Past

Follow up

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

Introductory Activities



Game: Categories

Write five words belonging to the same category on separate index cards (1 per student). Make sets of different categories of words: *dinosaur, lizard, turtle, frog, snake / fast, cruel, terrible, large, heavy / discover, brush, remove, look for, describe / bone, teeth, head, horn, wing*. Invite students to stand up and look for the other four students who have words in the same category, without showing their card: *Is your word (an animal)?* The first group to find all its members is the winner.

the name of each dinosaur. Encourage students to describe the dinosaurs to justify their answers.

Funny Activities



New Dinosaurs

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



All Around Learning Tips

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

How to go about it (page 51)

3. Read the glossary. Match dinosaurs' names to meanings.

Encourage students to describe the pictures: *What process do they show? Can you explain each stage?* Go through the glossary with the whole class. Then invite students to match the dinosaurs' names with the corresponding meanings. Get some volunteers at random to check the activity.

» Answer key

- Megalosaurus: large lizard*
- Triceratops: head with three horns*
- Oviraptor: thief of eggs*
- Velociraptor: fast thief*
- Tyrannosaurus: cruel king lizard*
- Pterosaurus: lizard with wings*

Enrichment Activities



Bring pictures of the dinosaurs that are mentioned in activity 3. Invite the class to identify

SB pages 52 and 53

Objectives

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

Language Focus

Production

- *The Velociraptor was bigger than the Oviraptor.*
- *Velociraptors were the fastest dinosaurs of all.*
- *They walked on two legs.*
- *It had two large wings.*

Vocabulary

Production

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

Phonology



Irregular verbs in the past:

had	/hæd/
ate	/et/
ran	/ræn/
carnivore	/ˈkɑːnɪvɔː/
omnivore	/ɒmnɪvɔː/
herbivore	/ˈhɜːbɪvɔː/
beak	/biːk/
sharp	/ʃɑːp/

Introductory Activities



What a Mess!

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

Grammar



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

How to go about it (page 52)

1. Read and complete the files.

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

information about the dinosaurs and solve the activity. Get some students at random to read the answers aloud.

» Answer key

Name: Velociraptor
 Class: Carnivore
 Length: 3 m long
 Height: 2 m tall
 Weight: 75 kg
 Motion: walked on two legs
 Special characteristic: ran very fast and had sharp teeth
 Diet: ate other dinosaurs



Name: Triceratops
 Class: Herbivore
 Length: 6 m long
 Height: 2 m tall
 Weight: 1000 kg
 Motion: walked on four legs
 Special characteristic: had horns for defence
 Diet: ate plants and grass



Follow up: Vocabulary

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

Enrichment Activities



Divide the class into two teams. Have students compare the dinosaurs in activity 1 using the information in the files: *The Velociraptor was bigger than the Oviraptor*. Give teams one point for every correct sentence.

How to go about it (page 53)

2. Compare the dinosaurs on page 52 and write. Then, report.

Now invite students to use the information in activity 1 to complete the file. Get a volunteer to read the example so that students use this structure when reporting their answers.

» Answer key

- a. the fastest: *Velociraptors*
- b. the shortest: *Oviraptors*
- c. the longest: *Triceratops*
- d. the heaviest: *Triceratops*
- e. the most dangerous: *Velociraptors*

Introductory Activities



Remember and say.

Explain to students that they are going to revise the information about dinosaurs and practise using the verbs in the Past Simple tense. Choose one dinosaur and start by saying: *Velociraptors ran very fast*. Have another student continue: *Velociraptors ran very fast. They were the fastest dinosaurs*. Continue until students have mentioned all the facts. If a student forgets a word or phrase invite him / her to start again.

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

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

» Answer key

- a. *The Tyrannosaurus Rex was an enormous carnivore. It ate other dinosaurs.*
- b. *Velociraptors were very fast dinosaurs. They ran on two legs.*
- c. *Triceratops had three sharp horns. They used them for defence.*
- d. *The Megalosaurus lived 166 million years ago.*

e. *The Pterosaurus was a flying dinosaur. It had two large wings.*

f. *Oviraptors were not big dinosaurs. They weighed only twenty kilogrammes and they walked on two legs.*

Enrichment Activities



Memo Game

Write verbs in the infinitive form on the board. Invite students to say the past form of each verb. Divide the class into pairs. Have students write the infinitive form of the verbs and the verbs in the Past Simple tense on separate index cards. Invite each pair to shuffle the cards and place them face down on the desk. Ask a student from each pair to start the game by turning over two cards. If they match, he / she keeps the cards. The student with the most cards wins the game.

Funny Activities



Dinosaur Bag

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

SB pages 54 and 55

Objectives

- To revise the affirmative form of the Past Simple tense.
- To learn about historic places and past characters.
- To listen to check information.
- To ask questions using the past form of the verb *to be*.
- To write about events in the past.

Language Focus

Production

- *Was the dinosaur dangerous?*
- *Were people quiet when they saw a dinosaur in the town?*
- *I visited (the gods of Olympics in Ancient Greece).*

Recognition

- *He sat with King Arthur at the Round Table.*
- *He went to the Far West and met real cowboys.*

Vocabulary

Production

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

Phonology



<i>got</i>	/gɒt/
<i>saw</i>	/sɔ:/
<i>sat</i>	/sæt/
<i>went</i>	/went/
<i>met</i>	/met/

Introductory Activities



Tic-Tac-Toe

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

How to go about it (page 54)

1. Match infinitives to past forms. Write them.

Tell students to match the verbs with the correct past form and then write them down. Go through the example with the class and encourage students to complete the activity on their own. Draw a table on the board with *Regular verbs* and *Irregular verbs* as titles. Get some volunteers at random to come to the front and write the verbs under the corresponding category.

» Answer key

- a. *get-got* (irregular verb)
- b. *see-saw* (irregular verb)
- c. *run-ran* (irregular verb)
- d. *walk-walked* (regular verb)
- e. *invite-invited* (regular verb)
- f. *describe-described* (regular verb)
- g. *love-loved* (regular verb)
- h. *eat-ate* (irregular verb)
- i. *destroy-destroyed* (regular verb)
- j. *show-showed* (regular verb)

2. Use the past forms in activity 1 to complete these news. Listen and check.

Invite the class to look at the pictures and describe them: *They show news stories about dinosaurs on different TV channels*. Ask students to read the speech bubbles in silence and think of the possible verbs that can be used to complete the sentences. Give students some minutes to do the activity. Encourage them to discuss their answers with their partners. Then play the audio CD for the class to check. Draw students' attention to the use of time references in each bubble: *last night* and *this morning*.



Listening 17

Listen and check.

Man: *Last night, a huge dinosaur walked along the streets in the city centre and destroyed buildings and parks. People were terrified and ran desperately. The dinosaur ate two cars in one minute! At the beginning, scientists described the situation as IMPOSSIBLE, and*

Unit 5 Journey to The Past

then the images showed all of us that dinosaurs were back on Earth!

Woman: *This morning people got into panic when they saw a ferocious dinosaur walking around the town. Apparently, the dinosaur just loved watching people through the windows. Local scientists described the dinosaur as 'a curious but not dangerous big reptile'. Anyway, the police invited people to stay quiet in their houses.*

» Answer key

- a. walked
- b. destroyed
- c. ran
- d. ate
- e. described
- f. showed
- g. got
- h. saw
- i. loved
- j. described
- k. invited

Enrichment Activities



Divide the class into pairs. Have them go back to the news stories and write questions in their notebooks using the past form of the verb *to be*; for example: *Was there a dinosaur in the beach? Were people quiet when they saw a dinosaur in the town? Was the dinosaur dangerous? Was the dinosaur curious?* Tell students to work with another pair. Then ask them to take turns reading out their questions for the other pair to answer.

