

## Language Focus

### Production

- *The boy is drinking (orange juice).*
- *She is wearing (a dress).*
- *She has got (short hair).*

### Recognition

- *You are driving into a tree.*
- *He is running along the beach.*

## Vocabulary

### Production

- Clothes and food

### Recognition

- Prepositions of movement: *into, down, through, along, up, towards*

## Phonology



<i>into</i>	/ɪntə/
<i>down</i>	/daʊn/
<i>through</i>	/θruː/
<i>along</i>	/ə'lɒŋ/
<i>up</i>	/ʌp/
<i>towards</i>	/tə'wɔːdz/

## Introductory Activities



### Odd one out

Bring pictures illustrating food and clothes. Stick three or four pictures on the board. Remember that one of them has to belong to a different group. Invite some students to label the pictures. Once students have written the words under each picture, ask the class which picture does not belong to the group and why. For example: *carrots, onions, tomatoes, fish* – *fish is not a vegetable.* / *earrings, T-shirt, dress, coat* – *earrings belong to the category of accessories.* Repeat the procedure with other pictures.

## How to go about it (page 66)

### 1. Underline and correct the wrong information.

Invite students to look at the picture and say where the people are: in a restaurant. Ask them to describe the picture and focus on the clothes and food that appear in it. Invite a volunteer to read the first sentence and point to the boy. Ask: *What is the boy drinking? Orange juice.* Invite students to underline milk and write the correct sentence.

#### » Answer key

- milk- The boy is drinking juice.*
- in front of- The boy is sitting behind a woman.*
- breakfast- The woman is having lunch.*
- jeans; book- The man in a blue shirt is reading the menu.*
- meat; father- The girl is eating vegetables and her mother is eating sea food.*
- orange; curly- The waitress is wearing a pink apron. She has got short straight hair.*

## How to go about it (page 67)

### 2. Listen and read.

Invite students to look at the captions in the comic strip and say what is happening: *A man is teaching his son how to drive. / A boy is driving a car / taking driving lessons.* You can also ask some guiding questions: *How does the man feel? Is he happy, sad, scared? And the boy?* Tell students that they are going to listen to and follow the reading text in their books. Encourage students to read it in pairs.



## Listening 32

### Listen and read.

[A teenager is learning to drive.]

[Picture 1]

Narrator: *Today is Richard's birthday. He is eighteen years old! He is happy because his father is giving him driving lessons.*

Father: *Be careful! You are driving through the garden!*

Boy: *Oh, sorry.*

[Picture 2]

Father: *Watch out! You are driving into the tree!*

[The boy pulls over before crashing the car into the tree.]

Boy: *I am not!*

[Picture 3]

Boy: *Oh, Dad! I'm so happy I'm learning to drive! Can we do it again tomorrow?*

## Introductory Activities



### Look and say.

Write *prepositions of movement* on the board. Write the prepositions in a row under the heading: *along, through, up, down, towards, into*. Stick a picture or magazine cutout that illustrates one of the prepositions on the board, and describe it: *The girl is walking along the street*. Stick the corresponding word card under the picture, say the sentence again and have students repeat after you. Repeat the procedure with the remaining pictures and cards.

**Variation:** instead of sticking the pictures on the board, you can bring a sheet of construction paper, make a poster and display it on one of the classroom walls.

## Grammar



Invite students to look at the sentences on the board or poster and encourage them to think of their use. Draw students' attention to the prepositions and ask: *What is the position of the preposition? What do these prepositions indicate?* Write the explanation on the board / poster: *We use prepositions of movement after an action verb to indicate direction and mobility.*



## All Around Teaching Tips

If you can display posters in the classroom, do so! It is really important for students to use them as reference material during class time. Make posters where you include main language structures, vocabulary, useful phrases, etc.

## 3. Match. Then, complete.

Invite students to look at the pictures and read the sentences that describe them. Encourage students to read the prepositions. You can ask a volunteer to read the first sentence aloud and work with the whole class. Once students have understood the procedure, tell them to match the prepositions with the pictures and complete the sentences. Get some students at random to read their answers.

