

# Extra activities

## Welcome to our ezine

### Page 4

#### ● Extra activity 1: Making friends

Make pairs. If possible, pair students who don't know each other very well. Elicit some questions to find out personal information, e.g., *When's your birthday? Where do you live? Do you have brothers and sisters? What's your favorite band?* Either do this orally, or write the questions on the board. Individually, students choose and write six questions to ask their partner on a piece of paper. They then take turns asking and answering the questions. They write the answers under the questions. They write their friend's name at the top of the paper, decorate it, and then display it on the board.

#### ● Extra activity 2: Word race

This is an extension of Workbook page 4 Activity 1. Divide the class into groups of four. Give a large piece of paper to each group. They divide it into four. Tell students you will give them time limits to write other lists, as in Activity 1. Each time you say a category, give students two minutes to write as many words as they can think of in one part of the paper. Remind them to do it quietly so the other groups don't hear. At the end of the activity, groups swap papers with other groups. Brainstorm mind maps onto the board for each category. Students can be creative, but you must decide if their words are acceptable or not. The groups with the most words in each of the categories are the winners. Suggested categories: *things we eat, things we drink, things we carry, things we ride, things we play, things we take care of.*

### Page 5

#### ● Extra activity 1: Profiles

Students use the information they found out about in Student's Book Activity 6 to write a short profile of their partner. They use the texts in Student's Book Activity 4 as a model. Remind them to use the third person, e.g., *She likes riding ...*. Students display their texts.

#### ● Extra activity 2: Mime game

Introduce the game by miming one of the activities from the lesson, e.g., *playing the guitar*. Choose eight students to come to the front. Together they very quietly choose eight activities to mime to the class. They take turns miming the activities (they can include activities that are not from the lesson). The class watches and silently writes the activities in their notebooks. They don't speak. Students swap notebooks. The eight students redo their mimes one by one and the class says the activity. Students correct their partner's work. Repeat with another eight students and eight new activities.

### Page 6

#### ● Extra activity 1: Ezine page

Students work in groups of four to create their own ezine page about their school, using the texts and pictures on the Student's Book page as a model. They should include drawings and text. Display the posters around the class. Decide who wins "the prize."

#### ● Extra activity 2: Dictionary game

Elicit all the school words from the lesson (including school subjects) and write them as a mind map on the board. Students copy the mind map into their notebooks. In pairs, students write each word from the mind map on a separate piece of paper. They then arrange the words in alphabetical order. Pairs check with pairs. In groups of four, students place one set of word

cards down on their desks. Hand out dictionaries: one for each pair. Pairs take turns turning over words. Both pairs then race to find the word in the dictionary. The pair who finds the word first reads out the definition and "wins" the word. The game continues until all the words have been won.

### Page 7

#### ● Extra activity 1: School song

Students work in groups of four to write a new verse for the School song. Monitor and help the different groups. Some groups may only want to change a few words; others may feel confident enough to rewrite the verse.

Groups perform their verses, e.g., Group A sings their verse; the whole class sings a chorus; Group B sings their verse; the whole class sings a chorus, and so on around the class.

#### ● Extra activity 2: Word poems

Demonstrate the activity for the class. Choose a subject and write the word vertically on the board with the first letter at the top and the last at the bottom. Elicit/Write a word or phrase for each one so the poem looks like this:

*Multiply*

*Add*

*That's*

*Handy*

Students work in groups of four to create their own poems using other subjects. Groups display their poems for the class.

### Page 8

#### ● Extra activity 1: About our schedules

Students work in groups of four. They put their schedules on their desks and look for similarities and differences. They all stick their schedules on a large sheet of paper and write sentences underneath about what they found, e.g., *We all have two math lessons a day. No one has science on Monday. Only (name) has tennis on his/her schedules.* Groups take turns coming to the front, holding up their poster, and reading out their sentences to the class. Display the posters on the wall.

#### ● Extra activity 2: Writing together

Put students into pairs or groups of four. They read through the texts each of them wrote for Workbook Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell students that this is a cooperative activity, not a competitive one: they are trying to help each other. Students then rewrite their own texts on a piece of paper.

### Page 9

#### ● Extra activity 1: Role play

Make groups of three. Students read through the Student's Book story in their groups. They take turns being the three different characters. More confident students can role play the story for the whole class.

#### ● Extra activity 2: Fill in the words

Students close their Student's Books. Display a large sheet of paper with the blanked out text (see page T9) on the board. Students work in pairs to complete the text with the key words. Give them a time limit. They write the missing words in a list in their notebooks. Students swap notebooks with other pairs for correcting. Check with the class.

**Key:** 1 writing, 2 understand/read, 3 Rosetta, 4 languages, 5 languages, 6 understand/read, 7 Rosetta, 8 understand/read, 9 hieroglyphics

# Unit 1

## Page 10

### ● Extra activity 1: Matching game

Dictate the following times to students: 2:15, 10:30, 4:10, 5:40, 6:45, 12:30, 11:25, 7:55. Hand out two sheets of colored paper / thin cardboard one white, one blue, to each pair. They divide and then cut each one into eight squares. On the white paper / cardboard they write each time in words, e.g., *quarter after two*; on the blue one they draw clocks to show the different times.

Make groups of four. Students put their cards face down on the table and mix them around. They take turns turning over one white and one blue card. The student says the time on each one aloud. If they match and the student has said them correctly, he/she keeps the pair. If they are not a match or if the student has made a mistake, then he/she turns the cards face down again. Game continues until all the cards have been matched.

### ● Extra activity 2: My day

Students work individually and write a sequence similar to Workbook Activity 3 for their day in their notebooks. They write the sentences on different lines. At the end of each sentence, they draw a clock showing the time. They swap their notebooks with a partner and check each other's work.

## Page 11

### ● Extra activity: Talking about yesterday

Write *Today* in a box on the board with the following verbs underneath: *have, start, catch, finish, get dressed, go, begin, come, wake up, get up, eat, drink, put, take*. Write *Yesterday* in a box on the board and elicit one example from the list, e.g., *have—had*, and write *had* in the box. Students work in pairs to write the other words in the past. Elicit from pairs and complete the box on the board.

In their pairs, students write four sentences on strips of paper about the time they do/did things in the day: two in the present and two in the past. Collect the strips of paper. Make four teams. They line up, with the student at the front facing the board. Erase the board and write only *Yesterday* on one side and *Today* on the other. Read out a sentence at random. According to whether the sentence is in the present or the past, the students at the front of each team run and touch the correct word on the board. The first to do so wins a point for their team. The runners go to the back of the line. Continue with the other sentences until everyone has had at least one turn.

## Page 12

### ● Extra activity 1: TV show survey

Elicit the question for finding out favorite shows from students (*What's your favorite TV show?*). Elicit possible responses, e.g., the name of the show or *I don't have one*.

Students prepare a five-column by seven-row survey chart. They write *Question* at the top of column 1, and *Name* at the top of the other four columns. Down the left-hand side they write six questions to ask their friends. Make sure they notice that we say *What's your favorite TV sports/cartoon/news/quiz show?* But we say *What's your favorite TV series/documentary?* (without using *show*).