How to go about it (page 55)

3. Listen and read. Underline the verbs in the past.

Invite a volunteer to read the text in the reporter's speech bubble. Ask students to look at the scenes and identify the situations Dr Andropov was involved in when he travelled to the past. Then play the audio CD and encourage students

to follow the reading text in their books and underline the verbs.



Listening 18

Listen and read.

Reporter: *Last week, Dr Yuri Andropov presented his new wonderful invention – a time machine. Yesterday, he showed us photographs of the places he visited and the characters he met. He went to the Far West and met real cowboys. He visited the gods of Olympics in Ancient Greece. He danced with the famous dancer, Ana Pavlova. He sat with King Arthur at the Round Table. He talked to Napoleon. He saw the Egyptians building the pyramids.*

» Answer key

- Speech bubble: *presented, showed, visited, met*
- a. went / met
 - b. visited
 - c. danced
 - d. sat
 - e. talked
 - f. saw

4. Now, make a list.

Ask students to complete the table with the underlined verbs from activity 3. Get some volunteers at random to check the answers.

» Answer key

- Regular verbs: *present-presented; show-showed; visit-visited; dance-danced; talk-talked*
- Irregular verbs: *go-went; meet-met; sit-sat; see-saw*

Funny Activities



Movie Magic

Ask students to imagine that they used Dr Andropov's machine and travelled to a specific time in the past. Write phrases on the board for students to use as cues and write about five things they did in the past; for example: *place*

where they went, food they ate, famous people they met, means of transport they used, etc. Then distribute coloured rectangles (10 x 14 cm) and white strips (7 x 45 cm). Have students cut a vertical slit on each side of their rectangles. The slits should be 7 cm long and 9 cm apart from each other. After that, have students divide the white strips into five equal sections; in each, ask them to draw what they did in the past. Show students how to insert their strips into the coloured rectangle. Invite them to show their *movies* by pulling the strip through the rectangle and describing each scene.



All Around Teaching Tips

Active Learning

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

SB pages 56 and 57

Objectives

- To read and listen for specific information.
- To use previous knowledge about Ancient Egypt.
- To learn about Ancient Egypt.
- To write about famous pharaohs.

Language Focus

Production

- *There was a pharaoh.*
- *There wasn't electricity.*
- *There were pyramids.*
- *There weren't any cars.*
- *Rameses the Great built the biggest statue.*

Recognition

- *Tutankhamun became a pharaoh at 9.*

Vocabulary

Production

- *hieroglyphics, scribes, tombs, pharaoh*
- Irregular verbs in the past: *became, built*
- Famous Pharaohs: *Tutankhamun, Hatshepsut, Pepy II, Rameses the Great*

Recognition

- *suddenly*

Phonology



<i>hieroglyphics</i>	/ˌhaɪrəˈɡlɪfɪks/
<i>scribes</i>	/ˈskraɪbz/
<i>tombs</i>	/tuːmz/
<i>pharaoh</i>	/ˈfeərəʊ/
<i>suddenly</i>	/ˈsʌdnli/

Irregular verbs in the past:

<i>became</i>	/brɪkeɪm/
<i>built</i>	/bɪlt/

Famous Pharaohs:

<i>Tutankhamun</i>	/tuːtənˈkɑːmen/
<i>Hatshepsut</i>	/hætˈʃepsuːt/
<i>Pepy II</i>	/ˌpepi ðə ˈsekənd/
<i>Rameses the Great</i>	/ˌræmsiːz ðə ˈɡreɪt/

Introductory Activities



Write: *Ancient Egypt* on the board and draw a line under the title to make two columns. On one side, write: *There was / were...* and on the other, *There wasn't / weren't...* Encourage students to think of ideas to complete the columns and invite some volunteers to write them on the board.

How to go about it (page 56)

1. Read and complete the ideas below.

Ask students to read the title and look at the picture to predict the content of the text. Write students' ideas on the board to check after reading. Invite the class to read the text and complete the sentences.

Get some volunteers at random to check the answers.

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» Answer key

- There were over seven hundred hieroglyphic symbols.*
- Pictures of animals and objects represented the letters of the alphabet.*
- It wasn't easy to learn hieroglyphics.*
- Priests and scribes decorated temples, tombs and buildings with hieroglyphics.*

Enrichment Activities



Vocabulary Race

Divide the board in half and label the two sections A and B. Write the following words in each section: *Egyptians, hieroglyphics, alphabet, symbols, priests, scribes, tombs, temples, ancient, buildings*. Divide the class into two teams. Have teams stand at the back of the room. Read a word on the board aloud. Have the first student in each team race to the board, erase the word from his / her side and rewrite it. The first student to do this correctly wins a point for his / her team. Continue until all the words have been erased.

2. Decode the name of a famous pharaoh.

Explain that each symbol represents a letter. Ask students to identify the picture with the corresponding letter and write it under the symbol. Once students have decoded the name of the pharaoh, encourage them to share what they know about him.

» Answer key

Tutankhamun

Follow up

Invite students to write their names with hieroglyphic symbols in a piece of paper. Put all the names in a box. Ask each student to take one slip of paper and decode a partner's name.

Introductory Activities



The Pharaoh

Draw students' attention to the picture on page 57 and ask: *Who was he?* Lead them into

responding: *He was king of Egypt.* Ask students the following questions and write their ideas on the board: *Was the pharaoh rich? Was he richer than scribes? Where do you think he lived? What were his daily activities?*

How to go about it (page 57)

3. Read. Then, listen and complete the chart.

Ask a volunteer to read the text. Discuss vocabulary with the students and encourage them to identify the verbs in the Past Simple tense. Go through the information about Tutankhamun in the chart with the whole class. Encourage students to follow the procedure with the other famous pharaohs. Give students some minutes to read the phrases and predict the type of information that they need to listen to. Play the audio CD several times and pause it after each pharaoh if necessary so as to give students time to write the word(s).



Listening 19

Listen and complete.

Famous Pharaohs

Hatshepsut became a pharaoh when she was thirty-five years old. She ruled Egypt for twenty years. Today, she is famous because she was a woman.
Pepi II became a pharaoh when he was only six years old. He ruled Egypt for ninety-four years. Today, he is famous because he was the youngest pharaoh of all times and he ruled the longest.
Rameses the Great became a pharaoh when he was twenty-one years old. He ruled Egypt for sixty-seven years. Today, he is famous because he built the biggest statue.

» Answer key

Tutankhamun	Hatshepsut	Pepi II	Rameses the Great
became a pharaoh at 9	became a pharaoh at 35	became a pharaoh at 6	became a pharaoh at 21
ruled for 9 years	ruled for 20 years	ruled for 94 years	ruled for 67 years
his tomb had lots of treasures	was a woman	was the longest ruling pharaoh	built the biggest statue



All Around Teaching Tips

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

4. Use the information in activity 3 to write about famous pharaohs.

Invite a student to read the example. Tell students to choose one pharaoh and write about him / her. Ask them to exchange their writings with their partners to check. Get some volunteers at random to read their texts aloud.

