

All Around



Teacher's Book

Teacher's
CD-ROM &
Audio CD
inside



2



Richmond

All Around

Teacher's Book



Introduction	2
.....	
Overview	6
.....	
Contents Map	10
.....	
Unit 1 Welcome Back!	16
.....	
Unit 2 Around the Town	26
.....	
Unit 3 Busy Days	38
.....	
Unit 4 Best Friends	50
.....	
Unit 5 Pop Stars	64
.....	
Unit 6 Holiday Pictures!	78
.....	
Celebrations	92
.....	
Track List	95



Introduction

What is All Around?

All Around is a three-level series for children in primary schools with one to three teaching periods of English per week. It takes learners from a true-beginner to an elementary level.

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

Philosophy behind All Around

All Around has been designed on the basis that:

- Students acquire the language rather than learn it. *All Around* encourages the students to play an active role in their own learning process, where the focus is on communication. It integrates social exchanges, problem solving information and retrieval activities with skills development, to provide both fluency and accuracy practice. The activities suggested will lead the students to express themselves and to discover the rules underlying language structures and expressions.
- Children learn a foreign language effectively under the same conditions they learn their mother tongue. *All Around* incorporates a variety of cross-curricular activities which will allow students to continue their overall education while developing language proficiency.
- Students need to experience language as a whole, by reading, writing, speaking and listening to natural discourse. *All Around* engages students in activities that integrate the four language skills, and fosters an attitude of inquiry and an internalisation of language patterns for lifelong language success.

Approach

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

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

Objectives and Premises

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

Components

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

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

Course Book

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

- The Introductory page in each unit has the double purpose of presenting the structures and language issues to be worked throughout the unit as well as helping the students to self-evaluate their achievements at the end of each unit.
- Grammar boards as well as comic strips introduce, expand or revise grammar points in meaningful and funny contexts. Explanations are clear and concise.
- Board games enhance students' understanding of vocabulary and structures in a relaxed atmosphere.
- Factual and fictional reading passages have been carefully graded so as to accompany the students' progress.
- Songs and a variety of listening tasks will provide essential aural input for the students' English-speaking performance.
- The Integration section at the end of each unit still offers a set of activities for consolidation of the contents introduced throughout the unit.
- A Workbook section has been added at the end of the Course Book to reinforce and revise all the language items and vocabulary introduced in each unit.

Student's Interactive CD-ROM



The Student's Interactive CD-ROM offers games and activities for students to go on practising what they have learned in class in a fun and entertaining way. Each unit provides four tasks and students are immediately assessed and congratulated on their performance. If not all the activities are right, students are asked to try again until they can produce the correct version. Once the last task in each unit is completed, students are asked to print a Congratulations Certificate and give it to their teacher as a proof they have done all the games and exercises.

Tasks vary from unit to unit and consist mainly of labelling pictures; completing sentences or texts; matching words and pictures; counting, adding and writing figures; clicking on letters to find family words; reading and deciding if the information provided is right or wrong, answering questions, matching questions and answers; listening to songs and singing, listening and clicking on the correct picture, classifying words or labelling pictures.

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

Teacher's Book

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

Introduction

to provide the students with maximum learning opportunities in the classroom. Each unit contains a rich assortment of dynamic and engaging activities designed to complement the activities in the Course Book, as well as to enrich both the students' and the teachers' experience. Its flexible format will allow the teachers to use, adapt or omit activities according to their specific teaching contexts.

It consists of:

- An **Introduction**: A description of the series.
- An **Overview**: Model pages extracted from the Course Book including brief explanations of how to go about the activities suggested.
- A **Scope and Sequence Map**: A detailed map to show the contents presented in the Course Book.
- **Step-by-step Guidelines**: Ideas and suggestions to carry out the activities proposed in each unit, including audio scripts and answer keys.
- **Celebrations**: Ideas to be developed for some special occasions during the school year.

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



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

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



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



Funny Activities and Enrichment Activities: Activities to integrate contents previously presented. They can also provide further practice of different language skills

or expose students to more relaxed and less-structured learning tasks.



All Around Teaching Tips:

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



All Around Learning Tips:

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

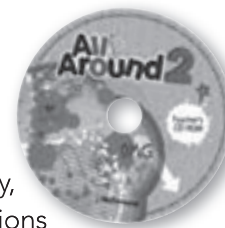
Audio CD

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



Teacher's Resource CD-ROM

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



The material on the Resource CD-ROM can be used for consolidation, reinforcement or remedial work in class or just to add variety or spice up lessons. Most of them can also be assigned for homework.