### » Answer key

- Freddy is running along the beach.*
- He is jumping through the ring.*
- He is walking towards the lion.*
- He is crashing into the wall.*
- He is climbing up the rope.*
- He is running down the mountain.*

## SB pages 68 and 69

### Objectives

- To revise prepositions of movement.
- To revise the Present Continuous tense.
- To learn about bugs.
- To identify and describe bugs.

### Language Focus

#### Production

- *The girl is running along the sidewalk.*
- *I like (butterflies). / I don't like (spiders).*

### Vocabulary

#### Production

- Prepositions of movement

#### Recognition

- *past, onto, over, across*

## Phonology



<i>past</i>	/ˈpɑːst/
<i>onto</i>	/ˈɒntə/
<i>over</i>	/ˈəʊvə/
<i>across</i>	/əˈkrɒs/

## Introductory Activities



### Scrambled sentences

Bring a picture showing many people doing different things. Write sentences that describe the picture in strips of papers and cut all the words; for example: *A / man / is / wearing / a / black / shirt*. Divide the class into teams and give students the word cards so that they put them in order and form true sentences about the picture. The first team that finishes forming the sentences wins.

## How to go about it (page 68)

### 1. Match pictures and sentences.

Invite students to look at the boys in the picture and say what they are doing: *One boy is looking at the city through some binoculars*. Invite students to talk about the different scenes the boy can see. Ask a volunteer to read the first sentence and identify the picture it describes. Invite students to read the remaining sentences and write the corresponding letters in the boxes. Once they have finished, tell students to complete the two sentences that appear below with other prepositions.

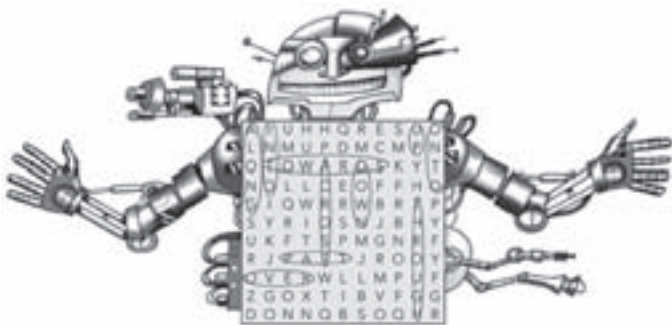
#### » Answer key

- The children are sailing across the river.*
- The TV set is falling onto the sidewalk.*
- The plane is flying over the skyscraper.*
- The girl is running past the museum.*

### 2. Find and circle 10 prepositions.

Encourage students to scan the wordsearch carefully and circle ten prepositions of movement. Ask them to exchange books with a classmate and compare their work.

#### » Answer key



## Introductory Activities



### Describe it.

Bring pictures illustrating bugs and display them on the board, name them and ask students to repeat after you. Choose a bug and ask the class to help you describe it; for example: *bee: it's black and yellow and it makes honey*. You can write key words next to each picture (*bee: black and yellow, honey*). Repeat the procedure for the remaining pictures. After describing each bug, invite students to say if they like them or not and why; for example: *I like ladybugs because they are beautiful. / I don't like tarantulas because they are dangerous*.

## How to go about it (page 69)

### 3. Listen and read.

Invite students to look at the two pictures next to the text and describe them. Ask: *What has the girl got? Where is she? What can you see in the other picture? Trees, water*. Then, discuss the title with the class. Ask students why they think this is an adventure holiday. Write their ideas on the board to check their predictions after reading the text. Tell students to listen to the audio CD and follow the reading text in their books.