» Answer key

Students' own answers.

Funny Activities

Make Tutankhamun's Death Mask

Tell students that they are going to make the death mask that appears in the picture on page 57. Distribute construction paper and have students draw and cut out the templates. Distribute gold and blue shiny paper. Have students cut



out strips of shiny paper and decorate their templates. Then show students how to glue their templates together. Show students how to fold the snake in accordion-style and glue it to the front of the headdress.



Finally, tell students to draw the facial features on their masks, using black markers. Encourage students to describe their masks and display students' work around the classroom.

SB pages 58 and 59

Objectives

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

Language Focus

Production

- *I think Howard discovered (gold jewelry).*

Vocabulary

Recognition

- Adjectives: *amazing, famous, English, hard, slow, beautiful, enormous, golden*
- *archaeologist, sarcophagus*

Phonology

Adjectives:

<i>amazing</i>	/ə'meɪzɪŋ/
<i>famous</i>	/ˈfeɪməs/
<i>English</i>	/ˈɪŋɡlɪʃ/
<i>hard</i>	/hɑ:d/
<i>slow</i>	/sləʊ/
<i>beautiful</i>	/ˈbju:tɪfəl/

Unit 5 Journey to The Past

enormous	/ɪ'nɔ:məs/
golden	/gəʊldn/
archaeologist	/,ɑ:kɪ'ɒlədʒɪst/
sarcophagus	/sɑ:'kɒfəgəs/

Introductory Activities



Sort it.

Write the word *Archaeology* on the board and discuss it with the class. Put words related to the topic in a box: *discover, find, uncover, dig, archaeologist, tool, treasure, tomb, sarcophagus*. Divide the board into two columns: *Verbs* and *Nouns*. Invite a volunteer to pick up a word card, read it and stick it in the corresponding column. Repeat the procedure until all the cards have been sorted.

Howard ran desperately across the valley. When he got to the place, he saw a huge step. What was it? The men started digging to uncover the step. At night, they were all very tired but they didn't stop.

After three days of hard, slow work, the archaeologist finally opened the entrance of a tomb. He got very excited when he saw a big room full of beautiful treasures. In the centre of the room, there was an enormous golden sarcophagus. It was the tomb of Tutankhamun.



All Around Learning Tips

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

Follow up: Reading aloud

Get some volunteers to read the text aloud. Correct pronunciation.

Speak out!

Ask students to work in pairs and discuss the questions. They may also look for information about the topic and share it with the class.

How to go about it (pages 58 and 59)

1. Listen and read.

Analyse the pictures with the class. Ask: *Where do you think the people in the picture are? Who do you think they are? What are they doing? What did they find? What was there?* Write students' ideas on the board. Play the audio CD and invite students to follow the reading text in their books. Encourage students to deduce the meaning of new words from the context. Have students check if their ideas on the board correspond to those in the story.



Listening 20

Listen and read.

An Amazing Discovery

For Howard Carter, the famous English archaeologist, it was just another ordinary day. But in fact, he was about to make one of the most amazing discoveries of all times.

Howard and his team were in the Valley of the Kings in Egypt. They worked hard every day. They started early in the morning and finished late at night. The valley was in the middle of the desert. So, there wasn't any fresh water and there weren't any trees. And that day was especially HOT, very hot. Suddenly, a man shouted, 'Come quickly! There's something here!'



All Around Teaching Tips

Feel free to allow students to use L1 during discussions. It is important to hear students' opinions as well as to help them develop their critical thinking skills. As students gain more linguistic competence, they will be able to express their ideas in English.

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

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

» **Answer key**

- a. amazing discovery
- b. famous / English archaeologist
- c. hard slow work
- d. beautiful treasures
- e. enormous golden sarcophagus

How to go about it (page 59)

3. Tick the correct option according to the text.

Give students some minutes to read the sentences and options. Encourage the class to go through the text to choose the right answer. Get some volunteers at random to check and justify their choices.

» **Answer key**

- a. Howard Carter wasn't American. He was from England.
- b. Howard and his team were tired because they worked all day.
- c. There wasn't any fresh water in the valley because it was in the middle of the desert.
- d. Howard ran across the valley because a man shouted.

Enrichment Activities



The Discovery

Invite students to think of the beautiful treasures that Howard Carter discovered. Ask them to draw, colour and label five items that they think were in the tomb. Invite individual students to describe their pictures: *I think Howard discovered (gold jewelry). I think he also discovered (a death mask).*

Funny Activities



Draw, read and match.

Ask students to draw a scene from the story. Then ask them to write a description of the scenes on a separate sheet of paper: *Howard Carter and his team were in the middle of the desert. They had tools for digging.* Collect students' descriptions and display their pictures around the classroom. Redistribute descriptions and have students locate the matching pictures.

4. Maths Challenge: Read and find out.

Encourage students to read the information and make some calculations to complete the blanks. Get some volunteers to read their answers.

» **Answer key**

Howard Carter was born on May 9, 1874 and he died on March 2, 1939. He was 65 years old when he died. He lived for 16 years after he opened the tomb of Tutankhamun. So Howard Carter opened the tomb in 1923.

SB page 60 - Integration

How to go about it (page 60)

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

1. Write the past forms of these verbs.

Ask students to complete the table with the verbs in the Past Simple form. If there is a form that they do not remember, they may revise the unit to find it.

» **Answer key**

Regular verbs

dance: danced

die: died

finish: finished

live: lived

open: opened

start: started

talk: talked

use: used

walk: walked

work: worked

Irregular verbs

be: was / were

become: became

eat: ate

get: got

go: went

have: had

meet: met

run: ran

Unit 5 Journey to The Past

see: saw

sit: sat

2. Now, use some of the verbs in the past in activity 1 to complete these sentences.

Tell students to read the sentences and think of the possible verb from activity 1 they can use to fill in the blanks. Encourage them to pay attention to the words to help them know which verb to write.

» Answer key

- Some dinosaurs walked on two legs and some dinosaurs had large wings.*
- Howard Carter went to Egypt and worked as an archaeologist.*
- When Howard opened the tomb, he saw a room full of treasures.*
- Tutankhamun lived in Egypt a long time ago. He was a pharaoh and he died when he was very young.*



All Around Learning Tips

When learning a language, it is important to revise and practise it systematically in order to acquire the new vocabulary and language structures. Suggest students to review at home what they have learnt in class.

SB pages 88, 89, 90 and 91 - 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. Use the past forms of these verbs to complete the sentences.

- Dinosaurs lived on the Earth millions of years ago.*
- William Buckland was an English fossil*

hunter. He discovered and described the first fossil scientifically.

c. There were carnivores, herbivores and omnivores. Carnivores ate meat – other dinosaurs.

d. Some dinosaurs walked on two legs.

e. Velociraptors were dangerous dinosaurs. They ran fast.

f. Some dinosaurs, like Pteranosaurus, had large wings.

2. Look at the file and describe the dinosaur.

Sample answer

Troodons were carnivores. They were two metres long and one metre and a half tall. They weighed only forty kilogrammes. They walked on two legs. They had strong legs and sharp teeth. They ate small dinosaurs and lizards.