Students move around the class, asking the six questions of four friends. They note their answers. Discuss with the class which their favorite shows are.

### ● Extra activity 2: Making a TV show

Students work in groups of four. They choose a TV show they know well, e.g., a series, a quiz, a comedy or a news show.

They write a short script, to include all four students in the group. They rehearse their scripts. Monitor and help groups at this stage, providing input on language and content. When all the groups are ready, they perform their show extracts for the class. Photograph or film their efforts.

## Page 13

### ● Extra activity 1: Reading race

Make groups of four. Give each group their questions (see page T13) and give them reading time. Put copies of a newspaper TV schedule on the wall where groups cannot read them from their desks. Tell the class the rules and demonstrate the race with an example question.

Rules: The groups read the first question, then one student from each group goes to the TV schedule to find an answer. They have to remember the answer, come back to their group, tell them, and they record it on their paper. Only one student can be away from the group at any one time. Students take turns as the "runner" and the "writer." Start the race. Note the time that each group finishes (let them all finish). Groups swap papers. Correct as a class for groups to score each other's answers. The group with the most correct answers (including spelling) is the winner.

### ● Extra activity 2: Presentations

Students use the information from Workbook Activity 14 to prepare and give short oral presentations to the class (one to two minutes). They should make notes before their presentation and can use these when they are speaking, but they shouldn't write the complete text to read aloud. You can spread the presentations over several days or students can present in small groups.

## Page 14

### ● Extra activity 1: Comparing information

Make new groups of four that do not contain any of the pairs from Student's Book Activity 17. Students use their notes about their friend to report to the group. They take turns reporting one piece of information, e.g., *Luca watches TV seven times a week*. If another student has found out the same information about their friend, they can add it, e.g., *Oh, Gemma watches TV seven times a week, too*. After they have all orally reported about their friends, tell groups to put away their notebooks. Hand out large sheets of paper to each group. They prepare group posters about their friends' TV habits, using the information from Activity 17. They can organize/present the posters in whatever way they like, apart from writing texts (that they are going to do for Activity 18). Students display their posters on the wall.

### ● Extra activity 2: Writing together

Put students into pairs or groups of four. They read through the texts each of them wrote for Workbook page 14 Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell students that this is a cooperative activity, not a competitive one: they are trying to help each other. Students then rewrite their own texts on a piece of paper.

## Page 15

### ● Extra activity 1: Role play

Make groups of five. Students decide on their roles and then read through the Diggory Bones story in their groups. They extend parts of the story as they wish, e.g., the interview with Diggory. They prepare and practice their role plays as a group and perform their stories for the whole class.

- **Extra activity 2: The news**

Students work in pairs. They use the information from the previous episode, this episode, and their imagination to extend the news item about the professor and the Baloney Stone, so that it lasts about one minute. Set up a news desk at the front of the class for the pairs to read their news items. Vote as a class for the best, funniest, most imaginative news item.

## Page 16

- **Extra activity 1: Our cartoon**

Students work in pairs or groups of four. Organize the groups so that there is a balance of different creativity, artistic ability, writing ability, etc. in each one. They discuss their ideas for a cartoon and then transfer their ideas to paper for presentation/display. Provide prompts on the board, e.g.

Name:

Themes:

Characters:

Technique: (cell animation, models, hand-drawn)

Example of storyline:

Example drawings of some of the characters:

Students present their ideas to the class. Vote for the best cartoon idea.

- **Extra activity 2: Class survey**

Students use the questionnaire from Workbook Activity 1 as the basis of a class survey. Students work in pairs and ask each other the questions. They record the information. Make new groups of six. Students report the information they found out from their partner to the group. The group collates the information onto a grid. Collate the class survey onto the board.

## Page 17

- **Extra activity 1: My personal timeline**

Students work individually to make a timeline about their own lives. Brainstorm with the class some key points in students' lives, e.g., *starting school, moving to a new place, learning to walk, learning to swim, starting English*. Students draw their own timeline on a large piece of paper with the heading *My personal timeline*, divide it into years and then write the information above or below the relevant sections. They illustrate the information. Students compare timelines.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on cartoons onto the board. Check students understand them and know how to say them. In their vocabulary books, students write the heading *Cartoons*. They write the new words, phrases, and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I learned about how cartoons are made. I made my own flipbook*. If time, students can illustrate the page.

# Unit 2

## Page 18

- **Extra activity 1: Sentence parts**

Students work in pairs. They write at least six sentences using *going to*, including questions, negatives, and affirmatives. They write each one on a strip of paper and cut it up, as in Student's Book Activity 3. They swap their sentences with another pair, who try to sequence them correctly.

- **Extra activity 2: Number code**

Show students how to create their own number code for the letters of the alphabet. They write the letters A to Z in a row

and numbers above each letter in any order they want, e.g., just even numbers (A = 2, B = 4, C = 6, etc.), or starting at 26 (A = 26, B = 25, etc.). Students work in pairs. They make up their code and then each write a message in the code (by writing the numbers that represent the letters). Then they swap messages and decode them.

## Page 19

- **Extra activity 1: Song time**

Brainstorm ideas for other verses for the song, e.g., *going to work all night, and do it right / teach them sums, and make it fun*. Students work in threes. They rewrite a verse and illustrate it with an amusing picture. Groups sing their verses and display their work.

- **Extra activity 2: My Calendar**

Students write their own imaginary calendars (using Sam's in Workbook Activity 7 as a model) for the next weekend. They include times and also add their own ideas. Students work in pairs. Students take turns asking and answering questions about each other's calendars and write a note in their calendar about what their friend is doing when.

## Page 20

- **Extra activity 1: Disappearing text**

This activity uses one of the texts from Student's Book Activity 8. Either write one of the shorter texts or part of one of the longer texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask students to take turns reading it aloud (books closed). Erase the jobs from the text. Ask students to read it aloud again, filling in the words that have been erased. Continue, erasing a different class of words each time until there are only a few words left, e.g., proper nouns.

- **Extra activity 2: Famous people's lives**

Elicit names of famous people from the students' home country, e.g., cooks, actors, writers, sportspeople. Choose one of the people you are familiar with and elicit what students know about his/her life. Write notes about the person's life on the board. Students use the notes to write a short biography of the person in their notebooks, similar to the ones on Student's Book page 20.

## Page 21

- **Extra activity 1: Predictions**

Students work in groups of six. They draw a chart like the one in Student's Book Activity 14, putting their name at the top of the list and then their friends' names down the side. They have an extra column on the right (for the jobs). Brainstorm ideas and put them into a mind map about what students love doing, to give them ideas. Students write what they love doing in the column next to their own name. Elicit/Provide the questions: *What do you love doing? What are you good at?* Students take turns asking the questions of the others in their group and noting the answers in the middle column. Students use the information to complete the third column alone. Then they discuss their predictions as a group, e.g., *I think you're going to be ...*. Discuss students' predictions for each other as a class.