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

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

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

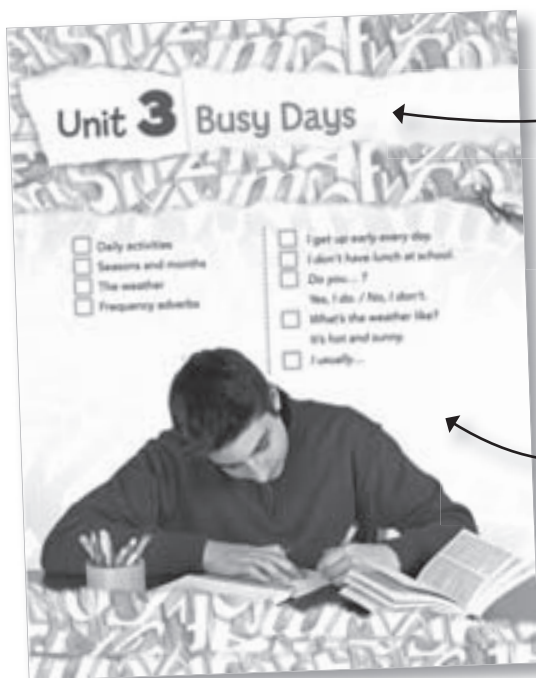
Extension Activities are organised around subtopics relating to the main topics in the units. Materials needed, Preparation required, Directions and Language Links to the topics are clearly signposted for easy reference and planning.