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

- F. It was in a circus.*
- T.*
- F. It wasn't dangerous.*
- F. It played with a football but the children saw it through the windows.*
- T.*
- F. The police officers took it to the circus.*

4. Cross the odd one out.

- King Arthur*
- Triceratops*
- saw*
- visited*

5. Read and look for the past form of these verbs.

- learn: learnt*
- write: wrote*
- can: could*
- practise: practised*

6. Now, match the questions to the answers.

- Scribes*
- Boys*
- Girls*

d. Rich children

e. Scribes

f. Students

7. Write these captions under the correct picture.

a. Howard Carter went to Egypt by plane in 1922.

b. He and his team started looking for treasures in the middle of the desert.

c. Suddenly, they discovered the entrance of a tomb. It was full of treasures.

d. Howard wrote down notes and numbered the treasures.

e. They put the treasures in boxes and took them to the museum.

Unit 6 Adventures and Anecdotes

SB pages 61, 62 and 63

Objectives

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

Language Focus

Production

- *What did Bob put in his backpack?*
- *Did Bob see a bear?*
- *Yes, he did. / No, he didn't.*

Recognition

- *Luckily, it didn't rain.*

Vocabulary

Production

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

Recognition

- *tent, sleeping bags, backpack, bear, notices*

on is of great help for students. In this way, they can have a general idea and get ready for the learning process.

Introductory Activities



A Great Vacation

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



All Around Teaching Tips

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

Phonology



<i>tent</i>	/tent/
<i>sleeping bags</i>	/sli:piŋ , bæɡ/
<i>backpack</i>	/bækpæk/
<i>bear</i>	/beə/
<i>notices</i>	/nəʊtɪsɪz/

How to go about it (page 61)

This section can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It would be profitable to remember that knowing in advance what structures are going to be worked

How to go about it (page 62)

1. Listen and read.

Invite students to look at the picture and name the things they can see. Then ask them to imagine what the story might be about by looking at the picture only: *What feelings does it produce? What do you think the boy is looking at? What do you think is going to happen?* Write students' ideas on the board to check after the activity. Then play the audio CD and encourage students to follow the reading text in their books.



Listening 21

Listen and read.

A Camping Adventure (Part 1)

Last week, my father and I went camping to the mountains. Those were the most adventurous holidays of all my life.

On Saturday, we packed the car with the tent, two sleeping bags and many other things we needed. I also took a backpack with all my favourite books, my MP4 player and seven chocolate bars (one per day). After driving for three hours, we got to a beautiful place near a river. It was the best place for camping because we had fresh water to drink and there were lots of trees to protect us from the rain. Luckily, it didn't rain.

First, we put up the tent and then Dad made a fire and cooked hamburgers. I was so hungry that I ate four. After lunch, we went for a walk along the river. There were lots of notices, such as: Keep the place clean, Put down fires and ... Be careful with BEARS. Bears are sometimes friendly but they are big animals and can be dangerous. I didn't want to meet a bear. I was worried but I didn't tell my dad about it.

At eight in the evening, we sat next to the fire and talked for a while. I was so tired that I didn't eat. I went into my sleeping bag and immediately fell asleep.

Follow up

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

Enrichment Activities



Verb Time

Have students go through the text and underline all the verbs in the Simple Past tense. Ask them to classify the verbs into regular and irregular

verbs and to write them in their notebooks. Check answers on the board with the whole class.

2. Look for these words in the story and write them under the photos.

Ask students to read the text again and find the words that correspond to each picture. Get some volunteers at random to check the answers.

» Answer key

- a. tent
- b. sleeping bag
- c. bear

Enrichment Activities



Story Pictures

Invite students to read the first part of the story again. Then ask them to draw a picture of the campsite, including all the things mentioned in the text: *backpack, books, river, fire, notices, etc.* Display pictures around the classroom.



All Around Teaching Tips

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

Introductory Activities



Cue Sentences

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

How to go about it (page 63)

3. Circle the correct option according to the story.

Get a volunteer to read the first sentence and encourage them to choose the correct option. Invite them to read the text so as to find or check the answers. Ask some volunteers at random to read their answers.

» **Answer key**

- a. Bob and his father got to the mountains on Saturday.
- b. They put up the tent near a river.
- c. They went walking after lunch.
- d. Bob was worried about the bears.
- e. Bob wasn't hungry in the evening.

Grammar

In this case, the grammar board introduces the use of the interrogative form of the Simple Past tense. Go through the explanation with the class. Highlight the use of the auxiliary *did* and the infinitive verb. Remind students that the form is the same for all the persons. You may encourage students to analyse the structure of the questions in activity 4.

4. Match questions to answers.

Ask students to read the questions and think of the type of information elicited. Give the class some minutes to solve the activity. Get some volunteers at random to check.

» **Answer key**

- a. Last week.
- b. To the mountains.
- c. Three.
- d. Hamburgers.
- e. Four.

Follow up

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

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

Grammar

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

5. Read the story again. Answer.

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

» **Answer key**

- a. No, it didn't.
- b. Yes, they did.
- c. No, they didn't.
- d. Yes, he did.
- e. No, he didn't.

Enrichment Activities

Give me five.

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

Funny Activities

The Family Trip

Tell students to fold a sheet of paper into six and draw lines along the folds. Invite them to think of a real or imaginary family trip. Encourage them to draw pictures of what they did in each square of paper. Divide the class into pairs. Have students exchange papers and ask each other about their trip: S1: *Did you go to the beach?* S2: *Yes, we did.* S1: *Did your mother swim?* S2: *No, she didn't.*

SB pages 64 and 65

Objectives

- To listen for specific information.
- To recognise and practise the negative form of the Simple Past tense.
- To describe past events.
- To correct information.

Language Focus

Production

- *Bob didn't take any CDs.*
- *Bob and his father didn't go by train.*

Recognition

- *He could see the shadow of the bear on the tent.*

Vocabulary

Production

- *tent, sleeping bags, backpack, bear, fire, camping, fresh water*

Introductory Activities



The Story So Far

Write cues on separate cards and display them on the board: *Saturday, pack, camping, near a river, fresh water, notices, bears, fire, sleeping bag*. Have students use the cues to retell the story so far. Use mime to help students with the sequencing of events. Involve as many students as possible.

How to go about it (page 64)

1. Listen and put the events in order.

Encourage students to describe the picture. Explain that they are going to listen to Bob talking and ask them to order the events. Invite a volunteer to read the first sentence and give the class some minutes to go through the rest of the ideas. Play the audio CD and repeat as necessary. Get some volunteers at random to check.



Listening 22

Listen and put the events in order.

A Camping Adventure (Part 2)

Suddenly, a strange noise woke me up in the middle of the night. I sat down slowly and didn't move. It was dark and silent but I could hear the sniffing of a large animal outside the tent.

[whispering] *'Dad, wake up! I think there's a bear around.'*

My father was totally asleep. I was terrified and started trembling. I was right. It was a bear, a huge bear. I could see the shadow on our tent. Finally, I took a deep breath and I opened the tent and shouted bravely.

'Aaarrggghhhh!'

My father woke up and shouted, too.

'Aaahhhhhh!'

We could see the bear. It ran away when we shouted. Luckily, the bear didn't hurt us but... it took my backpack! Goodbye, books and MP4! Goodbye, chocolates!

» Answer key

- 6
- 7
- 5
- 1
- 3
- 2
- 4



All Around Learning Tips

When doing a listening task, encourage students to get the gist of the text or focus on the information they need. Remind them that they do not need to understand every single word to solve an activity.

2. Listen again and tick the correct option.

Invite students to read the questions and possible answers. Play the audio CD again and encourage students to tick the correct option. Check with the whole class.