- **Extra activity 2: Guess the job**

Play the CD from Student's Book Activity 11 again. Students work in pairs. They write a short dialog, that gives clues about a job, but that doesn't say exactly what it is. Encourage students to be creative and funny. Pairs role play their dialogs for the class to guess the job.

## Page 22

### ● Extra activity: What's the job?

Students use the texts they wrote for Workbook Activity 19 in a guessing game. They look back through their texts and cross out the actual job. Ask for six volunteers. They come to the front. The students take turns reading their texts aloud. The rest of the class listens in silence and writes down what they guess the job is. They do this for all six. At the end, check the answers with the students at the front. Repeat with six more volunteers.

## Page 23

### ● Extra activity 1: Role play

Make groups of five. Students decide on their roles and then read through the story in their groups. They extend parts of the dialogue in their groups as they wish, e.g., Sir Doug can go to the library, too. They prepare and practice their role plays as a group and perform their stories for the whole class.

### ● Extra activity 2: Job alphabet

Students divide a piece of paper into 26 squares. They write a letter of the alphabet in the corner of each square. The squares should be big enough to write at least one word in. At the top of the page, they write *Jobs*. Students look back through the unit to find all the jobs they can that begin with different letters of the alphabet. They write the words in the appropriate places. Students discuss and compare.

## Page 24

### ● Extra activity 1: Draw and label

Students copy the diagrams from Student's Book Activities 2 and 3 into their notebooks and label them. Underneath, they write about their own teeth, saying how many incisors, canines, premolars, and molars they actually have.

### ● Extra activity 2: Other animals and their teeth

Make groups of four. Students use reference books and/or the Internet to find out other amazing facts about animals and their teeth. Before the activity, brainstorm some animals and questions with the class to give them ideas, e.g., *Do snakes have teeth? How big was a dinosaur tooth? Do any other animals brush their teeth? Can any animals regrow their teeth? What animals have tusks?*

Students find out the information in their groups and transfer it onto a poster. They can draw pictures of the animals. Display the posters on the wall. Students walk around the room and look at all the posters. They find what they think is the most amazing fact and write it in their notebooks.

## Page 25

### ● Extra activity 1: Brushing my teeth

Students write the text on brushing their teeth from Student's Book Activity 5 in the correct order in their notebooks. Once they have done this, they rehearse brushing their teeth in this way, allocating timings to the different activities.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on teeth onto the board. Check students understand them and know how to say them. In their vocabulary books, students write the heading *Teeth*. They write the new words, phrases, and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I did an experiment. I learned about the different teeth people have. I know how to brush my teeth correctly.*

# Review Units 1 and 2

## Page 26

### ● Extra activity 1: Songs and chants

Sing one of the songs or do one of the chants from Units 1 and 2.

### ● Extra activity 2: Phoning Peter

Tell students they are going to write the telephone conversation between Sarah and Peter (see Student's Book Activity 1). Give them time to re-read the conversation in the Student's Book first and elicit the things that Sarah needs to ask Peter. Write the beginning of the phone call on the board:  
*Peter: Hello?*

*Sarah: Hi, Peter. It's Sarah. ...*

Students work in pairs to continue the conversation. Tell them to use their imagination. (Will Peter say "yes" or "no"? Does he have a different suggestion about where to go?) Monitor and help with language. Students practice their phone call. Ask volunteer pairs to perform their call for the class.

## Page 27

### ● Extra activity 1: Vocabulary review

Students look back through Units 1 and 2, checking they have noted all the key vocabulary in their vocabulary books. They write example sentences for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *TV shows* and *Jobs*.

### ● Extra activity 2: Games and activities

Students choose one of the games or activities from Units 1 and 2 to do again.

# Unit 3

## Page 28

### ● Extra activity 1: Following directions

Organize the tables in the classroom so that there are "roads" for students to walk along and corners and turnings. Place labels on some of the tables, e.g., *museum, station, supermarket*.

Demonstrate the activity by giving simple directions for a student to follow. In pairs, students write a short set of directions for another student to follow around the class. All students start with *You are outside/at the (place)* and they have to take the person to a certain place in the "city" (classroom). They can choose where to start. Write prompts on the board, e.g., *Take the ... , Turn ...*. Pairs take turns giving directions to another student.

### ● Extra activity 2: Now draw the map

Students work in pairs and draw and label a map of the part of the city as described in Workbook Activity 1. They can add to the map, but all the features mentioned in the text must be there and correct. Students swap maps. Read the text aloud to the class. They follow on the friend's map, as if they are the bus driver, to check.

## Page 29

### ● Extra activity 1: Correct the mistakes

Focus students on the map in Student's Book Activity 4. Tell them you are going to give them some directions to follow. Display the large sheet of paper (see page T29). Students read and follow the directions to find the mistakes. They check in pairs. Check with the class.

### ● Extra activity 2: How to get there

Tell students that a friend is going to visit their house or school and needs directions from, e.g., the train station, or the bus stop. Provide a simple email format on the board for them to complete:



Hi (name)  
 It's great that you are coming to visit. Here are the directions  
 so you can find my house/school easily.  
 You start at ... (lines for directions)  
 Here's my cell phone number in case you get lost.  
 Good luck and see you soon  
 (Name)

## Page 30

### ● Extra activity: London posters

Review what students thought were the most exciting things about London from the warmer and from the reading. Tell students they are going to make a poster, in groups of four. The poster is to promote London and to make people of their age want to go there, so it has to be exciting, colorful, and interesting. Students can use reference books and the Internet to find information. They can print pictures off the Internet, but they have to write their own text. Give them planning and research time and then time to prepare their posters. Display the posters around the classroom or the school.

## Page 31

### ● Extra activity 1: Drawing a map

Students draw a map to illustrate their directions from Student's Book Activity 14. They then write the directions underneath it.

### ● Extra activity 2: Ten questions

In pairs, students make a quick mind map of all the jobs they can remember, then secretly choose one of them. Pairs take turns coming to the front. The rest of the class can ask ten *yes/no* questions to guess their job. If the class does not guess in ten, the pair of students scores 1 point. If the class do guess, the pair who guesses correctly wins 1 point.

## Page 32

### ● Extra activity 1: Spelling

Students work in pairs. StudentA closes his/her book. StudentB says a word from Workbook Activity 18. StudentA says the word and tells StudentB if it has the sound /s/, /ʃ/, or /tʃ/. StudentA then writes the word in his/her notebook, thinking carefully about the spelling. StudentB checks StudentA's spelling. Then they swap roles. Repeat two or three times.

### ● Extra activity 2: Pelmanism

Students close their books. Hand out a photocopy of the 12 words in Workbook Activity 18 to pairs of students. They cut them into 12 cards. They put the cards face down on the desk. Students take turns turning over two cards and saying the words. If the words have the same sound (the ones that are underlined), he/she keeps the pair. If not, he/she turns them face down again. When most or all of the cards are paired up, students check with another pair.

## Page 33

### ● Extra activity 1: Role play

Make groups of four. Students decide on their roles and then read through the story in their groups. They extend parts of the dialog in their groups as they wish, e.g., Sir Doug can go to Egypt, too / Brutus is doing a different job. They prepare and practice their role plays as a group and perform their stories for the whole class.