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

***All Around* Editorial Team**



Overview

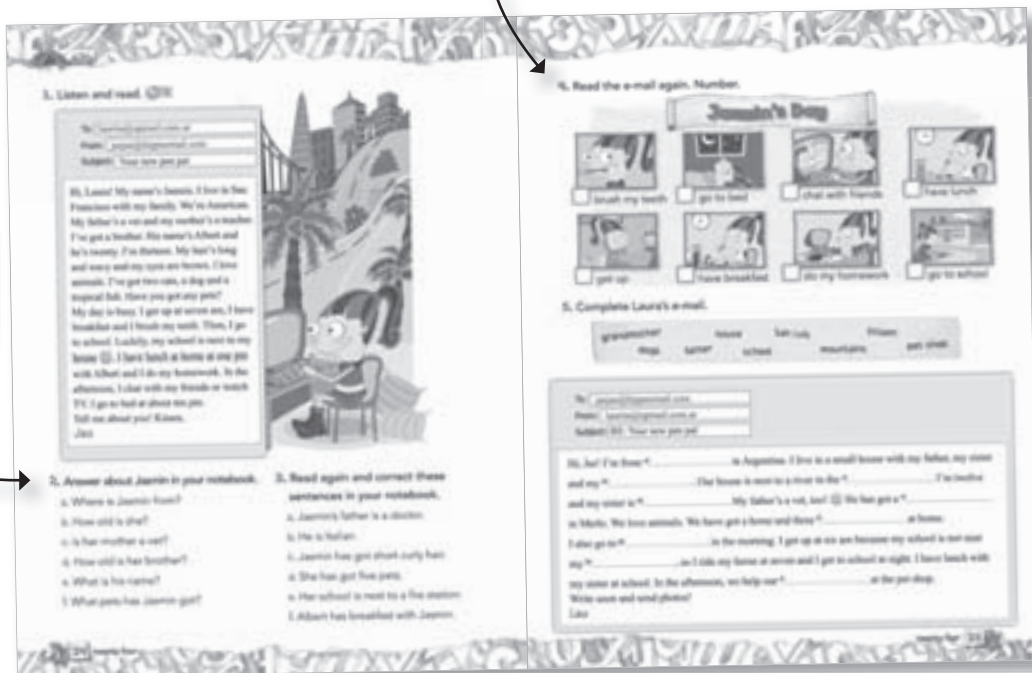


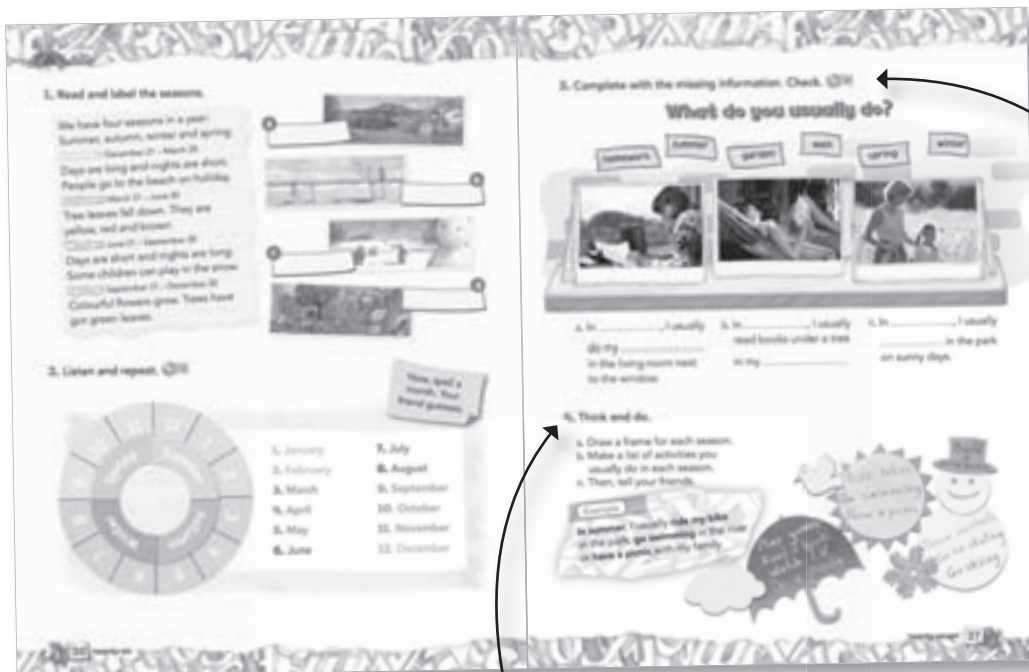
Unit number and topic.

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

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

Easy-to-follow and clearly expressed instructions.

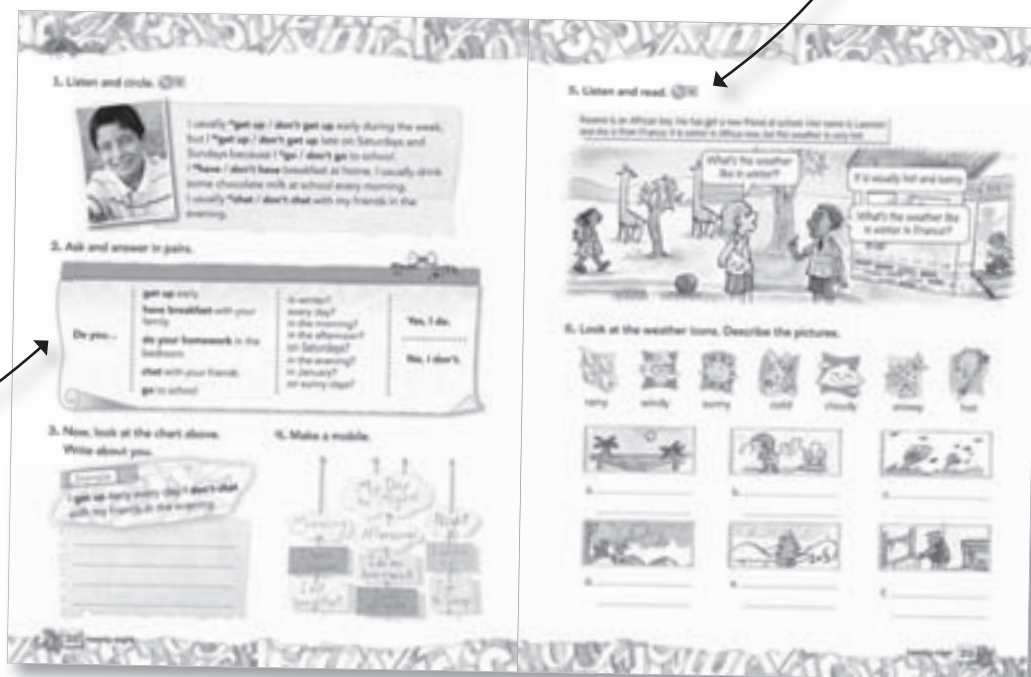




Imaginative writing tasks help students use the language acquired creatively.

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

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



Overview

1. Look at David's notes and complete.

My Usual Activities

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

a. When do you _____? On Thursdays.
 b. _____? In winter.
 c. _____? On Tuesdays.
 d. _____? In March.
 e. _____? On Sundays.
 f. _____? In summer.

3. Correct the false information about David.

a. I don't celebrate my birthday in April.
 b. I go to bed at nine on Mondays.
 c. I take winter holidays in June.
 d. I don't fish in the river in spring.

4. Complete this chart with your usual activities in your notebook.

5. Now, write true and false sentences.

	True	False

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

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

1. Listen and read.

Make a list of things that are good for health. They are being tested.

What's that? Nice, I like that. When do you eat that? On Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, and Sundays. Every day!

