

AROUND THE WORLD

FOLDER

S	INTRO	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	CLOSING
1	INTRO 10' Countries, Landmarks, food, clothes...	READING 15' Around the world in Eighty Days (Pages 3-9)	GRAMMAR How is going to be your summer? What are you going to do?	LISTENING Conversation ONE Fill the gaps	SONG K'Naan - Waving Flag -
2	READING 10' Around the world in Eighty Days (Pages 10-16)	SPEAKING Questions Map	WRITING PRACTICE NB Order the words + Write 6 questions	LISTEN AND SPEAKING Problem at the Train STATION	SPEAKING 10' Role Play
3		READING 15' Africa text This - These - That - Those	POST READING 10' MINITEST 5+5 NB Test your knowledge	WRITING A postcard from Scotland	SPEAKING Your Postcard Presentation
4	DATA 10' Flag Google Population 	READING The Holi Festival	PRACTICE QUIZ NB	LISTENING WATCHING HOLI Youtube	ART & CRAFT NB Design your flag My flag
5	South America Lonely Planet Kids 	READING Superlatives South America Facts	LISTENING Trains and Travels	PRACTICE Listening Test NB	SPEAKING Tell us about your flag
6	The Ticket	At the Train station NB OVERALL LEARNING	LISTENING Travelling abroad	PRACTICE Listening Test NB	GAME 10' Quizz

GROUP WORK -- Make a Tourist Guide about a real or fiction city. Example: [London](#)

Final Project: team work, design a tourism campaign and convince tourists rest of students (they must want) to go and visit the country so the tourist guides should explain well how the country and why to go there.

Watch the episodes on [Little Fox Website](#) and do the activities related to chapters 1,2 & 3

FUN TIME

Song - [Tour the world](#)

Know More with [Science Kids](#)

Song <https://www.youtube.com/watch?v=VwPUfcajRU0>

TOPICS: Daily Life, Countries, Routines, Costumes

Vocabulary: Nationalities, soil, path, means, truth, prince, unhappy, hungry, cold, bed, love, cry, window, princess, candle, sing, lantern.

Around the world story book: quiet, servant, robbery, railways, ship, suddenly, funeral, acrobat, mistake, bet, wall, slums, borders, goods, ethnic, healthcare.

Verbs: arrest, claim, escape, follow, die/died, pay/paid, steal/stole, take/took,

GRAMMAR:

To be going to

This - These - That - Those

Language functions

Giving opinions

LANGUAGE STRUCTURES

I think - I don't think / I would like to / I wouldn't like to...

I think that people will not eat food, they will eat tablets in the future

I think that we will live in other planets

I will be healthier if I eat fruits.

TENSE

All the tense learned along the year.

Future - To be going to (affirmative, negative and interrogative)

REVIEW

Wh-questions

All the time: past, present and future.

There is / are / was / were

ACTIVITIES

DAY 1 [Return to main menu](#)

INTRO

What countries and capitals do they know? How many continents are there? What landmarks they can link to any special countries and food? What clothes are typical ... what do they know about the world?

For example: London is the capital of U.K, Italy is famous for its pasta, Eiffel Tower is in Paris

Finally, They can write these new titles on their unit front. Give a couple of minutes to the students to design their covers of the new unit

ACTIVITY 1

READING 15'

Around the world in Eighty

Days (Pages 3-6)

Give a copy of the book to every pair of students so they can read it together. Choose some students to read and others to translate into mother tongue.

ACTIVITY 2

GRAMMAR

[To be going to.](#)

Introduce or review (as they may already know) the verb to be going to. Give them some easy examples and invite your students to translate some oral sentences from their mother tongue to English or produce some examples by themselves.

Going to expresses a certainty, such as something that is planned or inevitable, such as “We are all going to get older” or “I’m going to the school tomorrow”.

ACTIVITY 3

LISTENING 15'

Listen to the [conversation ONE](#)

[Fill the gaps](#)

CLOSING

SONG

[K’Naan - Waving Flag -](#)

Warm up.

Play the first 90 seconds of the song, then ask, What songs or musics do they know about the planet? What foreign singers do they know, what languages do the speak? where do they live?

DAY 2

INTRO

Around the world in Eighty
Days (Pages 10-16)

ACTIVITY 1

- 1: Controlled activity. Teacher choose some words from the screen and the students must create questions using these words.
2. Ask some students to answer the questions

ACTIVITY 2

WRITING 5'

Order the words GAME

Write 6 questions

ACTIVITY 3

LISTEN AND SPEAKING [Problem at the Train STATION](#)

Listen and practice

CLOSING

SPEAKING

Phileas Fog travelled around the world using ships and trains mostly, perhaps he faced a some problems like the one showed in the example, will the Ss be able to **create a similar conversation being Phileas Fog?**

DAY 3

INTRO

LISTENING & SPEAKING 10' [Ghana](#) Watch until min 3:20

Before starting the video:

- What is this country flag (It's GHANA)
- How do you imagine life in Africa / Ghana

While watching the video

- What are the differences and similarities between living in your country and living in the place watched in the video?
- What were they doing in the video? What clothes are they wearing? What instruments are they playing? Are the streets similar or different? Why? How about the schools?

ACTIVITY 1

READING 20'

PRE READING

Review the use of [This - These - That - Those](#)

Read the [Africa text](#) in class, choose some volunteers to read it aloud and help them with the most difficult words

[Test your knowledge](#)

Give the students some minutes to solve the test, after that, correct it together.

ACTIVITY 2

MINITEST 5+5

[Test your knowledge](#)

Now, tell your students that they have 5 minutes to complete the test. After that, correct it in big group, another 5 minutes for that

ACTIVITY 3

SPEAKING

Your Postcard Presentation

DAY 4

INTRO

READING 10' [Google](#)

Tell the students that all the [Flag](#) have got a meaning. Do they know what could mean the flag of India?

Before showing the flag, the teacher can tell some important details about india, for example their [Population](#) is over 1.300M and will be the crowdest in few years. China is 1400M. Hindi is the national language but also English is spoken there are lot of languages and religions, all of them living in peace. Bangalore's university is very famous and many of their students go to work to USA companies. Do they know anything else about India?

ACTIVITY 1

READING

[The Holi Festival](#)

ACTIVITY 2

PRACTICE

QUIZ

ACTIVITY 3

LISTENING

WATCHING
[HOLI Youtube](#)

CLOSING

ART & CRAFT
Design your own flag
Tell about your flag
[My flag](#)

ART & CRAFT 10' My flag

The students will draw their own flag representing their country, city or region and explain why they choose the colors and symbols on it. Use a whole a4 sheet from their notebooks.

DAY 5

INTRO

LISTENING South America [Lonely Planet Kids](#)

Do you know what is Lonely Planet? Tell about the most world wide best seller travel guide book.

Why do you think people need a book to travel? How can you get information if you don't have a book?

ACTIVITY 1

READING 10' Around the world in Eighty Days (Pages 14-16)

ACTIVITY 2

READING

Superlatives

[South America Facts](#)

ACTIVITY 3

PRACTICE Listening Test

CLOSING

SPEAKING 10' Tell about your flag

Some volunteers can come to the front of the class and talk about their flags, why did they chose the symbols and colours. Other's (if they feel reluctant to talk in public) can rather pick the teacher's phone and record their message outdoors.