### ● Extra activity 2: Following directions

Organize the tables in the classroom so that there are "roads" for students to walk along and corners and turnings (similar to Extra activity 1 for page 28). Students make labels for places in the city and place them on some of the charts, e.g., *museum*,

*station*, *supermarket*. Demonstrate the activity by giving simple directions for a student to follow. In pairs, students write a set of directions for another student to follow around the class. Students can start the directions wherever they like, e.g., *You are outside the museum / at the school*, and they have to take their partner to a certain place in the "city" (classroom). Write prompts on the board, e.g., *Take the ...*, *Turn ...*. Pairs take turns giving directions to another student.

## Page 34

### ● Extra activity 1: Cavemen

Brainstorm with the class what they know about cavemen: what they wore, where they lived, what they ate, how they hunted, what they looked like, etc. Students use the information to write a short text in their notebooks about cavemen. They can personalize, e.g., imagine they are a caveman for a day.

### ● Extra activity 2: The Industrial Revolution

Use pictures to brainstorm key aspects of the Industrial Revolution with the class (trains, factories, mechanization, cities, speed, and ease of travel). Students work in groups of four. They choose one aspect of the Industrial Revolution, e.g., the railways / the first steam train, and find out about it, using reference books / the Internet. They present their information on a poster with pictures and a short text and groups take turns talking to the class about what they learned.

## Page 35

### ● Extra activity 1: What we did for the project

Students reflect on and then write about what they did for the project: what they talked about, how they decided what to include and why, the process of drawing the city plan (was it difficult?), the name they chose and why.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on cities onto the board. Check students understand them and know how to say them. In their vocabulary books, students write the heading *Cities*. They write the new words, phrases, and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I learned about the history of cities. I learned about the Industrial Revolution. I created a plan for a new city in my group.*

# Unit 4

## Page 36

### ● Extra activity 1: Role play

Display the CD script from Student's Book Activity 1 on the board. Make groups of four. Students take turns being the different characters and role play the story.

### ● Extra activity 2: Timeline

Students put the sentences from Workbook Activity 3 on timelines, using the same colors as before.

## Page 37

### ● Extra activity 1: Palms up or down?

Students work individually and write sentences about things they were doing / that happened to them during the previous week. Some must be true; others can be false. They write six sentences in all. Supply some examples, e.g., *I was shopping with my mom when I saw a tiger in a tree.* Make groups of four. Students take turns reading their sentences to the group. The students guess true or false, but they don't say it. They put one hand down on the table, palm up for true, palm down for false. Correct guesses win a point. Elicit the strangest true sentences from students at the end.

### ● Extra activity 2: Survey

Students prepare a five-column x seven-row survey chart in their notebooks. Students write six questions in the left-hand column, beginning *What were you doing at ... ?* and adding times. They interview four people, write their names at the top, and then write their answers in the relevant column using the past progressive.

## Page 38

### ● Extra activity 1: Important dates in my life

Draw a life timeline on the board for an imaginary student (Sylvia). Mark six dates along the timeline, e.g., *Born on June 27, 1995, Baby brother born in 1998, Started school in September 2000, Learned to swim in February 2001, Moved to a different house on October 31, 2003, Got my pet dog Frankie on December 25, 2005.*

Elicit sentences from the class about Sylvia's life. Check they say the days correctly (use of *in, on*, pronunciation of months, ordinals, years, etc.). Students work individually. They draw a timeline for themselves in their notebooks and mark six points along it. Make groups of four. Students take turns telling each other about the events in their lives. They find out if they have any dates or events in common. Students write sentences about the six events in their lives under the timeline.

### ● Extra activity 2: Date bingo

Write 16 complete dates on the board, e.g., *October 15, 2003*. Students draw a 2 x 2 bingo grid in their notebooks and choose four dates. They write one in each square in their notebooks. Call out the dates at random. Students cross out ones that they hear. The first student to cross out all four is the winner, if they can then say all four dates correctly.

## Page 39

### ● Extra activity: The other hemisphere

Display a world map or show students a globe. Teach *the northern hemisphere* and *the southern hemisphere*. Ask students if they have ever visited friends or relations in the other hemisphere. If they have, ask them what the weather was like in the month they visited. Write the months of the year horizontally on the board. Above the months (for the northern hemisphere), mark in the seasons. Below the months (for the southern hemisphere), mark in the seasons. Ask students, e.g., *When it's summer for us, what season is it in the southern/northern hemisphere?* (winter). *What do you think people do then?* Repeat for another season. Students copy the chart into their notebooks. In pairs, they discuss what people do in the different months in the other hemisphere. Check students are using the simple present. Elicit their ideas.

## Page 40

### ● Extra activity 1: Recording survey information

Students write sentences about their three friends in their notebooks using the information they gathered in the survey in Student's Book Activity 15, e.g., *At 8:45 yesterday morning, Joanna was walking to school with her brother.*

### ● Extra activity 2: Writing together

Put students into pairs or groups of four. They read through the texts each of them wrote for Workbook Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell students that this is a cooperative activity, not a competitive one: they are trying to help each other. Students then rewrite their own texts on a piece of paper.

## Page 41

### ● Extra activity 1: Role play

Make groups of three. Students decide on their roles. Play the CD of the Diggory Bones story. Students repeat in role. They

read through the story in their groups. They repeat twice more, changing roles each time.

### ● Extra activity 2: Birthday chart

Display the birthday chart (see page T41). Tell students when your birthday is, write the date and your name on a piece of paper, and stick it in the appropriate segment of the birthday chart. Students work in pairs. They ask their friend when their birthday is and write their name and the date on a small piece of paper. Students then stick the paper in the correct part of the birthday chart. Discuss with the class, e.g., *Look. There are no birthdays in February. How many of you have birthdays in April?*

## Page 42

### ● Extra activity 1: Catch me if you can

Students work in pairs. StudentA closes his/her book. StudentB starts reading one of the texts from the Student's Book page. He/She makes a deliberate mistake, e.g., *The plates under the earth are always moving quickly.* When StudentA correctly spots the mistake, he/she gains a point. StudentB continues until the end of the text. Then students swap roles.

### ● Extra activity 2: My own wordsearch puzzle

Students look back through Unit 4 to find ten words connected with disasters. They make a wordsearch puzzle including the ten words and write the words underneath (scrambling the letters). Students swap wordsearch puzzles with their partner and find the ten words. Pairs then review the words from both wordsearch puzzles together.

## Page 43

### ● Extra activity 1: Write about your volcano

Students write a personal report on how they made the volcano in the lesson, including what was easy and what was difficult. They use the connectors *First, then, next, lastly*. Students write the first draft and then swap with a partner for correction. Students then write a revised draft.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on the Earth's surface onto the board. Check students understand them and know how to say them. In their vocabulary books, students write the heading *The Earth's surface*. They write the new words, phrases, and expressions, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I learned how volcanoes got their name. I know what the Richter Scale measures. I made a volcano.*

# Review Units 3 and 4

## Page 44

### ● Extra activity 1: Project Part 2

Complete the project on volcanoes with the class.