2. Survey: Circle the correct option.

Are you healthy?

a. Do you eat fruit in the morning? always usually sometimes never
 b. Do you have vegetables for lunch? always usually sometimes never
 c. Do you practice any sports? always usually sometimes never
 d. Do you go to bed early? always usually sometimes never
 e. Do you drink six glasses of water every day? always usually sometimes never
 f. Do you smile? always usually sometimes never
 g. Do you take a shower every day? always usually sometimes never
 h. Do you brush your teeth after meals? always usually sometimes never
 i. Do you wash your hands after you go to the toilet? always usually sometimes never

3. Look at your answers in the survey and complete.

a. I _____ eat fruit in the morning. b. I _____ smile.
 c. I _____ have vegetables for lunch. d. I _____ have a shower every day.
 e. I _____ practice sports. f. I _____ brush my teeth after meals.
 g. I _____ go to bed early. h. I _____ wash my hands after I go to the toilet.
 i. I _____ drink six glasses of water every day.

4. Classify

I never go to bed late. I always go to bed late. I never clean my room. I always clean my room.
 I always do my homework. I never do my homework. I never study for my exams. I always study for my exams.
 I never help my family. I always help my family. I never eat fast food. I always eat fast food.

5. Use these words and write about you.

always eat drink usually
 brush my teeth wash my hands
 sometimes never
 drink milk get up early
 help my friends

Writing activities take the students into real literacy.

Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
1	<ul style="list-style-type: none"> • To revise personal information. • To revise school vocabulary. • To talk about different school subjects and timetables at school. • To revise the days of the week. • To revise personal information. • To introduce the alphabet. • To talk about possession. • To spell out words. 	<ul style="list-style-type: none"> • <i>I have (Science) on (Monday).</i> • <i>My favourite subject is...</i> • <i>Can you spell (Science), please?</i> • <i>Yes! It's (S-C-I-E-N-C-E).</i> • <i>I have got a (purple) (pen).</i> • <i>Has (Tom) got a (sharpener)?</i> • <i>Yes, (he) (has). / No, (he) (hasn't).</i> • <i>Whose (crayon) is this?</i> 	<ul style="list-style-type: none"> • <i>What's your surname?</i> • <i>I've got a twin sister.</i>
2	<ul style="list-style-type: none"> • To introduce every day activities. • To ask and answer about jobs and professions. • To ask and answer about work places. • To revise adjectives. • To introduce prepositions of place. • To ask and answer about location of people and things. • To describe where buildings in a town are. • To introduce the idea of existence: <i>there be</i>. 	<ul style="list-style-type: none"> • <i>What do you do?</i> • <i>I am a (doctor).</i> • <i>I (help) (people).</i> • <i>Where do you work?</i> • <i>I work (in the streets).</i> • <i>Where is the (cinema)?</i> • <i>It is (behind) the (bank).</i> • <i>The (girl) is (next to) the (tall man).</i> • <i>The (cooker) is (next to) (the fridge).</i> 	<ul style="list-style-type: none"> • <i>I like my job because (I help people).</i> • <i>She is lost.</i> • <i>They are in the queue.</i> • <i>There is a post office.</i> • <i>There aren't any parks.</i>



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



Contents Map

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

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

Contents Map

Units	Objectives	Language	Focus
		Production	Recognition
5	<ul style="list-style-type: none"> To talk about pop stars' routines. To revise the affirmative form of the Present Simple tense. To recognise and use the negative and interrogative forms of the third person singular of the Present Simple tense. To read for specific information. To talk about preference. To correct information. To identify parts of speech. To talk about routines and time. To ask questions to check information. To express contrast. To practise <i>wh</i>- questions. To ask for information. To connect ideas. 	<ul style="list-style-type: none"> <i>She is (twenty) years old.</i> <i>She has got (long hair).</i> <i>She gets up early. She goes shopping with her mum.</i> <i>She hates spiders. She loves rainy afternoons.</i> <i>She doesn't speak (Spanish).</i> <i>I like (Miley Cyrus). I don't like (her).</i> <i>She wants (to go to Italy).</i> <i>(The book) is next to (the computer).</i> <i>Does he / she play (the guitar)?</i> <i>Yes, he / she does. / No, he / she doesn't.</i> <i>Wh- questions: What time does she (get up)? / How often does she (have Spanish lessons)?</i> 	<ul style="list-style-type: none"> <i>She doesn't hate (snakes).</i> <i>What time does (she get up)?</i> <i>What instruments can she play?</i> <i>The dog is eating your new shoes furiously.</i> <i>Does he / she sing (alone)?</i> <i>Yes, he / she does. / No, he / she doesn't.</i> <i>It's (eight) o'clock.</i> <i>I have breakfast at about seven thirty.</i> <i>He speaks (English and French fluently) because he is (Canadian).</i>
6	<ul style="list-style-type: none"> To describe holiday activities. To recognise and use the Present Continuous tense. To revise the Present Simple tense. To describe people and pictures. To check information. To recognise and use prepositions of movement. To indentify and learn about bugs. To describe and provide information about bugs. 	<ul style="list-style-type: none"> <i>I swim in the sea. He doesn't like the beach.</i> <i>Do you collect shells?</i> <i>Yes, I do. / No, I don't.</i> <i>I am (not) eating sandwiches.</i> <i>He / She / It is (not) taking photographs.</i> <i>We / You / They are (not) playing volleyball.</i> <i>She is wearing (a dress).</i> <i>She has got (short hair).</i> <i>The girl is running along the sidewalk.</i> <i>I like (butterflies). / I don't like (spiders).</i> <i>Has the bee got wings?</i> <i>Can cockroaches fly?</i> <i>They have got a pair of antennae.</i> <i>They can walk.</i> <i>They don't eat plants.</i> 	<ul style="list-style-type: none"> <i>I'm playing with the sand.</i> <i>Mum is lying in the sun.</i> <i>Mum and Dad are standing in front of the hotel.</i> <i>We are sailing back to the beach.</i> <i>What are you doing?</i> <i>What is she / he doing?</i> <i>What are they doing?</i> <i>You are driving into a tree.</i> <i>He is running along the beach.</i>