## Listening 33

### Listen and read.

Narrator: *Sonia wants to be an entomologist in the future. She is crazy about bugs! Now, she is on holidays with her family. They are in the Amazon rainforest in Brazil. Sonia is taking photographs of all the bugs she can see because she is working on a school project. Look at the photos and read her notes.*

- butterfly / colourful wings*
- tarantula / eight legs (arachnid)*
- ladybug / black spots*
- ants / large colonies*
- beetle / wings (some fly)*
- bee / poisonous sting*
- mosquito / hot and humid places*

## Follow up

Now that they have listened to and read the text, invite students to decide if their previous ideas were correct and to analyse the information given in the text. Ask guiding questions: *Where is Sonia? What does she want to be? Why is she taking photographs of all the bugs?* Encourage the class to understand the meaning of the words from the context. Get some volunteers to read the text and each insect's characteristic. Encourage the class to point to the parts of the insects' bodies that are mentioned.

## Enrichment Activities



### Science quiz

Divide the class into groups of four. Invite them to choose two bugs from the text and write one question about each animal on paper strips: *How many legs has the tarantula got?* Ask students to exchange paper slips with another group. Invite them to sit in a circle and try to answer the questions one by one. If a group does not give the right answer, encourage the others to give the correct information.



## 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.

## SB pages 70 and 71

### Objectives

- To describe bugs.
- To read for specific information.
- To provide information about bugs.

## Language Focus

### Production

- *Has the bee got wings?*
- *Can cockroaches fly?*
- *They have got a pair of antennae.*
- *They can walk.*
- *They live in the forests.*
- *They don't eat plants.*

### Vocabulary

#### Production

- Bugs

#### Recognition

- *cockroach, antennae, exoskeleton, sting, grasslands, pests, camouflage*

## Phonology



<i>cockroach</i>	/ˈkɒkrəʊtʃ/
<i>antennae</i>	/ænˈtenɪ:/
<i>exoskeleton</i>	/ˈeksəʊskelɪtn/
<i>sting</i>	/stɪŋ/
<i>grasslands</i>	/ˈgrɑːslænd/
<i>pests</i>	/ˈpests/
<i>camouflage</i>	/ˈkæməflɑːʒ/

## Introductory Activities



### Listen and write.

Bring bugs picture cards. Divide students into two teams. Invite a student from one team to take a card and describe the bug to his / her team members without showing the card. Ask the student who guesses the bug's name to write it on the board. Repeat the procedure with the remaining cards, alternating teams. The team with the highest number of correctly spelled words wins.

## How to go about it (page 70)

### 1. Listen and read.

Invite students to look at the comic strip and ask them to explain what happens in the second part between Sonia's mother and brother, Daniel.



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Once they have said what the problem is, tell them to listen to the audio CD and follow the reading text in their books.



## Listening 34

### Listen and read.

#### [Picture 1]

Narrator: *Daniel and his mother are at home. His mum doesn't like bugs very much. There is a surprise for her!*

Boy: *Mum, what do cockroaches look like?*

Mother: *Well, they are not very nice. Some are brown, some are red. They have got a flat body and long antennae. They can fly...*

#### [Picture 2]

Boy: *So... I think you've got an enormous cockroach on your head.*

### Follow up

Ask students to read the comic again and underline information about cockroaches. Check the answers with the class and invite some students to act out the comic.

## 2. Complete the crossword puzzle.

Invite students to look at the photos of the bugs fragments. Ask some students to read the references aloud and check understanding. Then, tell students to solve the crossword puzzle. Get some students at random to come to the board and write the answers.

### » Answer key

**Down**

- It has got a round body with black spots and six short legs. It eats other small insects.
- They live in hot humid places. They have got six long legs and a long thin mouth.
- It is an insect. It has got a flat body and wings. It can walk rapidly and fly.
- It has got an exoskeleton that protects its body.
- It has got a poisonous sting. Its body is black and yellow. It makes honey.

**Across**

- It has got six legs and colorful wings. It eats water from the flowers. It lays eggs.
- They live in large colonies under the ground. They have got a pair of antennae and six legs.