### ● Extra activity 2: Songs and chants

Sing one of the songs or do one of the chants or rhymes from Units 3 and 4.

## Page 45

### ● Extra activity 1: Vocabulary review

Students look back through Units 3 and 4, checking they have noted all the key vocabulary in their vocabulary books. Students can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *City life* and *Disasters*.

### ● Extra activity 2: Games

Students choose one of the games from Units 3 and 4 to play.

## Unit 5

### Page 46

- **Extra activity 1: Role play**

Display the CD script from Student's Book Activity 1 on the board. Make sure all the students can see it. Make groups of three. They take turns role playing the story, using mime, e.g., for the spider.

- **Extra activity 2: What's it made of?**

Students work in groups of four. They each select six things (from their bags, their clothes, etc.) to ask questions about using *made of*. If they are not sure what the object is made of or how to say it in English, they can check with you / their dictionaries. Students take turns asking their friends in their groups about the objects they have chosen, e.g., *What's my watch made of?* At the end of the activity, elicit what was the most common material in their group.

### Page 47

- **Extra activity: My imaginary house**

Brainstorm ideas with students as to what houses are made of. Explore many different possibilities from around the world with the class. Individually, students draw a picture of an imaginary house or one from somewhere in the world and write a text about it, using the text from Workbook Activity 6 as a model. Students swap texts and read about their partner's house.

### Page 48

- **Extra activity 1: Natural or man-made**

Students each make a list of the clothes and objects that they are wearing, e.g., *watch, jewelry, glasses*. Next to the object, they write what it's made of. Then they categorize the information into two columns: *man-made* and *natural*, and see which they have more of. Students compare with their friends.

- **Extra activity 2: Find the one that doesn't belong**

Demonstrate the activity for students. Write on the board: *car, jewelry, ruler, shoes*. Elicit which one doesn't belong: there may be more than one answer, e.g., shoes can't be made of metal, but the others can; cars can't be made of wood, but the others can. Students work in pairs. They write a list on paper of six groups of four words, each with one item that doesn't belong. In their notebooks, they write their answer for each one. They swap papers with another pair and take turns saying which thing they think doesn't belong for each group. Encourage students to be inventive. Monitor and help.

### Page 49

- **Extra activity 1: Finding out**

Write a source material on the board, e.g., *wool*. Ask the class how many things they can think of that are made of wool, or have wool as part of their content. Elicit their ideas, e.g., *clothes, mattresses, blankets*. Make groups of four. Each group needs an encyclopedia and/or access to the Internet or school library. Give each group a source material to research: they have to find as many things as they can that are made of / contain that material. Suggested source materials: metal, trees, wool, animals (but not their fur/hair), plants or parts of plants (not trees). Students have about ten minutes to do their research. They collate their information onto a poster and present their findings to the class.

- **Extra activity 2: Material chains**

Students work in groups of three to make material chains. They work on one piece of paper. They start with a material, e.g., wood, and draw an oval around it like a link in a chain in the center of the paper.

Students take turns making other links, either to the left or to the right, with something that's made off/from the material, e.g., paper, or that the object comes from. For example, the link from paper could be plants (leaves – papyrus) as paper can be made from that, too. Give students thinking time as they play the game. It will encourage them to think laterally. Provide suggestions.

### Page 50

- **Extra activity 1: Picture a sound**

Elicit words from the lesson with the phonemes /eɪ/ and /eə/. Write them on the board, including *take, break, great, wait, gate, ate, chair, pear, Clare, bear, wear* and *where*. Students work in pairs. Hand out eight pieces of thin cardboard to each pair. They choose four of the words on the board. For each of the four words, one student writes the word on a piece of cardboard and the other student draws a picture representing the word (e.g., StudentA writes *bear* on a card, StudentB draws a bear on a different card). Make sure students swap so that they each do two drawings and write two words.

Make groups of four. Students put their cards together so they have 16 cards. They mix them up, turn them face down and play a game of matching pairs: students take turns turning over two cards at a time. If they get a matching word and picture they say the word and take the two cards at a time. If the cards don't match, they turn them over and it is the next student's turn.

- **Extra activity 2: Writing together**

Put students into pairs or groups of four. They read through the texts each of them wrote for Workbook Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell students that this is a cooperative activity, not a competitive one: they are trying to help each other. Students then rewrite their own texts on a piece of paper.

### Page 51

- **Extra activity 1: A different ending**

Make groups of three. Play the CD of the Diggory Bones story. Students repeat in role. Students then work together to rewrite the final two frames. They write the new story in their notebooks. They then practice the role play. Groups perform their role plays for the whole class.

- **Extra activity 2: Who said it?**

Students look back through the episodes of the Diggory Bones story. In pairs, they find six short phrases that people said. They write the phrases on six strips of paper. Collect the strips from students. Make four teams. Teams allocate numbers to their team members, starting from 1. If the smallest team has, e.g., six members, and the others have seven, then the larger teams will number 1–6 and then start at 1 again. Select a strip and call a number at random, e.g., *Four*. A team member with that number has to answer. Read out the quotation from the story. The first to answer correctly with the name of the speaker wins a point for their team. Repeat, calling a different number and reading a new quotation each time. If there are two number 1s in a team, only one can answer at any one time.

### Page 52

- **Extra activity 1: Alternatives to plastic**

Refocus students on the question at the end of the text in the Student's Book (How many plastic things can you think of?). Put students into groups of four. Tell them to think about the time between when they got up this morning and now and to list all the plastic things they have used during

that time. Provide dictionaries if they need them to check vocabulary. Students draw a line vertically down a sheet of paper. They head one side *Plastics* and list the plastic objects there. They head the other side *Alternatives*. They try to think of an alternative material or object for each plastic one. For example, in the *Plastics* column they have written *cup*. In the *Alternatives* column they could write *glass*. At the end of the activity, elicit how many plastic objects they couldn't find alternatives for. Ask other groups for their ideas.

### ● Extra activity 2: The most useful plastics

If students did Extra activity 1, they work in the same groups of four. They look at the list of plastic items they wrote and rank them in order of how useful they are (1 is the most useful; 5 is the least useful). They should come to a group decision. If they didn't do Extra activity 1, students work in groups of four. They brainstorm all the plastic things they have used that day and then allocate them to the number scale 1–5.

Elicit ideas from groups and compare their rankings.

## Page 53

### ● Extra activity 1: Our ideas for reusing plastic

Students write a personal report on the making of the picture frame. They can use the instructions to provide them with a framework.