Unit 6 Adventures and Anecdotes

» Answer key

- a. Because he was terrified.
- b. Because Bob shouted.
- c. Because Bob and his father shouted.

Enrichment Activities



Draw a scene from the story.

Ask students to draw a scene from the story. Divide the class into groups. Invite students to display their picture and tell their group what it shows: *This is when Bob opened the tent and shouted.*

Funny Activities



Drama

Divide the class into pairs and assign roles: *Dad* and *Bob*. Have students write a dialogue for a scene from the story. Encourage them to include parts of the story, but also to add their own details to the dialogue. Invite pairs to act out their scenes in front of the class.

- b. Bob didn't take any CDs. He took an MP4 player.
- c. They ate hamburgers. They didn't eat hotdogs.
- d. They didn't have dinner. They had lunch.
- e. Bob didn't open the car. He opened the tent.

Enrichment Activities



I didn't do that!

Ask students to cut out a picture related to something they didn't do during their last holidays from a magazine. Invite a student to stick his / her picture on the board and make a sentence: *I didn't ride my bike.* Invite those students who did carry out the action to say: *I did!* Repeat the procedure with the remaining students.



All Around Teaching Tips

Remember to encourage students to use the language they have been exposed to through relevant, meaningful activities and promote communication.

How to go about it (page 65)

Grammar



This grammar board will help students focus on the use of the negative form of the Simple Past tense. Go through the explanation with the class. Encourage students to find examples in the text on page 62.

3. Complete these sentences about the story with the correct past forms.

Explain to students that they have to use the past forms to complete the sentences. Invite them to read the text on page 62 again. Get a volunteer to read the negative past forms and the example to check understanding. Encourage students to continue with the same procedure. Check answers with the whole class.

» Answer key

- a. Bob and his father didn't go by train. They went by car.

4. Now, correct these ideas.

Invite students to correct the ideas by using the cues in brackets. Go through the example with the class. Encourage students to complete the activity. Get some volunteers to check the answers.

» Answer key

- a. They didn't go camping to the beach. They went camping to the mountains.
- b. It didn't rain on Saturday. It rained a lot on Sunday.
- c. Bob's father didn't cook pizza for lunch. He cooked hamburgers.
- d. They didn't go fishing after lunch. They went walking.
- e. Bob didn't want to meet a bear.
- f. Bob didn't eat spaghetti on Saturday evening. He ate spaghetti on Friday evening.
- g. Bob's father didn't run after the bear. He ran away from the bear.

SB pages 66 and 67

Objectives

- To practise the Simple Past tense.
- To listen to and read a comic strip.
- To recognise and use past adverbs of time.
- To ask and answer about past events.

Language Focus

Production

- *Claire didn't take a shower yesterday.*
- *Did you go to school last Monday?*
- *Yes, I did. / No, I didn't.*

Vocabulary

Production

- Action verbs
- Past expressions of time

Recognition

- Past expressions of time: *last year, last month, last week, last weekend, four days ago, three days ago, the day before yesterday, yesterday, today*

Phonology



<i>last year</i>	/lɑːst 'jɪə/
<i>last month</i>	/lɑːst 'mʌnθ/
<i>last week</i>	/lɑːst 'wi:k/
<i>last weekend</i>	/lɑːst 'wi:kend/
<i>four days ago</i>	/fɔː 'deɪz ə ,gəʊ/
<i>three days ago</i>	/θriː 'deɪz ə ,gəʊ/
<i>the day before yesterday</i>	/ðə ,deɪ bɪ ,fɔː 'jestədeɪ/
<i>yesterday</i>	/ˈjestədeɪ/
<i>today</i>	/tə'deɪ/

Introductory Activities



Change places.

Have students place their chairs in a circle in the middle of the room and sit down. Explain that you are going to say a sentence describing

a holiday activity and if it coincides with what they did during their last summer holidays, they should change places. Say: *Last summer, I built sandcastles.* While those students who built sandcastles are changing places, remove a chair. Invite the student who remains standing to take your place and make another sentence. Repeat the procedure several times.

How to go about it (page 66)

1. Listen and read.

Read the introduction of the comic strip and ask students what they think Melissa's problem is. Write the ideas on the board. Play the audio CD and encourage students to follow the reading text in their books. Then check students' predictions.



Listening 23

Listen and read.

Narrator: *Melissa is on holidays with her family. She loves camping but...*

Girl: *We walked for six hours yesterday...*

[short pause]

... for seven hours the day before yesterday...

[short pause]

... for eight hours three days ago...

[short pause]

Dad, I'm exhausted!

Follow up: Act it out.

Divide students into pairs and have them invent what Melissa's father replies to her comments. Invite some volunteers to act out their dialogue.



All Around Learning Tips

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

Grammar



This grammar board introduces the use of expressions of time in the past. Elicit the use of the Simple Past tense and revise the idea that this tense is used for actions or events that started and finished in the past. Go through the timeline with the class and analyse the expressions of time.

Enrichment Activities



Rebound

Write personal pronouns and action verbs on the board. Write adverbs or expressions of time in the past randomly: *yesterday, last week, the day before yesterday, three days ago*. Throw a soft ball at the words to make a sentence: *I went to the park yesterday*. Have students say each word as you hit it with the ball. Invite them to come to the front and form their own sentences. Repeat the procedure several times.

2. Look at the pictures and complete with the correct expression of time.

Encourage students to describe the pictures. Ask some volunteers to read the sentences to check understanding. Go through the first picture with the whole class. Give students some minutes to complete the sentences with the corresponding expression of time.

» Answer key

- a. Claire didn't take a shower yesterday.
- b. She bought a bar of chocolate six days ago.
- c. She ate some lettuce four days ago.
- d. The day before yesterday, she got up at 2 pm.

How to go about it (page 67)

3. Go through Molly's list of activities and answer.

Get some volunteers at random to read the list. Then invite students to write short answers for each question. Check the answers with the whole class.

» Answer key

- a. Yes, she did.
- b. No, she didn't. She went to the dentist.
- c. Yes, she did.
- d. Yes, she did.
- e. No, she didn't. She cleaned her bedroom.

4. Ask a partner and put a tick or a cross. Then, report.

Invite students to walk around the classroom and ask the questions to their partners. Once they have completed the chart, encourage them to report their findings. Get a volunteer to read the example for students to understand the procedure.

» Answer key

Students' own answers.

Enrichment Activities



Mind Maps

Ask the class to look for magazine cutouts related to things they did last weekend. Have students glue the pictures on a piece of construction paper (¼ sheet per student) around the heading: *Last weekend I...* Divide students in pairs and have them tell each other what they did last weekend according to the pictures: *Last weekend I went to the cinema*. Finally, have students write a sentence next to each picture.



All Around Learning Tips

Mind mapping helps students not only to recognise new vocabulary but also to process information about a topic. This type of activity also encourages a lot of thinking and association during the process.

SB pages 68 and 69

Objectives

- To read for specific information.
- To revise the interrogative form of the Simple Past tense.
- To describe holiday activities.
- To design a brochure.

Language Focus

Production

- *When did they see zebras and lions?*
- *Did they take any photographs?*

Vocabulary

Production

- Days of the week

Recognition

- *raft, jungle, grassland, falls*

Phonology

<i>raft</i>	/rɑ:ft/
<i>jungle</i>	/dʒʌŋɡl/
<i>grassland</i>	/grɑ:slænd/
<i>falls</i>	/fɔ:lz/

Introductory Activities

Where can I go...?