**Answers:**

1. Cockroach  
2. Butterfly  
3. Beetle  
4. Mosquito  
5. Bee  
6. Ants  
7. Honey

## Enrichment Activities



1. Draw a chart on the board about bugs and their characteristics. Write the names of the bugs on the left column, and body parts and other special features on the top of the right columns. Ask students to put a tick or a cross according to the information they have read. Then, tell them to check their answers with their classmates by making questions about the bugs; for example: *Has the bee got wings? Can cockroaches fly?*

BUGS	Wings	Legs	A pair of antennae	Fly	Walk
Cockroach					
Ladybug					
Butterfly					
Beetle					
Mosquito					
Bee					

2. Write the names of bugs that have a characteristic in common and ask students to identify it. For example: *mosquito, bee, butterfly: They have got six legs and wings. They are insects. They can fly. / tarantula, cockroach, beetle: They can walk. / butterfly, ants, bee: They have got a pair of antennae.*



## All Around Learning Tips

### Peer Help

Weak students need help and support. Encourage quick finishers to help their classmates once they have completed their own assignments. In doing so, students consolidate their own learning and you create a positive classroom environment.

## How to go about it (page 71)

### 3. Find out and write T (True) or F (False).

Ask students to read the sentences and decide whether they are true or false. Encourage them

to correct the false ones. You can show them the pictures of the bugs to help them correct the false sentences.

» **Answer key**

- a. F
- b. T
- c. T

#### 4. Read and complete.

Invite students to look at the picture and ask them to identify the bug. Encourage them to read the information and also practise reading aloud. Then, tell students to complete the file card with the information from the text. Check the answers with the whole class.

» **Answer key**

*Name: Ladybug*

*Characteristics: Round body, bright red or orange with black spots on its back, six legs*

*Habitat: Forests, grasslands or gardens in the city*

*Habits: Hibernate during winter and lay eggs on plants in spring*

*Diet: Carnivore: Eat other small insects*

*Predators: Birds, frogs and spiders*

*Curiosities: Farmers love them because they eat plant-eating pests, can eat up 5,000 insects in its lifetime*

#### 5. Write about the praying mantis in your notebook.

Now, invite students to read the information provided in the card and encourage them to write about the praying mantis. They can add information they may know.

» **Answer key**

*The praying mantises are insects. They have got very long legs with spines to hold the prey and a triangular head.*

*They live in the tropical areas of the world.*

*They eat insects, frogs, spiders and even small birds! Bats, rodents, birds and frogs eat praying mantises. They can turn their head 180° and can camouflage.*

*Did you know that they can eat the head of their preys first?*



### All Around Learning Tips

Encourage students to 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. If we read students' work only to correct it, we will probably ignore the content and the real purpose of writing.

### Enrichment Activities



#### Bugs trivia

Divide students into two teams. Hold up a card and invite a student from one team to make a question about the insect: *Do mosquitoes sting?* Invite students on the other team to answer the question: *No, they don't. They bite.* Repeat the procedure with the remaining cards, alternating teams. The team with the highest number of correct questions and answers wins.

### Funny Activities



#### 1. Imaginary bugs

Divide students into groups of four. Invite them to create an imaginary bug. Tell them they can use a sheet of construction paper, old magazines, coloured pencils, scissors and glue. Ask them to invent a name for it and discuss its characteristics. Ask a volunteer from each group to describe the insect to the class: *This is a beetroach. It can fly.*

#### 2. Insect model

Materials: large, detailed photos of different insects, construction paper (1/8 sheet per student), pipe cleaners, cellophane, tissue paper, large sequins, modeling clay, coloured pens and pencils, scissors, glue.

Display the photos on the board and ask students to identify the different parts of the insect's body (*the head, thorax, abdomen, antennae and wings*). Make students notice where the legs and wings are attached to the body of an insect

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(on the thorax). Invite them to design an insect model with these connections in mind. Tell them to create their models by using cellophane or tissue paper for wings, sequins for eyes and pipe cleaners for legs and antennae. Finally, display the models in the classroom.



### 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. Read. Ask about the underlined information.

This activity is intended to revise making questions. Encourage students to revise the *wh*-words and word order in questions. Students read the text and write questions about the underlined information.