On a piece of paper, students write up at least one more idea for reusing a plastic item. They write it as a set of instructions with simple pictures. Make a class book of ideas. Display the book and encourage students to try out their friends' ideas.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on plastics onto the board. Check students understand them and know how to say them. In their vocabulary books, students write the heading *Plastics*. They write the new words, phrases, and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I learned the names for different plastics. I know how plastic is recycled. I made a picture frame from recycled plastic.*

# Unit 6

## Page 54

### ● Extra activity: Feelie bag

Put objects in a feelie bag before the lesson so students don't see them. Invite students to the front one by one. They put their hand in the feelie bag (without looking) and feel for one object. They describe it using the key language, e.g., *It feels like an animal.*

## Page 55

### ● Extra activity 1: What things looked like

Students review what they and the class said for Student's Book Activity 6. In their notebooks, they write sentences for each picture in the activity, e.g., *I think picture 6 looks like (a door handle).*

### ● Extra activity 2: Riddles

Write the prompts for a riddle on the board like this:

*I look/sound/taste/feel like \_\_\_\_\_.*

*I am \_\_\_\_\_.*

*I come in \_\_\_\_\_ (colors).*

*You can \_\_\_\_\_.*

*I always/sometimes/never \_\_\_\_\_.*

*What am I?*

Students work in pairs. They write a riddle on a piece of paper. Pairs put their riddles on the walls as you number them. Students go around the classroom, reading the riddles, and writing the number of the riddle and their guess of the answer in their notebooks. At the end of the activity, the pair who wrote each riddle gives the correct answer so the class can check.

## Page 56

### ● Extra activity 1: My favorite pizza

Students use the model in the reading text in Student's Book Activity 8 sections a, b, and c to write an account of how to make their favorite pizza. They can illustrate their writing with a picture of their pizza.

### ● Extra activity 2: Pizza role play

The students are going to order their favorite pizza over the phone. Elicit a sample conversation onto the board for students to use, e.g.

*Hello. Ace Pizzas here.*

*Hi. I'd like to order a pizza, please.*

*Fine. Go ahead.*

*Well, I'd like (mushrooms, green pepper) and a lot of (cheese) but no (onions). I don't like (onions).*

*Right. That's (repeats order but with a mistake).*

*No, I'd like (repeats again).*

*Got it. (repeats correctly)*

*Do you want anything to drink?*

*Yes, please. (An orange juice.)*

*And what's the address for delivery?*

*(gives address)*

*Fine. It'll be about a quarter of an hour.*

Students prepare and then do their role plays in pairs. They can swap roles if time. More confident students can role play their conversations for the class.

## Page 57

### ● Extra activity 1: My favorite recipe

Elicit and write up the key words from the recipe, e.g., *mix, put, roll, take, add, cut*. Add other words students might need, e.g., *weigh*. Ask students to get out the recipes they brought with them. Go around the room, looking at the different recipes. Choose the least complex ones. Students work in groups of four. They work together to write one or two of the recipes from their group in English. Help the groups with key words and simplify recipes if necessary. Groups swap their recipes with other groups and read the different recipes.

### ● Extra activity 2: Recipe word maps

Write *Ingredients* on one side of the board and *Processes* on the other. Draw a circle around each one. Elicit one or two ingredients from this and the previous lesson e.g., *flour, eggs*, and start a mind map for *Ingredients*. Do the same for *Processes*, eliciting, e.g., *mix, cut*. In pairs, students make mind maps of all the ingredients and processes from this and previous lessons in their notebooks.

## Page 58

### ● Extra activity 1: /z/ and /s/ words

After Workbook Activity 13, students copy the /z/ and /s/ columns from the board into their notebooks. They make pairs. One student(A) closes their book. StudentB says a word from one of the lists, for their partner to say either *Daisy* or *Lucy*. StudentB says six more words. Then they swap roles.



- **Extra activity 2: Writing together**

Put students into pairs or groups of four. They read through the poems each of them wrote for Workbook Activity 16 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell students that this is a cooperative activity, not a competitive one: they are trying to help each other. Students then rewrite their own poems on a piece of paper for display.

### Page 59

- **Extra activity 1: Role play**

Make groups of three. Students decide on their roles. Play the CD of the Diggory Bones story. Students repeat in role. They then read through the story in their groups. They repeat twice more, changing roles each time. Students decide on final roles and practice their role plays as a group and/or perform their role plays for the whole class.

- **Extra activity 2: Feelie bag**

Play the Feelie bag game again with students. See Extra activity for page 54.

### Page 60

- **Extra activity 1: Tricks of the eye**

Make pairs. Introduce the artist Escher and show students his pictures one at a time. First of all, show them a picture for only a short time. Ask them what they can see. Elicit descriptions from students. Then show them the picture for a longer time so that they can study the optical illusion. Discuss what the illusion is in the picture and how what they see is actually impossible.

- **Extra activity 2: Mobius strip**

Show students the Mobius strip you made (see below) and how it only has one side and one edge. Draw a line along the middle of one side and show students where the line ends up. Tell students you are going to cut the strip along the middle. Ask them what they think will happen to it, e.g., will it fall apart / make two strips? Cut the strip in half along the line and show them how it becomes one loop with two half-twists in it.

Hand out a strip and some glue to each student. They take the strip of paper and join the ends to make a loop, after giving one end a half-twist so it joins up with the other one upside down. Students can then see how their strip only has one edge/side. If they want, they can also cut it along the middle to make one loop with two twists.

Students write in their notebooks about how they made the Mobius strip and what its properties are.

### Page 61

- **Extra activity 1: Write about your optical illusion**

Students write a personal report on how they made their optical illusion and what the trick was at the end. If they understand how it worked, they can write about this too in their report. They structure their report using the connectors *first, then, next, lastly*. Students write the first draft of their texts on paper and then swap with a partner. They correct and give suggestions to each other. Students then write a revised draft in their notebooks.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on optical illusions onto the board. In their vocabulary books, students write the heading *Optical illusions*. They write the new words, phrases, and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I looked at pictures by different artists and saw optical illusions in their pictures. I made my own optical illusion.*

## Review Units 5 and 6

### Page 62

- **Extra activity 1: Picture a sound**

Students play the Picture a sound game again. See Extra activity 1 for page 50.

- **Extra activity 2: Songs and chants**

Sing one of the songs or do one of the chants from Units 5 and 6.

### Page 63

- **Extra activity 1: Vocabulary review**

Students look back through Units 5 and 6, checking they have noted all the key vocabulary in their vocabulary books. Students can check and compare. They write an example sentence for any words they find difficult to remember. Finally they create mind maps for the unit themes: *Material things* and *Senses*.

- **Extra activity 2: Games**

Students choose one of the games from Units 5 and 6 to play.

## Unit 7

### Page 64

- **Extra activity 1: Role play**

Display the CD script from Student's Book Activity 1 on the board. Make sure all the students can see it. Make groups of four. Play the CD again as they read silently. Students take turns role playing the story in their groups. More confident groups can perform their role plays for the class.

- **Extra activity 2: More sentence halves**

In pairs, students use the sentence stems from Student's Book Activity 3 and complete them with their own ideas. For sentence 1, they need to add *so* to the stem so it reads: *It's very hot, so ...*. Make groups of four (two pairs). Students take turns reading their *should/shouldn't* sentences to the other pair and check they make sense and are grammatically correct.

### Page 65

- **Extra activity 1: Written advice**

Elicit and write eight situations/prompts you used for Student's Book Activity 6 on the board. Students copy the prompts into their notebooks. For each prompt, they write one piece of advice with *should* and one with *shouldn't*. Encourage them to think of new ideas (not just to use the advice from the game).