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

Unit 1 Welcome Back!

SB pages 3, 4 and 5

Objectives

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

Language Focus

Production

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

Recognition

- *What's your surname?*

Vocabulary

Production

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

Phonology

Art	/ɑ:t/
Geography	/dʒɪ'ɒgrəfi/
History	/ˈhɪstri/
Language	/ˈlæŋwɪʃ/
Maths	/mɑ:θs/
PE	/pi: 'i:/
Physical Education	/ˈfɪzɪkl edʒʊ'keɪʃn/
Science	/ˈsaɪəns/
Technology	/tek'nɒlədʒɪ/

Introductory Activities



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

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

Read my lips.

Choose a student and ask him / her a personal question, any of the ones the students know from the previous year:

What's your name? / Where do you live?

How old are you? / Have you got a pet? etc.

However, you should do it in a very low voice so that the student cannot hear you but read your lips. He / she guesses the question using the movements of your lips as a clue. Then, he / she answers the question. Invite some students to play your role and ask the questions.

Nought and crosses

Draw a 3 x 3 cm grid on the board. Write a personal question in each grid. Choose from all the personal questions introduced in All Around 1, for example:

What's your name? / Where do you live?

Have you got a sister? / What's your favourite colour? / Do you like whales? etc.

Divide the class into two groups (X and O). One of the groups chooses a square. Then, they choose a representative from the group to answer. If they answer correctly, they can place their team's X or O in the square. If not, their opponent's letter is written instead. The first group that succeeds in placing three of their own marks in a horizontal, vertical or diagonal row wins the game.

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



All Around Teaching Tips

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

How to go about it (page 3)

This section introduces each unit of the *Course Book*. It has a double purpose: it can be used at

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

Introductory Activities



Memory Game

Tell students they will play a Memory Game. Ask them to get a piece of paper and a pencil. Invite them to open their books on page 3 and have a look at the different school objects for a minute. Use a watch to control the time and tell students when time is over. When this happens, students close their books and try to write all the school objects they can remember on the piece of paper. Encourage volunteers to go to the front of the class to write the correct answers on the board. Call students' attention if they make spelling mistakes.

How to go about it (page 4)

1. Read and complete.

Before reading, invite students to pay attention to the two photographs on page 4. They are students who came to the country during the summer holidays. Ask students what kind of questions they would like to ask them. As you elicit the different questions from the students, write them on the board. Possible questions could be:

What's your name?

How old are you?

Where are you from?

Have you got a brother / sister?

Have you got a pet?

What can you do very well?

Unit 1 Welcome Back!

What's your favourite colour?

What do you like?

Invite students to read the passages to see if they can find answers for the questions they have produced first. After checking this, ask them to read the texts again and complete the files about each character.

» Answer key

Name: *Michelle*

Surname: *Bornand*

Age: *15*

City / Country: *Paris, France*

Family: *one brother and one sister*

Pets: *a tropical fish*

Special ability: *excellent football player*

Favourite subject: *PE*

Name: *Jack*

Surname: *Newton*

Age: *13*

City / Country: *Oxford, England*

Family: *two brothers*

Pets: *-*

Special ability: *paint beautiful pictures*

Favourite subject: *Arts*

2. Answer about you.

Ask students to pay attention to the questions written here. Some of them may be similar to the ones produced during the previous activity. Now it is the time for the students to provide personal information. They read the questions and answer them. When the students are ready, encourage different pairs to come to the front. They should take turns to read questions and provide the answers.

» Answer key

Students' own answers.