» **Answer key**

- What does Matthew do?*
- What time does he get up?*
- When does he go to the gym after work?*
- Where do he and his brother run?*
- Who is very healthy and loves adventure?*
- When does he go to the mountains?*

#### 2. Correct these ideas using the negative form.

In this activity, students have to write the sentences in the negative form. Ask them to recognise the verbs and identify the tenses. Then, tell them to write the verbs in the negative form to correct the ideas.

» **Answer key**

- Matthew doesn't work in a restaurant.*

- He doesn't get up at 6 am.*
- He and his brother don't run in the park.*
- He doesn't go to the mountains once a year.*
- He isn't wearing jeans and sandals.*

#### 3. Solve in one minute.

Invite students to revise the information about bugs mentioned in the unit. Then, ask them to answer the bugs quiz in one minute and test their knowledge.

» **Answer key**

- They have got six legs.*
- They live in the tropical areas of the world.*
- They have got an exoskeleton.*
- It lays its eggs in spring.*
- It eats insects, frogs, spiders and even small birds.*



### 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 page 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, you can see 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.

**How to play:** Students play in pairs, on their own board. Players place their counters on

the square signalled by the arrow (*Start here*). 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 choose, for example: **card:** *Unit 2 Around the Town*; **chosen number:** *5 Spelling*. So, the student has to answer both: **A** *Spell post office, fire station and restaurant* and **B** *Spell the numbers from 1 to 10*. 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.

» **Answer key**

### **Unit 1: Welcome Back!**

#### **1. Vocabulary**

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

#### **2. Spelling**

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

#### **3. True or False?**

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

#### **4. Complete.**

- A. Tom has got a *purple pen and a grey sharpener* in his school bag.
- B. Nancy *hasn't got* a blue sharpener.

#### **5. Answer.**

- A. *Science*.
- B. *On Fridays*.

#### **6. Talk about you.**

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

### **Unit 2: Around the Town**

#### **1. Complete.**

- A. Bob is a *pilot*.
- B. Justine *doesn't* work on a plane. She works in a restaurant.

#### **2. Vocabulary**

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

#### **3. Ask.**

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

#### **4. True or False?**

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

#### **5. Spelling**

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

#### **6. Answer.**

- A. *Between Jane and Tom*.
- B. *No, she doesn't*.

### **Unit 3: Busy Days**

#### **1. Answer.**

- A. *Hot and sunny*.
- B. *On Tuesdays*.

#### **2. Complete.**

- A. Jasmin *lives* in San Francisco.
- B. Lau's father is a *vet*.

#### **3. Spelling**

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

#### **4. Talk.**

- A. Students' own answers.
- B. *She gets up at seven am, has breakfast and brushes her teeth. Then, she goes to school. She has lunch at home and does her homework. In the afternoon she chats with her friends or watches TV. She goes to bed at about ten pm.*

#### **5. True or False?**

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



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### 6. Vocabulary

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

### Unit 4: Best Friends

#### 1. Talk.

- A. *He studies and does his homework.*
- B. Students' own answers.

#### 2. Complete.

- A. Toffee is a sociable dog because he *plays with the children in the neighbourhood.*
- B. Miss Carmen is worried because *Susie never works in class and she never does her homework.*

#### 3. Answer.

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

#### 4. Add the missing punctuation marks and capitalisation.

- A. *Where do you work?*
- B. *Susan hates vegetables. What does she like for lunch?*

#### 5. Vocabulary

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

#### 6. True or False?

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

### Unit 5: Pop Stars

#### 1. True or False?

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

#### 2. Answer.

- A. *To Italy.*
- B. *Because they are uncomfortable.*

#### 3. Mention the word's category.

- A. He has got straight *dark* hair. *Adjective*
- B. She can play her new *guitar* very well. *Noun*

#### 4. Talk about:

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

#### 5. Complete.

- A. Miley Cyrus doesn't eat *green* vegetables.

- B. Anna gets *excited* before a party.