Divide the class into pairs and ask students to list all the vacation activities they can think of in their notebooks. Then encourage them to suggest where they could go to carry out these activities: *the beach, the mountains, the grassland, the river, the rainforest*. Write the ideas on the board.

How to go about it (page 68)

1. Read and write the correct day of the week under the pictures.

Invite students to look at the pictures and tell which activities in the Adventure Safari they prefer.

Elicit: *I prefer (going on a raft)*. Ask students to read the itinerary and write the corresponding day below each picture. Check with the class.

» Answer key



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

Tell students to read the text again and decide whether the sentences are true, false or whether the information is not given. Encourage students to discuss the ideas with their partners. Then get some volunteers at random to share their answers and correct the false ones.

» Answer key

- T
- F. They could see elephants.
- ?
- F. They were in the jungle.
- ?

Enrichment Activities

Encourage students to add two more descriptions about the activities they did on Saturday and Sunday. Ask them to draw pictures to accompany their texts.

Funny Activities

Design a vacation brochure.

Divide the class into small groups and have students choose a place that they think is a good destination. Have each group design a brochure for one of their vacation spots. Tell them to write a text describing the place. Ask them to include the activities people can do and the animals they can see. Encourage students to use drawings or magazine pictures to decorate their brochures. Remind students that for itineraries, we use the Simple Present tense. Then invite groups to

Unit 6 Adventures and Anecdotes

exchange their brochures. Ask the groups to imagine that they went to the place suggested in the brochure and that they did the activities included there. Encourage them to write a description of the things they did. Finally, tell the groups to share their texts with the rest of the class.

How to go about it (page 69)

3. Now, put the questions in order.

Invite a volunteer to read the example. Encourage students to put the words in order to form questions. Remind them to pay attention to the information given in the answer. Get some students at random to check the answers.

» Answer key

- When did they see zebras and lions?*
- Did they take any photographs?*
- Did they swim in the river?*
- Where did they see gorillas?*
- What did they see in the river on Thursday?*

4. Imagine you had a one-week holiday. Write about it.

Ask students to think of activities they did during their holidays or just invent them. Tell them to complete the spaces under each day. Invite students to share their ideas with the class.

» Answer key

Students' own answers.

Enrichment Activities



Divide the class in pairs. Encourage students to ask questions to learn about their partner's one-week holiday. Elicit some questions to a volunteer to show the procedure: *What did you do on Wednesday? Did you go to the cinema? When did you go?* Tell students to write the answers to report to the class: *(Student's name) went to the cinema on Friday.*



All Around Teaching Tips

In order to ensure understanding, remember to demonstrate the activities in front of the class, using simple but clear language to describe the procedures.

SB pages 70 and 71

Objectives

- To read and listen for specific information.
- To label pictures.
- To analyse the structure of a letter.
- To write a letter.
- To correct information.
- To integrate past, present and future forms.

Language Focus

Production

- *They swam in the sea at night.*
- *She's cooking a cake.*
- *She's going to visit museums.*

Vocabulary

Production

- Action verbs

Introductory Activities



Unscramble.

Write words related to holidays with scrambled letters. Invite students to unscramble the letters and make a sentence. Get some volunteers to come to the front and continue in the same way.

How to go about it (page 70)

1. Read and label the photographs.

Invite students to describe the pictures and identify famous places or typical food. Then ask the class to read the text and write the name of the places under the corresponding picture.

Get some students at random to read their answers.

» **Answer key**



Follow up

Ask some students to read the letter aloud.
Correct pronunciation.

2. Now, correct these ideas.

Tell the class to read the text again and correct the sentences. Once students have completed the activity, encourage them to discuss the corrections with their partners. Then check ideas with the whole class.

» **Answer key**

- a. She visited Madrid three days ago.
- b. She is going to take photographs of the Colosseum tomorrow.
- c. She is eating pizza now.
- d. She saw a beautiful cave yesterday.
- e. She's having lots of fun in Europe.

Enrichment Activities



Analyse the layout of the letter with the class. Ask students who wrote the letter (*Monica*) and who is going to receive it (*Her mum and dad*). Go through the opening and closing phrases used in the letter and encourage students to give more examples. Finally, ask students to write a letter about their holidays.



All Around Teaching Tips

Bear in mind that every piece of writing is created as part of a process. Give students the opportunity to discuss ideas. Help them and give them advice on how to improve their writing. Get students to write draft copies first so as to reach the best final production. Use observation to adjust your writing lessons to the students' actual needs.

How to go about it (page 71)

3. Listen and circle the correct option.

Explain to students that they are going to listen to the children in the pictures describing their activities during their holidays. Invite students to go through the texts so as to have an idea of the content. Then play the audio CD for students to choose the correct option.



Listening 24

Listen and circle the correct option.

Girl 1: *I'm on holidays at home. Yesterday I met my friends and we went to the cinema. We saw a great film!*

Now, I'm cooking a chocolate cake because tomorrow we are going to celebrate my Mum's birthday at home.

Boy: *I'm on holidays with my family at the beach. Two days ago, we swam in the sea at night. It was very exciting!*

Now, I'm playing volleyball with my friends and tomorrow we are going to sail on a boat to see the whales.

Girl 2: *I'm on holidays in Peru, visiting my uncle. Last week, we saw the ruins of Machu Picchu. It was a beautiful experience!*

Now, I'm eating typical food at a restaurant in Lima and tomorrow I'm going to visit museums in town.

» **Answer key**

- a. my friends / to the cinema / a cake / Mum's.
- b. at night / volleyball / the whales.
- c. Machu Picchu / a restaurant / museums.

Introductory Activities



Rebound

The aim of this activity is to revise tenses. Bring cards with *actions*, *personal pronouns*, the verb *to be* (*am, is, are*), *-ing* and *going to*. Display the cards randomly on the board. Throw a soft ball at them to make a sentence using the Past Simple, Present Continuous and *Going to* form: *He collected shells. I'm making sandcastles. They are going to travel.* Have students say each word as you hit it on the board. Invite them to come to the front and form sentences in the same way.

4. Now, complete the chart with the correct form of the verbs.

Invite students to complete the sentences by using the verbs in the corresponding tense. Get some volunteers at random to read the answers.

» Answer key

Past:

- She met her cousin.*
- They swam in the sea at night.*
- They saw the ruins of Chichen Itza.*

Present:

- She's cooking a cake.*
- He's playing football with his friends.*
- She's eating typical Peruvian food.*

Future:

- They're going to celebrate her Mum's birthday.*
- They're going to see the whales.*
- She's going to visit museums.*

Enrichment Activities



Do this and do that!

Write four actions on the board. Invite students to say what they are going to do: *We are going to jump, clap our hands, sing and dance.* Then ask them to mime the actions and describe what they are doing at the same time: *We are jumping, clapping our hands, singing and dancing.* Next invite them to say what they did: *We jumped, clapped our hands, sang and danced.* Repeat the procedure several times using different verbs.

Funny Activities



Report it.