All Around Teaching Tips

Give examples

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

Introductory Activities



Draw the students' attention to the last item in each file on page 4. It is connected to school subjects. Take to the classroom some pictures or objects illustrating different subjects, for example, a map for Geography, the All Around Course Book for Language or English, some figures for Maths, etc. and place them on the board. Introduce them and then invite the students to give their opinion about these subjects, whether they like them or have them at school; whether they find them easy or difficult, etc.

How to go about it (page 5)

3. Listen and say.

Draw the students' attention to the illustrations on page 5. Play the audio CD, pause it after each subject is mentioned and ask the students to repeat chorally. Focus on pronunciation.



Listening 1

Listen and say.

Science

Language

Physical Education (PE)

Maths

History

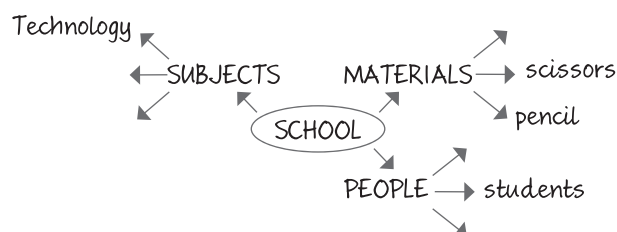
Geography

Enrichment Activities



School Web

Draw the following web on a large sheet of paper.



Invite the students to have a look at the web. Explain they are going to try to organise the

school vocabulary they have been working on. Draw their attention to the different categories in the web and the examples already written. Ask volunteers to complete the web by giving or even writing more examples in each category. Leave the web in the classroom at hand for future activities.



All Around Learning Tips

Mind Mapping

Mind mapping is an interesting learning strategy, which helps students not only to organise 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.

4. Listen and complete the chart.

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



Listening 2

Listen and complete the chart.

a. Girl: *Hi! My name's Rita. I love school! My favourite subject is Technology. Computers are great! I have Technology lessons on Monday and Wednesday.*

b. Boy 1: *My name's Peter. I'm eleven years old. My favourite school subject is Science. I love experiments! I have Science lessons on Thursday.*

c. Boy 2: *Hi, friends! My name's Gregory. I like Language and Maths but my favourite subject is History. I have History lessons on Tuesday and Friday.*

» Answer key

- a. Technology: *Monday and Wednesday*
- b. Science: *Thursday*
- c. History: *Tuesday and Friday*

Grammar

6

Draw the students' attention to the use of capital letters with school subjects and days of the week. It is really important to remark that no capital letter in these words is considered a spelling mistake.

5. Write and tell your classmates.

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

» Answer key

Students' own answers.

SB pages 6 and 7

Objectives

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

Language Focus

Production

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

Introductory Activities

J

Missing letters

Prepare some cards with at least one long word in them. There should be one card per pair of students. Omit some letters when writing the words. For example, if you want to write the word sharpener, do this: *sh_r_en_r*. Give a card to each pair and invite them to find the missing letters to complete the words.

Unit 1 Welcome Back!

How to go about it (page 6)

1. Listen and say.

Draw students' attention to the alphabet on page 6. Play the audio CD, pause it after each letter is mentioned and ask students to repeat chorally. Focus on pronunciation.



Listening 3

Listen and say.

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



All Around Teaching Tips

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

2. Listen and number.

Draw students' attention to the words in exercise 2. Invite them to listen to those words being spelled. They have to place them in the order they are said.



Listening 4

Listen and number.

1. A-R-T-S
Arts
2. H-I-S-T-O-R-Y
History
3. P-E
Physical Education
4. T-E-C-H-N-O-L-O-G-Y
Technology
5. L-A-N-G-U-A-G-E
Language
6. M-A-T-H-S
Maths

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

Science

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

Geography

» Answer key

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

Follow up

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

3. Spelling Contest!

Spelling contests are a normal practice at school in English-speaking countries. Introduce this idea to the students by presenting this game. Tell them to choose six words from the box; two formed by three letters, two formed by four letters and two formed by five letters. Students have to write the words using capital letters on the corresponding lines. Then, they should practise spelling their words. Once ready, ask them to spell the words correctly in 1 minute. Volunteers may go to the board and write the words being spelled.

» Answer key

Students' own answers.

Funny Activities



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

1. Hangman

This game can be played with the whole group or in small groups. You should draw the scaffold, think of what you would like to revise: lexical items or specific structures. Write down the initial letter of the lexical item or the initial letters of

each word in the sentence and trace a dash per remaining letter. Students call out letters so as to guess the words.

2. Spelling Master

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

3. What can I write here?

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



All Around Teaching Tips

Funny activities

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

4. Listen and circle the correct option.

Invite students to listen to some short dialogues. Some people are asked some personal questions to complete a file. But there is a problem. The information in the files is not totally correct. The students listen to the short dialogue, check the information in the files and circle the correct answers.