### 6. Vocabulary

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

### Unit 6: Holiday Pictures!

#### 1. Answer.

- A. *A green dress.*
- B. *In hot, humid places.*

#### 2. True or False?

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

#### 3. Complete.

- A. Sonia wants to study about *insects.*
- B. Did you know that praying mantises can *camouflage?* (Sample answer)

#### 4. Choose.

- A. The plane is flying *over* the skyscraper.
- B. The boys are running *towards* the river.

#### 5. Vocabulary

- 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. Complete with the missing vowels.

waves  
sandcastle  
sun block  
surf  
shells  
sand

**2. Cross the odd one out. Justify.**

- a. beautiful (It's an adjective.)*
- b. fast (It's an adverb.)*
- c. sandcastle (It's a noun.)*
- d. swim (It's a verb.)*

**3. Write the -ing forms.**

*play – playing*  
*sail – sailing*  
*collect – collecting*  
*stand – standing*  
*surf – surfing*  
*drink – drinking*  
*eat – eating*  
*walk – walking*  
*read – reading*

**4. Now, look at these rules. Then write.**

*take – taking*  
*run – running*  
*ride – riding*  
*put – putting*  
*drive – driving*  
*sit – sitting*  
*dance – dancing*  
*have – having*

**5. Correct these ideas using the negative form.**

- a. The boy is not sitting on a chair. The boy's lying on the beach.*
- b. The boy isn't sailing into the sea. He's surfing into the sea.*
- c. The boy isn't running on the beach. He's making a sandcastle.*
- d. The boy isn't writing a letter. He's collecting shells.*

**6. Put the verbs in the correct tense.**

- a. am doing*
- b. watches*
- c. is sitting*
- d. isn't watching*
- e. is reading*
- f. are cooking*
- g. is having*
- h. is singing*

*i. is running*

**7. Read and write the correct form of the verb to be.**

- a. Ronald is going to bed. Look! He's wearing his new pink pyjamas.*
- b. Peter and Sally aren't doing their homework. They are talking.*
- c. My teacher is angry because I'm not studying for the exams.*
- d. It's raining. We can't play football in the garden.*
- e. Alex is late for school! He's running fast along the street.*

**8. Complete these sentences with the appropriate preposition.**

- a. The boy is walking into the school.*
- b. The children are riding their bikes along the sidewalk.*
- c. The plane is flying over the city.*
- d. They are skiing down the mountain.*

**9. Use the clues to write. Compare with your partner.**

- a. The mosquito eats blood and nectar. It has got a long, thin mouth. It lives in hot humid places.*
- b. The spider is not an insect. It has got eight legs. It lives under rocks in the gardens.*
- c. The beetle has got a hard exoskeleton. It has got wings. Some of them fly.*
- d. The butterfly has got colourful wings and six legs. It lays eggs.*
- e. The ladybug is a carnivore. It has got black spots. It hibernates.*
- f. The bee lives in large colonies. It makes honey. It has got a poisonous sting.*

# All Around Celebrations



## World Book Day

(March 3)

### Design a Book Cover.

**Materials:** Magazines, paper (half a sheet per student).

**Procedure:** Ask students about their favourite books and write them on the board. Elicit the names of different literary genres: *mystery, horror, comedy, science fiction, romance, fairy tale, detective story, etc.* and ask students to decide to which genre their favourite books belong. Distribute paper halves and magazines. Invite each student to design a cover for his or her favourite book. Tell students to write the title and the author's name decoratively and to draw or cut out pictures from magazines to illustrate the cover. Encourage students to write to which genre the book belongs on the inside back cover and also to include the reason why it is their favourite book; eg.: *I like Harry Potter*



*and The Goblet of Fire because it is an amazing adventure story. My favourite character is Ron and I really like Quidditch games.*



## World Health Day

(April 7)