Invite students to write the name of a celebrity on a paper strip. Tell them to take a sheet of paper and draw a chart with four columns and write as titles: *Name*, *What did you do... ?*, *What are you doing now?*, *What are you going to do... ?* Shuffle the paper strips and stick one on each student as a badge. Encourage them to impersonate the celebrity on their badge and walk around the classroom interviewing each other: S1: *What's your name?* S2: *Britney Spears.* S1: *What did you do last year?* S2: *I went on a world tour.* S1: *What are you doing now?* S2: *I'm resting because I feel very tired.* S1: *What are you going to do next year?* S2: *I'm going to make a movie.* Finally, invite students to report their interviews to the class: *I interviewed Britney Spears. She went on a world tour last year.*



All Around Teaching Tips

Try to play with students' imagination. Crazy activities always make the class more lively.

SB page 72 - Integration

How to go about it (page 72)

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

1. Play the game: My dream holiday.

Go through the words and pictures with the class to check understanding.

a. Choose and answer.

Ask students to choose a particular season, place and activity and answer the questions.

» Answer key

Students' own answers.

b. Your partner asks to guess.

After completing the answers in activity *a*, encourage students to ask questions to their partners in activity *b* to try to guess their choices.

» Answer key

Students' own answers.



All Around Learning Tips

When learning a language, it is important to revise and practise it systematically in order to acquire the new vocabulary and language structures. Suggest students to review at home what they have learnt in class. Tell them not to be afraid of making mistakes because they are a natural part of the learning process.

SB pages 73, 74, and 75 - Close up

This last section has been designed to revise and integrate the main functions, notions and vocabulary presented throughout the Course Book.

Preparation: Invite students to play a game.

Ask them to cut out the cards on pages 73 and 74 along the dotted lines. If necessary, show a finished model to the class. Explain that each card corresponds to a unit: on one side, it has the number of the unit and on the other, the activities that correspond to that unit. Tell students to place the cards on the question mark that is in the centre of the board game on page 75.

How to play: Students play in pairs, on their own board. Players place their counters on a square. Students have to say a number from 1 to 6 and pick up a card. They have to read both A and B instructions of the number they chose, for example: **Card: Unit 3 Facts and Opinions;** **Chosen number: 1 Answer.** So the student has to answer both: **A Who is younger, Messi or Beckham?** and **B Which planet is bigger, Neptune or Uranus?** The points that students win for answering correctly are: A= 5 points; B= 10 points; A and B= 15 points. If the answers are

correct, students write the points on the board, either below *Your points* or *Your partner's points*. After answering, students move their counters one square forward and repeat the procedure by taking turns. The winner is the student who gets the highest score when reaching the last square.

Game boards are an excellent tool for assessment. Monitor students while they are playing. See that the rules of the game are respected and, what is most important, that students enjoy playing.



All Around Teaching Tips

Take into consideration that students usually need specific vocabulary and structures to play games. Remember that some of these useful ideas are: *It's my / your turn. That's right. Move one space forward.* Introduce these structures but do not expect the students to use them all the time. Remember the students will need time to acquire the language and use it naturally.

» Answer key

Unit 1: Hi, There!

1. Vocabulary

- A. Students' own answers.
- B. Students' own answers.

2. Spelling

- A. A-R-G-E-N-T-I-N-A; M-E-X-I-C-O.
- B. Students' own answers.

3. True or False?

- A. False.
- B. True.

4. Complete.

- A. Camila is Amanda's cousin.
- B. Cyberboy doesn't like going to the cinema or eating pizza at a shopping centre.

5. Answer.

- A. There is only one bed.
- B. Tourists can visit Cancun, Acapulco or Puerto Vallarta. They can go snorkelling, scuba diving and play with dolphins. They can also visit archaeological sites or eat traditional

Unit 6 Adventures and Anecdotes

Mexican food.

6. Talk about you.

- A. Students' own answers.
- B. Students' own answers.

Unit 2: Rule Our World!

1. Complete.

- A. *In Celebration School, students go to school only twice a week.*
- B. *In Woodland School, students mustn't use pencils or paper because they are not ecological.*

2. Vocabulary

- A. Students' own answers.
- B. Students' own answers.

3. Talk about you.

- A. Students' own answers.
- B. Students' own answers.

4. True or False?

- A. *True.*
- B. *False.*

5. Ask.

- A. Students' own answers.
- B. Students' own answers.

6. Answer.

- A. *No, she isn't.*
- B. *Tim is going to phone the DJ.*

Unit 3: Facts and Opinions

1. Answer.

- A. *Messi.*
- B. *Uranus.*

2. Complete.

- A. *A space shuttle is more modern than a rocket.*
- B. *A rocket is lighter than a space shuttle.*

3. Spelling

- A. *B-E-T-T-E-R; W-O-R-S-E; F-U-R-T-H-E-R.*
- B. *B-E-S-T; W-O-R-S-T; F-U-R-T-H-E-S-T.*

4. Compare.

- A. Students' own answers.
- B. Students' own answers.

5. True or False?

- A. *False.*
- B. *False.*

6. Vocabulary

- A. *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*
- B. Students' own answers.

Unit 4: Music of All Times

1. Talk.

- A. *Vanessa-Mae was born in Singapore on October 27, 1978.*
- B. Students' own answers.

2. Complete.

- A. *The Beatles were from England.*
- B. *The Rolling Stones weren't from the USA.*

3. Answer.

- A. *Yes, they were.*
- B. *Yes, he was.*

4. Ask.

- A. Students' own answers.
- B. Students' own answers.

5. General knowledge

- A. *John Lennon, George Harrison, Paul McCartney, Ringo Starr.*
- B. Students' own answers.

6. True or False?

- A. *True.*
- B. *False.*

Unit 5: Journey to The Past

1. True or False?

- A. *False.*
- B. *False.*

2. Answer.

- A. *There were over seven hundred different symbols.*
- B. *He was 51 years old.*

3. Ask.

- A. Students' own answers.
- B. Students' own answers.

4. Grammar

- A. *danced, talked, presented*
- B. *went, met, saw*

5. Complete.

- A. *Dinosaurs lived on the Earth about 166 million years ago.*

B. A scientist that looks for fossils is called a paleontologist.

6. Spelling

A. T-Y-R-A-N-N-O-S-A-U-R-U-S R-E-X;
V-E-L-O-C-I-R-A-P-T-O-R.

B. Students' own answers.

Unit 6: Adventures and Anecdotes

1. Answer.

A. They went to the mountains.

B. Because he heard a strange noise.

2. True or False?

A. Students' own answers.

B. Students' own answers.

3. Complete.

A. Molly cleaned her bedroom last Friday.

B. Monica went to a lake in Andorra two days ago.

4. Choose.

A. Molly didn't make a cake last Wednesday.

B. Monica was in Madrid three days ago.

5. Grammar

A. Students' own answers.

B. Students' own answers.

6. Describe.

A. Students' own answers.

B. Students' own answers.

SB pages 92, 93, 94 and 95 - 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. Follow the maze and put the letters in order.

take - took; make - made; sit - sat; fall - fell;
cook - cooked; pack - packed

2. Complete the sentences with past forms of the verbs in activity 1.

a. took

b. cooked / fell

c. sat

d. packed

e. made

3. Use the clues to write questions and answers.

a. Where did Rachel go last summer? She went to England.

b. What did she drink? She drank all types of tea.

c. When did she go to Windsor Castle? She went there yesterday.

d. How did she get to the castle? She got to the castle by train.

e. Who did she go with? She went with her mother.

f. How many souvenirs did she buy? She bought eighty souvenirs.

4. Write five questions about Rachel. Ask your partner.

Sample answer

a. Did she get to the castle by car?

b. Did she drink tea?

c. Did she buy souvenirs?

d. Did she go with her father?

e. Did she go to England last winter?