Listening 5

Listen and circle the correct option.

A.

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

Giuliana: *Giuliana.*

Interviewer: *Can you spell it, please?*

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

Interviewer: *How old are you, Giuliana?*

Giuliana: *I'm twenty-five.*

B.

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

John: *John.*

Interviewer: *Can you spell it, please?*

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

Interviewer: *How old are you, John?*

John: *I'm thirty-nine.*

C.

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

Fuji: *Fuji.*

Interviewer: *Can you spell it, please?*

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

Interviewer: *How old are you, Fuji?*

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

» Answer key

a. Giuliana; 25

b. John; 39

c. Fuji; 64

Follow up

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

5. Look at the cards and match.

Here the students have two more personal files to work with. Invite them to have a look at the files. Elicit information about the two characters. Then, invite them to pay attention to the questions at the bottom. Encourage students to join each question (a-f) with the corresponding answer. Discuss each response with the whole class.

Unit 1 Welcome Back!

» Answer key

- What is Anselmo's surname? Ortiz.*
- How old is Anselmo? Twenty-nine.*
- Where is Anselmo from? He is from Puebla in Mexico.*
- Can you spell Ives' surname? B-I-Z-E-T.*
- How old is Yves? Fifty-three.*
- Where is Yves from? He is from France.*

Funny Activities



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



All Around Learning Tips

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

SB pages 8 and 9

Objectives

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

Language Focus

Production

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

Recognition

- *I've got a twin sister.*

Introductory Activities



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

How to go about it (page 8)

1. Read and label.

Tell students a group of children bought some new school materials to start the year. They read a passage about these children, trying to see whose school materials are illustrated on the page. Once the owner is found, students complete the box with the corresponding name. They have to pay attention not only to the objects themselves but also to the amount of school items they have got and what colour they are.

» Answer key

- Tom's*
- Nancy's*
- Pete's*
- Pete's*
- Nancy's*
- Tom's*
- Nancy's*
- Pete's*

Grammar



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

2. Now, look and answer.

Now, students go through the passage again, but this time to find the answers to the questions. It could be advisable to go through the questions

orally first. You may ask the questions to different students and encourage them to produce complete answers, not just *yes* or *no*. They may even complete the negative ones with the affirmative information. *Has Pete got three notebooks? No, he hasn't. He has got two notebooks.*

» **Answer key**

- a. Yes, he has.
- b. No, he hasn't.
- c. Yes, he has.
- d. No, he hasn't. He has got two.
- e. Yes, she has.
- f. No, she hasn't. She has got her Science, History and Language books.

Grammar



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

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



All Around Teaching Tips

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

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

Follow up: Reading aloud

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

How to go about it (page 9)

3. Circle the correct option.

Invite students to have a look at the illustrations. Explain that some children are talking about their special pets. First, encourage students to read the sentences carefully. Then, give them some minutes to think and circle the correct option in each sentence. Check their answers on the board.

» **Answer key**

- a. Linda has got a long snake.
- b. The little children have got a new pet. It is a rabbit.
- c. Andrew and Cindy have got a tortoise. It can walk very fast!
- d. Lily and Sam haven't got a nice bird. They have got a naughty bird!

4. Read. Then, write an e-mail about you in your notebook.

Invite the students to have a look at the e-mail. It is from an e-mail friend. Encourage them to go through it and get information about the person who sent it. Ask personal questions: *What is his / her name? How old is he / she? Where is he / she from?* Introduce the idea of *pen friends* or *e-mail friends*. Ask students if they have ever sent an e-mail like this or if they have friends living far away. Now they have one, Sarah, the girl in the e-mail.

Students have to send Sarah an e-mail, this time talking about them. This activity is intended to develop literacy skills. It comprises the main language points seen and revised up to now. Encourage students to explore the e-mail to see what they can include in theirs. Make sure they understand what they are supposed to write. Elicit all the structures they may use to write the e-mail in advance. Write them on the board for the students to refer to them while writing. Go round and monitor students' work. Remind them of the use of capital letters and full stop. Finally, ask volunteers to come to the front and read the e-mail aloud.

» **Answer key**

Students' own answers.

Unit 1 Welcome Back!

Follow up

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



All Around Teaching Tips

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



All Around Learning Tips

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

SB page 10 - Integration

How to go about it (page 10)

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

1. Classify these words.

Introduce another learning strategy to remember vocabulary. Go through the different categories with the students and encourage them to classify the words given. Discuss each case and encourage them to add one word in each category.

» Answer key

Colours:

grey

green

orange

Numbers:

thirteen

twenty

eighteen

School subjects:

PE

Geography

Technology

History

Pets:

rabbit

tortoise

School materials:

notebook

pencil

sharpener

ruler



All Around Learning Tips

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

2. Put in order and write sentences.

Students should put the parts of the sentences in order. They have to place the bits with the same colour together.