- **Extra activity 2: Helping each other**

Elicit some other problems, using the ideas in Workbook Activity 4 as examples. The problems can be real or funny. Using the texts from Workbook Activity 4 as a model, students individually write a *Dear Pamela* letter on a piece of paper, leaving room for the answer at the bottom. Students fold their letters in half and swap letters with another student in the class. They write answers to each other's letters at the bottoms of the papers, using *should* or *shouldn't*. Students swap letters again and read the answers.

## Page 66

### ● Extra activity 1: Where do they live?

Display a map of the world and elicit the names of the countries students read about in Student's Book Activity 7. Write them on the board. Ask students to come and show you where the countries are on the map. Hand out A4 world maps to students so they can find the countries on their maps. Students work individually. They write simple facts about each endangered animal from Student's Book Activity 7 on small pieces of paper. Provide a model for students on the board, e.g.

Animal: Siberian tiger      Habitat: forests in Russia

Description: striped fur      Status: endangered

Students do the same for each animal that's mentioned in the text. They stick the paper on the edge of the map and draw a line from the paper to the country on the map.

### ● Extra activity 2: Guessing game

Provide a definition of an animal for students to guess, e.g., *I'm thinking about a small animal. It's not an insect. It has eight legs. It lives in houses and outside. Sometimes these animals are very hairy.* (spider). Students then work in pairs to write a definition on paper of another animal. They write the animal in brackets. Collect the pieces of paper for a team game. Make three teams. Students number the people in their team, starting at 1. Choose a definition and call out a number at random. The students with that number on the teams can answer. The others have to stay quiet. Read the definition and give the three students ten seconds to answer. Award one point for the first team member to answer correctly. Repeat with other definitions.

## Page 67

### ● Extra activity 1: The school environment

Focus students on the *You can ...* section of Student's Book Activity 12. Tell them to imagine they have to make suggestions about the school. Elicit some ideas for protecting habitat, recycling, etc. Students work in groups of four. They produce a poster for display in the school about ways of taking care of the natural world in the school and protecting the environment. They present their ideas as in the model, i.e. *You can ...*. Groups present their posters to the class before they are displayed.

### ● Extra activity 2: Endangered animals

Divide the class into eight. Give each group one of the endangered animals from Workbook Activity 11. They use reference books / the Internet to find out as much as they can about it. They co-write a short text on the computer about the animal (description, habitat, why it's endangered, etc.) and insert a picture. Print out all the texts to make a class booklet.

## Page 68

### ● Extra activity 1: Find your partner

Hand out the pieces of paper (see page T68) to the students. Tell them not to shout out their word to the class or show their word to anyone. Clap your hands. Students walk around the room, whispering their word to students as they pass them. When they find their partner, they stand together at the side of the room. When everyone has found their partner, go quickly around the room asking students to say their word pairs. Tell them they must say the weak form of *and* and put the words in the right order, e.g., *a burger and fries*, not *fries and a burger*.

### ● Extra activity 2: Writing together

Put students into pairs or groups of four. They read through the letter each of them wrote for Workbook Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell students that this is a cooperative activity, not a competitive one: they are trying to help each other. Students then rewrite their own letters on a piece of paper.

## Page 69

### ● Extra activity: Role play

Make groups of three. Students decide on their roles. Play the CD of the Diggory Bones story. Students repeat in role. They read through the story in their groups twice more, changing roles each time. Students decide on final roles and practice their role plays as a group and/or perform their role plays for the whole class.

## Page 70

### ● Extra activity 1: The extinction of the dinosaurs

Elicit from students what the text in the Student's Book tells us about the extinction of the dinosaurs. Remind students that this is "the most popular idea" or theory, but that there are others, too. Tell them they are going to find out about some of the other ideas or theories. Make groups of four and give each group a reference book / list of relevant internet sites and a large sheet of paper. Give groups a fixed time to do their research. They make notes on what they find out. Groups then prepare another mind map, but this time with *Extinction of the dinosaurs* at its center. They present the information they found out on their mind maps and display them around the class. Give groups time to read other groups' information and then discuss the main findings as a class.

### ● Extra activity 2: Find out and write about an extinct animal

Elicit any extinct animals that students know. If they say *dinosaurs*, elicit different types and some information about them, e.g., what they looked like, what they ate. Find out if students know the names of any animals that have become extinct more recently, e.g., the dodo. Elicit and then write points on the board to help students with their research: *animal's name, type of animal, where it lived, what it looked like, what it ate, why it became extinct*. Hand out reference books. Students can work individually or in pairs. They write notes for each point about an extinct animal. Then they use their notes to write a text about the animal in their notebooks.

## Page 71

### ● Extra activity 1: Write about your fossil prints

Students write a personal report on how they made their fossil prints, what they used to make them, what was easy, and what was more difficult. They use the connectors *first, then, next, lastly*. Students write the first draft and then swap with a partner for correction. Students then write a revised draft.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on extinct animals onto the board. Check students understand them and know how to say them. In their vocabulary books, students write the heading *Extinct animals*. They write the new words, phrases, and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I learned some of the reasons for animal extinctions. I read about fossils. I made some of my own fossil prints*.

## Unit 8

### Page 72

- **Extra activity 1: Find the present perfect**

Hand out photocopies of the CD script (see page T72) from Student's Book Activity 1. Tell students to underline all the uses of the present perfect in the text. They work in pairs. Display a large sheet of paper with the CD script on it and go through the answers carefully with the class, underlining the examples on the paper.

- **Extra activity 2: In my life**

Brainstorm with students some of the more unusual things they have done in their lives, e.g., won a swimming prize, climbed a mountain, been snowboarding. Students head the page in their notebooks *In my life* and then write at least six things they've done in their lives. Students then make groups of three and take turns telling their friends things they've done. Discuss as a class by asking one student in a group to tell you some of the things the other students in their group have done, using *He/She has ...*

### Page 73

- **Extra activity 1: Talking about actions**

Refer back to Student's Book page 73 Activity 4 and say that you're going to play a game. Demonstrate, e.g., pick up a board pen to elicit *You're going to write on the board*. Write on the board to elicit *You're writing on the board*. Move away from the board to elicit *You've written on the board*. In groups of three, students think of at least two mimes they can do to practice this sequence of structures. They work quietly so the other groups don't hear. Groups take turns miming one of their sequences. Then elicit sentences from the rest of the class for each stage of the action.

- **Extra activity 2: What we've done in the lesson**

Students work in pairs and write at least six sentences about what they have done in the lesson. Tell them to start at least one sentence with *I*, one with the name of one friend, one with the name of two or more friends, and another with *We*. All the sentences should be in the present perfect. Put two pairs together so they can compare sentences.

### Page 74

- **Extra activity 1: When people do sports**

Students transfer the information in Activity 7 into a chart in their notebooks, showing when people do different sports.