5. Look at the pictures, read and write the verbs in the correct past form.

a. went; b. didn't go; c. took; d. walked; e. got;
f. fell; g. were; h. saw; i. didn't move; j. didn't see;
k. started; l. rained; m. made; n. cooked;
o. was; p. didn't eat; q. had; r. ate

6. Go through the chart and write.

a. Sarah visited her Grandma yesterday.

Now, she is playing tennis at the club.

Tomorrow, she is going to eat pizza with her family.

b. Nicholas went to the cinema yesterday.

Now, he is cooking dinner.

Tomorrow, he is going to play computer games.

c. Liza and Dave ran in the park yesterday.

Now, they are swimming in the river.

Tomorrow, they are going to study for a Maths exam.

All Around Celebrations



Autumn

(March 21)

Autumn Collage

Materials: Construction paper (white and autumn colours), natural elements, glue.

Procedure: Brainstorm vocabulary related to this season and write students' ideas on the board. Then ask students to collect natural elements (leaves, twigs, bark, flowers, etc.) and bring them to class. Distribute sheets of construction paper and glue. Have students design an autumn collage using their natural items and bearing in mind the ideas they shared. Tell them they can cut out designs from coloured construction paper to add to their collages, too. Display the collages around the classroom and have students explain the materials they used and why.



World Health Day

(April 7)

Healthy Habits Leaflet

Materials: Dictionaries, paper, magazines, reference books about the human body.

Procedure: Divide the board into two columns: *Healthy Habits* and *Unhealthy Habits*. Encourage students to list all the habits they can: *eating habits, exercise, smoking, alcoholism, rest, stress*, etc. Discuss the benefits and problems. Then have students fold their sheet of construction paper into three sections. Tell students to make a leaflet about advice and tips to stay healthy and avoid bad habits. Ask students to illustrate it using pictures from magazines. Display students' work around the classroom. Allow the class to read some leaflets and make notes of the tips. Vote for the most interesting work.



World Environment Day

(June 5)

Reduce-Reuse-Recycle

Materials: Boxes, paint.

Procedure: Tell students that one way in which we can contribute to preserve the environment is by practising the 3 Rs. Go through the explanation of the different stages with the class. Then encourage students to follow the procedure at school by saving paper. Divide the class into small groups and give each of them two boxes. Have students label one box *Recycle* and the other one *Scrap Paper*. The *Scrap Paper* box should be used for pieces of paper that have only been used on one side and can be used on the other. The *Recycle* box is used for paper and / or old newspapers from home. Students can use this paper to make their own recycled paper. Encourage students to make a sign for each box that asks people to use 100% recycled



World Day for Water

(March 22)

Water Posters

Materials: Construction paper, coloured pencils, magazines.

Procedure: Discuss water uses, the causes of water waste and the possible solutions with the class. Divide the class into pairs. Have students design a poster showing ways of saving water. Ask pairs to investigate how much water is wasted in everyday use. Have them make a rough estimate of how much water they think can be saved. Ask pairs to display and explain their posters.

paper, to use both sides of their paper, and to put used paper in the *Recycle* or *Scrap Paper* box instead of the garbage can. Invite students to place their boxes all over the school.



International Day of the World's Indigenous People (August 9)

Make a Legend Scroll

Materials: Construction paper, markers, two wooden sticks, tape.

Procedure: Have students research local aboriginal legends or you may choose one to read and analyse with the whole class. Then invite students to divide the legend into five parts and tell them to cut a large sheet of construction paper in half. Ask them to tape the two pieces together to make a long strip and divide the strip into five sections. Next, encourage students to draw a picture and write part of the legend in each section. Finally, tell them to tape a wooden stick to each end of the strip. Roll the strip so that it looks like an old scroll and decorate it with indigenous symbols. Once students have made their legend scrolls, collect them and display them around the classroom for students to read in silence. Prepare questions related to the legends. Divide the class into teams of five students. Choose a team and ask one of the questions. Award points for every correct answer. The team with the most points is the winner.



Spring Day

(September 21)

Spring Group Story

Materials: Paper, coloured pencils.

Procedure: Tell students they are going to write a story about spring cooperatively. Begin a discussion about what winter was like and what changes have occurred since then. Elicit spring vocabulary and write it on the board. Have students choose the main character (s). Have them decide on a story line and the important ideas they want to include in the story. Write an outline of the plot on the board: *Girl - pick flowers - gets lost - finds other girls - gets home*. Have students take turns saying one sentence, following the outline, until the story is completed. Encourage students to use the spring words on the board. Read the story back to the class. Have students draw pictures to illustrate the story.



Human Rights Day (December 10)

Slogans

Materials: Construction paper, magazines.

Procedure: Invite the class to brainstorm human rights; for example: *justice, medical care, nutritious food, equal opportunities, freedom of opinion*, etc. Encourage students to think of situations for each right: *Equal opportunities: Free schooling for everyone*. Ask students to think of slogans to raise public awareness about human rights. Divide the class into groups and have them make a poster. Tell groups to illustrate it with magazine pictures and their own drawings.



New Year

(December 31)

New Year's Fireworks

Materials: A sheet of black construction paper, glitter in different colours, glue, straws.

Procedure: Invite students to write about their New Year Resolutions, using: *I'm going to...* Then have students spread glue onto the sheet of construction paper to form geometric shapes. If the glue is soft enough, ask them to put small blobs on the paper, then blow through the straw to form them into interesting shapes. Tell them to sprinkle glitter onto the glue and then leave it to dry. Ask students to stick their resolutions on the poster. Display the firework posters all around the classroom.

Track List – Audio CD

Track	Listening Activities	
1	Listening 01	Unit 1. Page 5. Listen and correct the underlined information.
2	Listening 02	Unit 1. Page 7. Listen and tick the correct option.
3	Listening 03	Unit 2. Page 12. Listen and check.
4	Listening 04	Unit 2. Page 16. Listen and read.
5	Listening 05	Unit 2. Page 17. Listen and check.
6	Listening 06	Unit 2. Page 21. Listen and complete. Song: <i>My secret plans</i> .
7	Listening 07	Unit 3. Page 24. Listen and read.
8	Listening 08	Unit 3. Page 28. Listen and check.
9	Listening 09	Unit 3. Page 30. Listen and write the number of votes.
10	Listening 10	Unit 4. Page 38. Listen and read.
11	Listening 11	Unit 4. Page 38. Listen and check.
12	Listening 12	Unit 4. Page 39. Listen and complete these files.
13	Listening 13	Unit 4. Pages 42- 43. Listen and check.
14	Listening 14	Unit 4. Page 45. Listen and read.
15	Listening 15	Unit 5. Page 50. Listen and read.
16	Listening 16	Unit 5. Page 50. Listen and check.
17	Listening 17	Unit 5. Page 54. Listen and check.
18	Listening 18	Unit 5. Page 55. Listen and read.
19	Listening 19	Unit 5. Page 57. Listen and complete.
20	Listening 20	Unit 5. Pages 58- 59. Listen and read.
21	Listening 21	Unit 6. Page 62. Listen and read.
22	Listening 22	Unit 6. Page 64. Listen and put the events in order.
23	Listening 23	Unit 6. Page 66. Listen and read.
24	Listening 24	Unit 6. Page 71. Listen and circle the correct option.



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All Around 3



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.

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