» Answer key

a. *I have History lessons on Tuesday and Thursday.*

b. *Pierre is thirteen years old and he is from France.*

c. *Lina has got a small tortoise and a long snake.*

d. *My brother can play football very well.*

SB page 76 – Workbook

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

» Answer Key

1. Complete your timetable.

Students' own answers.

2. Fill in your file and write.

Sample Answer:

Name: Mario

Surname: Pelegrinelli

Age: 10

City / Country: San Francisco, Córdoba

Family: one brother and one sister

Pets: a white cat

Special ability: play the guitar very well

Favourite subject: Language

Hi! My name is Mario Pelegrinelli. I'm ten years old and I'm from San Francisco, Córdoba. I have got one brother and one sister and a white cat. I can play the guitar very well and my favourite subject is Language.

Unit 2 Around the Town

SB pages 11, 12 and 13

Objectives

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

Language Focus

Production

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

Recognition

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

Vocabulary

Production

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

Phonology

Professions:

<i>businessman</i>	/ˈbɪznəzmæn/
<i>doctor</i>	/ˈdɒktə/
<i>firefighter</i>	/ˈfaɪəfaɪtə/
<i>police officer</i>	/pəˈliːs ˈɒfɪsə/
<i>postman</i>	/ˈpəʊstmən/
<i>secretary</i>	/ˈsekɹətɹi/
<i>teacher</i>	/ˈtiːtʃə/
<i>vet</i>	/ˈvet/
<i>waiter</i>	/ˈweɪtə/

Places:

<i>fire station</i>	/ˈfaɪə ˈsteɪʃn/
<i>hospital</i>	/ˈhɒspɪtl/

<i>office</i>	/ˈɒfɪs/
<i>pet shop</i>	/ˈpet ʃɒp/
<i>police station</i>	/pəˈliːs ˈsteɪʃn/
<i>post office</i>	/ˈpəʊst ˈɒfɪs/
<i>restaurant</i>	/ˈrestɹɒnt/
<i>school</i>	/ˈsku:l/

How to go about it (page 11)

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It is advisable for the students to know the structures they are going to work on in advance. In this way, they can have a general idea of the topics and can get ready for the learning process.

Introductory Activities

Ask students if they know different teachers at school. Invite them to tell you their names. Write the names on the board. Elicit information about them: *Do you know Miss (Carol)? Is she your teacher now? How old is she? Who is the secretary at school? Do you know her name?* If the students do not know who the secretary at school is, introduce her or even invite her to come to the class to introduce herself.

How to go about it (page 12)

1. Listen and read.

Invite students to pay attention to the two photographs on page 12. They show a man and a woman talking about their jobs. The students will immediately recognise the two jobs. Write the three jobs they have been talking about up to know: *teacher, secretary* and *doctor*. Present the new topic to the students. Explain to them the doctor and the secretary are talking about their jobs. Invite students to listen to them talking. Encourage them to follow the reading texts in their books while listening.



Listening 6

Listen and read.

Man: *My name is Peter Thompson. I am thirty-three years old. I am a doctor. I work at a hospital from 9 am to 3 pm. I like my job because I help people.*

Woman: *My name is Sarah Newton. I am forty-one years old. I am a secretary. I work in an office from 2 pm to 6 pm. I write e-mails and answer the phone. I like my job!*

Follow up

Invite students to choose one of the paragraphs on page 12 and copy the sentences, one in each line, onto a sheet of paper. Ask them to cut the sentences into halves. In pairs, students exchange the sentences. They try to reconstruct the sentences first and then the passage without having a look at their book. They stick the passage in their folder and then check with the book.

Phonology



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



All Around Teaching Tips

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

2. Listen and say.

Draw students' attention to the photographs in activity 2. They show more jobs. Play the

audio CD, pause it after each job is mentioned and ask students to repeat chorally. Focus on pronunciation.



Listening 7

Listen and say.

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

Funny Activities



Invite students to talk about their relatives. Ask them if there is any police officer, teacher, waiter, etc. in their families. Invite them to bring photographs to show to the rest of the class if possible.



All Around Learning Tips

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



All Around Teaching Tips

It is vital in the learning process to make the contents taught relevant to the students. We should always value the students' feelings, thoughts, opinions and / or knowledge. In this way we guarantee their engagement in the activity and therefore we enhance a long-term learning of the key language.

Introductory Activities



Collect pictures or make illustrations of the following places and jobs: *a restaurant, a pet shop, a post office, a fire station, a school and a police station, a waiter, a teacher, a postman, a vet, a*