### Sportswear Design

**Materials:** Construction paper.

**Procedure:** Brainstorm healthy and unhealthy habits with the class. Invite students to reflect upon the importance of exercising. Also draw their attention to the clothing items people wear when doing sports. Encourage the class to describe the clothes; for example: *comfortable trainers*. Tell students they are going to find out what kind of sportswear people of their age want to wear and design a piece of sports clothing for them. Divide the class into small groups and ask them to decide what kind of sports clothing they will survey: *sports shoes, jackets, sweatshirts*. Write the following prompts on the board and invite groups to think about what questions to ask: *colours, materials, images, length, size -tight / baggy*. Tell students to interview at least 15 people and record what they would like to include in the design. Finally, distribute construction paper and have groups sketch a design for the new product, which meets the needs highlighted in the survey. Ask students to write a description of the product below the design: *This is a sweatshirt. It is made of cotton and lycra*. Invite the groups to present their designs to the class.



## Earth Day

(April 22)

### Make Your Own Ecology Poster.

**Materials:** Construction paper, chalk pastels.

**Procedure:** Before students make their posters, you can show them different models and ask the class to describe them, discuss the message, decide if it is effective and why. Distribute construction paper and pastels. Invite students



to design a poster about caring for the environment. Tell them to invent and write a slogan for their posters. Display students' work around the classroom and school.

**Procedure:** Invite students to think of words and phrases for describing their fathers, draw pictures on the construction paper and cut them out. Next, ask them to paint and decorate their pictures with glitter, foil and any other material they choose. Then, tell them to hang their pictures from different lengths of string on a coat hanger. Display students' mobiles around the classroom and invite students to describe them.



## International Music Day (June 21)

### Make an Instrument.

**Materials:** Paper plates, dried beans, rice, glue, nylon string, shoeboxes, toilet paper rolls, tissue paper, rubber bands, waxed paper, masking tape, plastic bottles, combs, wooden sticks.

**Procedure:** Display materials on the table. Divide the class into pairs and have students take any materials they want to make a musical instrument. Each pair must make a percussion, wind or stringed instrument with the materials. Encourage students to display their instruments, give a performance of their sounds and describe them: *It's made of a (toilet paper roll). / It has got... / It's (red) (small).* Once students have created the instruments, invite the class to classify them into wind, stringed or percussion. Then, tell students to decide which instrument makes the loudest, softest, highest or lowest sound. Discuss which is the biggest, smallest and most appealing instrument.



## Friendship Day

(July 20)

### A Friendship Card

**Materials:** Paper, index cards, crayons.

**Procedure:** Distribute index cards, paper rectangles and crayons. Invite students to draw on their card a picture illustrating the most important aspect of friendship to them. Then ask them to write a corresponding definition on their paper rectangle. Display students' pictures around the classroom. Collect the definitions and redistribute them. Tell students to read the definitions and locate the corresponding pictures.

### Make a Card for Your Friend.

**Materials:** Construction paper, magazines.

**Procedure:** Distribute magazines and construction paper. Ask students to write a card for his or her best friend, telling him / her why they like them; eg.:

*Dear Mario,  
You're my best friend.  
I like you a lot because we play games and  
watch football matches together.  
Jorge*

They can also glue pictures from magazines or make drawings on their cards to decorate them.



## Father's Day (3<sup>rd</sup> Sunday in June)

### Mobile

**Materials:** Construction paper, glitter, foil, coat hangers (one per student).



## Mother's Day (3<sup>rd</sup> Sunday in October)

### Pressed Flower Cards

**Materials:** Small flowers and leaves, construction paper, glue, waxed paper.

**Procedure:** Cut construction paper into letter-sized rectangles (1 per student). Distribute materials. Tell students to fold their paper rectangles in half to make a card. Encourage them to arrange some flowers and leaves on the cover, leaving space to do some writing at the top. Ask students to carefully dab a little glue on the back of the petals, leaves and stems. Allow the glue to dry. Then, help students place a piece of waxed paper over the flowers and a heavy book on top. This will prevent the petals and leaves from curling. Leave cards for several hours in a dry, cool place. Finally, tell students to write a Mother's Day message on them to give to their mothers as a present.