- **Extra activity 2: Unusual sports**

Find out if students know about any unusual sports from their region or other parts of the world. Make a list together, adding your suggestions. Tell them they are going to research an unusual sport. Students work in pairs. Students use reference books / the Internet to find out information about their sport, e.g., which countries/seasons it's played in, how many people play it, where it's played, e.g., on a court, if it's a team sport, if it's played with rackets and/or balls, how it's scored. They write the name of the sport at the top of a poster and find a picture of the sport to put in the center. Then they write the information they found out around the picture. Students display their posters.

### Page 75

- **Extra activity 1: Vacation stories**

Tell students you have some pictures for them about vacations and that they have to make up a story using the pictures. They can add scenes in between the pictures if they like (they don't need to draw them). Put students into fours and hand out a set of pictures to each group. They invent a story around the pictures, adding characters and names. They practice telling

the story using the past. Go around the class and listen to the groups' stories.

- **Extra activity 2: Mind maps**

Students extend the sports mind maps they started at the beginning of the unit to include all the sports words they learned in the subsequent lessons.

### Page 76

- **Extra activity 1: Writing together**

Put students into pairs or groups of four. They read through the reports each of them wrote for Student's Book Activity 15 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell students that this is a cooperative activity, not a competitive one: they are trying to help each other. Students then rewrite their own reports in their notebooks.

- **Extra activity 2: -ed endings**

Students work in pairs. They look back through the lesson and find all the verbs in the Student's Book and in the Workbook that have *-ed* at the end of the simple past or past participle. For each verb, they work out whether the letters are pronounced /t/, /d/, or /ɪd/. They check their lists in pairs and then as a class.

### Page 77

- **Extra activity 1: Diggory's email**

Brainstorm ideas with the class about Diggory's email, e.g., it told Sir Doug what was happening, where they were, about Brutus, to come quickly, to bring the police. Remind students about "Write it right: Emails" from the previous lesson. Students work in pairs to write the email from Diggory.

- **Extra activity 2: Role play**

Divide the class into nine groups. Each group takes one of the episodes of the Diggory Bones story from the Student's Book to review and to role play. If possible, let each group come up to the CD player one at a time and listen to their episode again at low volume. Students practice and prepare their performance. Groups perform their role plays in sequence for the rest of the class.

### Page 78

- **Extra activity 1: Write about your logo**

Students write a personal report on how they decided on the design for their logo, e.g., what aspects of the city and its history influenced them in the design and what the different elements of their design represent. They include the actual design in their report and refer to various sections of it. Students write the first draft and then write a revised draft in their notebooks.

- **Extra activity 2: Paralympic sports**

Students find out and write about two Paralympic sports.

### Page 79

- **Extra activity 1: My medal**

Students use the reading text from the Student's Book as a model and write about the front and the back of their medals, describing what is on each side and why. They draw a picture of the designs for the front and back of their medal under the text.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on Olympic Games onto the board. In their vocabulary books, students write the heading *Olympic Games*. They write the new words, phrases, and expressions from the lessons, either as a mind map, or as a list. They write some of the things they did in the lessons, e.g., *I read about the Olympic Games in different countries. I designed an Olympic logo with my friends. I learned about the Paralympic Games. I designed a medal to match my logo.*

## Review Units 7 and 8

### Page 80

- **Extra activity: Songs and chants**

Sing one of the songs or do one of the chants from Units 7 and 8.

### Page 81

- **Extra activity 1: Vocabulary review**

Students look back through Units 7 and 8, checking they have noted all the key vocabulary in their vocabulary books. Students can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *Natural world* and *World of sports*.

- **Extra activity 2: Games**

Students choose one of the games from Units 7 and 8 to play.

## Values

### Page 82

- **Extra activity 1: Contract for the teacher**

Students work in pairs. They write a contract for the teacher, based on the one they wrote for Workbook Activity 2. Monitor and help with new vocabulary. Choose your favorite sentences from the contracts and invite students to share them with the class.

- **Extra activity 2: Make rules**

Give out sentence halves (see page T82) to each pair of students (one set of 14 pieces of paper per pair). The students put the sentences together. Early finishers can write the completed sentences in their notebooks. Check with the class.

### Page 83

- **Extra activity 1: Which job?**

Give five pieces of paper to each student. Tell them to write a different job from the lesson on each piece of paper as follows: *doctor, nurse, ambulance driver, police officer, firefighter*. Say a sentence about one or more of the jobs. Students hold up one or more of their pieces of paper to match the sentence. Example sentences (answers in brackets): e.g., *They work in a hospital.* (*nurse, doctor*); *They sometimes work at night.* (*all the jobs*); *They rescue people from traffic accidents.* (*ambulance driver, firefighter, police officer*); *They have to drive quickly for work.* (*ambulance driver, firefighter, police officer*); *They operate on people.* (*doctor*); *They aren't afraid of heights.* (*firefighter*); *They run after thieves.* (*police officers*); *They interview people.* (*police officers*)

- **Extra activity 2: Role play emergency call**

Write the first line of an emergency phone call on the board, as follows:

*Hello. Which service do you need – police, fires, or ambulance?*

Students work in pairs to write the rest of the conversation. Tell them that the operator (the first person to talk) needs to find out what happened and where the person lives. Write some useful phrases for the operator on the board, e.g., *Don't worry. Please calm down. It's going to be OK.* Monitor and help with the writing. When you have checked their work, students role play their conversation in the same pairs. Ask volunteers to perform their role play for the class.

### Page 84

- **Extra activity 1: Quiz question**

Students work in pairs. They write a question about a moral dilemma, with three options (a, b, c), similar to the ones in the quiz in Student's Book Activity 1. Monitor and help with language. Pairs swap their questions with another pair, who decide which option they would choose. They exchange ideas.

- **Extra activity 2: Truth or white lie?**

You will need a large space such as a gymnasium for this activity. Draw a long white line or use white tape to separate the space into two halves. The students all stand on the line. Point to one side of the line and say *This side is for telling the truth*. Point to the other side and say *This side is for telling a little white lie*. Remind students what *white lie* means.

Describe a situation, similar to the ones in the Student's Book quiz Activity 1, e.g., *Your grandmother gives you a hat she made for your birthday. You don't like it.* The students have to decide if they would tell the truth or tell a white lie in that situation, and jump to the appropriate side of the line. See how many students end up on each side of the line and ask individuals to explain their choice. Repeat with different situations.

### Page 85

- **Extra activity 1: Ask Betty and Robert**

Students do a role play in groups of three. One student plays the role of an interviewer on a TV show. The other two students are Betty and Robert (the agony aunt and uncle from the Student's Book). Give students time to prepare for the role play – the “interviewer” thinks of questions to ask Betty and Robert (about their lives, their work, the advice they give). Betty and Robert invent a personal life. Are they husband and wife, brother and sister, or do they just work together? What did they study? Do they always agree on advice? Monitor and help with the planning stage. Students then act out the interview in their groups.

- **Extra activity 2: Posters**

Remind students of the subject of Richard's problem letter in the Students' Book (cheating). Students work in groups of three or four. Give each group a large piece of paper. Ask them to design a poster with the title *Don't cheat*. They draw a picture to illustrate a situation where someone is cheating (at school, in a game, or a sport). They write a caption in English, e.g., *It's better to work hard*. Display the finished posters in the classroom.