### Mum's Place Mat

**Materials:** Student's family photos, construction paper, glue, white paper, clear contact paper, markers.

**Procedure:** For each student cut a rectangle (38 cm x 25 cm) from construction paper. Ask students to draw pictures representing the reasons for loving their mothers. Tell them to outline their pictures with markers and colour them brightly. Invite them to cut out and glue their drawing and family photos onto construction paper in the form of a collage. Encourage them to date and sign their work. Help students cover their collages with clear contact paper to seal the place mat.



## Happy Holidays!

### Make your own Wish Scroll.

**Materials:** A plastic film container, yarn, white paper, a nail.

**Procedure:** Ask students what they want to do for their summer / winter holidays. Divide the class into pairs and invite students to tell their partners five of their desires; for example: *I want to go to the beach this summer*. Then, encourage students to share some of their ideas with the whole class. Next, ask them to take the materials to make their wish scroll. Tell the class to cut out three circles (2,5 cm in diameter) and a long strip (2,5x 10 cm) from paper. Invite students to write their wishes in pencil first -you can correct their ideas before they put them into the film canister. Encourage the class to draw pictures to represent their desires on the paper circles. Once they have finished, students have to glue the circles onto a plastic film container: one on the lid and one on each side. Then tell students to roll up the strip and put it inside the container. Use a nail to make a hole on each side of the container, 2 cm from the top. Ask students to put one end of the yarn through each hole and tie two knots inside the container. Explain that they can wear their Wish Scroll around the neck and open it at the end of the summer / winter.

### Wish Scroll



## Track List - Audio CD

Track	Listening Activities	
1	Listening 01	Unit 1. Page 5. Listen and say.
2	Listening 02	Unit 1. Page 5. Listen and complete the chart.
3	Listening 03	Unit 1. Page 6. Listen and say.
4	Listening 04	Unit 1. Page 6. Listen and number.
5	Listening 05	Unit 1. Page 7. Listen and circle the correct option.
6	Listening 06	Unit 2. Page 12. Listen and read.
7	Listening 07	Unit 2. Page 12. Listen and say.
8	Listening 08	Unit 2. Page 14. Listen and read.
9	Listening 09	Unit 2. Page 16. Listen and read.
10	Listening 10	Unit 2. Page 19. Listen and draw.
11	Listening 11	Unit 2. Page 20. Listen and number. Sing! Song: <i>What do you do?</i>
12	Listening 12	Unit 3. Page 24. Listen and read.
13	Listening 13	Unit 3. Page 26. Listen and repeat.
14	Listening 14	Unit 3. Page 27. Listen and check: <i>What do you usually do?</i>
15	Listening 15	Unit 3. Page 28. Listen and circle.
16	Listening 16	Unit 3. Page 29. Listen and read.
17	Listening 17	Unit 3. Page 32. Listen and read.
18	Listening 18	Unit 3. Page 36. Listen and check.
19	Listening 19	Unit 4. Page 38. Listen and read.
20	Listening 20	Unit 4. Page 40. Listen and number.
21	Listening 21	Unit 4. Page 42. Listen and check.
22	Listening 22	Unit 4. Pages 44 - 45. Listen and repeat.
23	Listening 23	Unit 4. Page 47. Listen and read.
24	Listening 24	Unit 4. Page 47. Listen and say.
25	Listening 25	Unit 5. Page 51. Listen and check.
26	Listening 26	Unit 5. Page 53. Listen and read.
27	Listening 27	Unit 5. Page 54. Listen and check: <i>Interview with a star</i>
28	Listening 28	Unit 5. Page 56. Listen and read.
29	Listening 29	Unit 5. Page 59. Listen and check.
30	Listening 30	Unit 6. Page 62 - 63. Listen and read.
31	Listening 31	Unit 6. Page 62 - 63. Listen and check.
32	Listening 32	Unit 6. Page 67. Listen and read.
33	Listening 33	Unit 6. Page 69. Listen and read: <i>An Adventure Holiday</i>
34	Listening 34	Unit 6. Page 70. Listen and read.



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