

Extra activities

High technology

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● Extra activity 1: Role play

Display the large sheet of paper with the CD dialog. Make groups of three. Play the CD while students repeat in role. Then groups role-play the dialog, taking turns being each of the three characters.

● Extra activity 2: Class survey

Students use the questions in Workbook Activity 4 to make a survey. They make six rows, one for each question, and four columns, so they can ask four friends (not the friend they talked to in the Warmer). Students ask the six questions of four friends as they move around the room. They then use the information to write a short text in their notebooks about one of their friend's vacations.

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● Extra activity 1: Time bingo

Write about 16 different digital times scattered around the board, e.g., 11:15, 08:35. Students each draw a 3 x 3 grid in their notebooks and choose nine times, writing one in each square. Call out the times quickly at random, e.g., It's a quarter after eleven. Students cross out the times they hear. The first student to cross out all nine times calls *Bingo!* Check the student can say all the times correctly before declaring him/her the winner.

● Extra activity 2: Adjective stories

Students work in groups. They write a short story, using as many adjectives from Workbook Activity 8 as they can. The story starts: *One dark night, I was walking home when ...* Students display their stories for others to read or submit them for the class ezine.

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● Extra activity 1: True or false

Students work in pairs and write six more sentences about the text, some true and some false. Encourage them to use their own words. Make groups of four from two pairs. Pairs take turns reading their sentences to the other pair for them to say *True or False* without looking at the text. Each pair then tries to correct the false sentences. If they can't remember, they can look at the text in the book.

● Extra activity 2: Definitions game

Elicit technology words from the lesson and write them as a mind map on the board. Students copy the mind map.

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 face down. Pairs take turns turning over a word and giving a definition, e.g., You can use this ... The other pair decides if the definition is correct. Monitor and help.

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● Extra activity 1: Editing and correcting

Students work in pairs. They swap their texts from Activity 15, read them, and suggest corrections/improvements. Students then take back their own work and write a final version of the text. They illustrate it (as in the Student's Book). Display the inventions around the class.

● Extra activity 2: Computers are ...

In groups of four, students brainstorm all the adjectives they can think of that describe computers. Give them two minutes. Elicit two or three ideas from each group in turn and write them on the board. Cross out any words that all the groups have (the groups also cross these out on their lists). For the remaining words, ask the group that gave the word to give a reason for this adjective, e.g., Computers are exciting because ... If you / the class agree, they get a point. Continue in the same way until all the words have been discussed. The group with the most points is the winner.

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● Extra activity 1: Change the chant

Write the chant from the Student's Book on the board with blanks as follows:

He's at the airport with his _____.

She's buying _____ at the _____.

He has a _____ in his suitcase.

She has a _____ for her birthday!

Students work in pairs to write different compound nouns in the blanks. Write some example words on the board for the students to choose from if necessary (e.g., pineapples, homework, motorcycle, breakfast, newspaper, rainbow, supermarket, toy store, volleyball, basketball, bookcase, story book). Monitor and help with language and spelling. Volunteer pairs read their chant to the class.

● Extra activity 2: Writing together

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

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● Extra activity 1: Role play

Make groups of four. Students read through the dialog in their groups. They take turns being the four different characters. More confident students can role-play the story for the whole class.

● Extra activity 2: Secrets!

Students use the code from Workbook Activity 22 to write a secret message to their partner about the story. More confident students can write their own short message to transfer into code. Less confident students can select a piece of text from the story to write in code. Students decode the message, without looking back at the story in the Student's Book.

Unit 1

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● Extra activity 1: Role play

Display the large sheet of paper with the dialog. Make groups of five. Groups choose their characters. Play the CD. Students repeat in role after the CD. Groups then practice their role plays, including all the hesitations and interruptions as on the CD. More confident groups can role-play their dialog for the class.

● Extra activity 2: Asking and answering questions

Students use the six question words from Workbook Activity 2 to write questions using *going to* to ask their friends. If it helps, give a focus, e.g., next weekend, a vacation, tomorrow at school. Monitor and help students. They write the questions in their notebooks, leaving a line under each one for the answer. Students swap books and answer each other's questions.

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● Extra activity 1: A day out

Tell students they have won a day at an animal sanctuary. Explain what a sanctuary is (a place where sick and injured animals go to recover). Elicit the animals in the sanctuary and the jobs, e.g., *washing the elephants, feeding the dolphins, brushing the horses, cleaning the cages, talking to the parrots*. In pairs, students plan their day at the animal sanctuary. First, they talk about what they are going to do and what they are not going to do. Then they write a short text together about their plans, e.g., *We're going to the animal sanctuary next Friday. We're going to feed the dolphins and the penguins, but we aren't going to feed the crocodiles.*

● Extra activity 2: Writing together

Students swap the texts they wrote for Workbook Activity 7. They read each other's and make suggestions for improvement: grammar, vocabulary, and clarity of expression. Students then take back their own work and rewrite it in their notebooks, taking account of their partner's feedback.

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● Extra activity: Beastly beasts

Brainstorm with students other myths from their own culture. Supply key words to help them. Students either draw a picture of one of them and write a short description or, in a group, write one of the myths about that beast in English. Display the pictures and descriptions and use one of the stories in the class ezine if appropriate.

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● Extra activity 1: Writing together

When students have written the first draft of their text for Student's Book Activity 17, they swap and check each other's work. Elicit what they need to look for, e.g., spelling, grammar, appropriate vocabulary, and expressive adjectives, and check that the description matches the picture. Students then write a final draft of their texts on a piece of paper under their pictures.

● Extra activity 2: Presentations

Students use the information from Student's Book Activity 17 to prepare and give short presentations to the class (one to two minutes) about their beasts. They should talk about their beasts and not read their texts aloud. You can spread the presentations over several days or students can present in small groups.

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● Extra activity 1: Class survey

Make groups of six: none of the students in the group should have exchanged information for Student's Book Activity 19. Students collate the information from the notes about themselves and their partners from Student's Book Activity 19. Provide prompts on the board for them to use. They change the underlined words to match the information they have. If they want, they can write students' names rather than students.

On Monday three students are going to -----

On Monday one student is going to -----

No one is going to -----

Students write the information on a sheet: one for each group. Either elicit the information orally and collate it on the board or students display their information on the walls for others to read.

● 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.

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● Extra activity 1: Role play

Make groups of four. Students decide on their roles and then read through the story in their groups. Play the CD again for them to listen for intonation and stress. Students prepare and practice their role plays. Some groups can perform their role plays for the class.

● Extra activity 2: Finding out about Quetzalcoatl

Elicit what students know about Quetzalcoatl and start a mind map on the board. Make groups of four. Give each group reference materials (books and/or internet sites). Each group has ten minutes to find out some more information about Quetzalcoatl, including one or two stories about the god. Groups make notes about their findings. At the end of ten minutes, share the information as a class and add it to the mind map on the board.

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● Extra activity 1: Questions and answers

In pairs, students write three questions about the text in Student's Book Activity 2. They swap questions with another pair and answer their questions. They can try to answer with books closed.

● Extra activity 2: Writing for our ezine

Students work in groups of four. They look at their ideas from Workbook Activity 3 and choose one story to write for the class ezine. They write the story in draft first. Then they swap stories with another group to check grammar and expression. Finally, they write a finished version. They illustrate their texts.

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● Extra activity 1: Reading myths

Make groups of four to six. Students take turns reading the myths they wrote for the Student's Book project aloud to the rest of the group. Alternatively, invite some younger children into the classroom and ask for volunteers to read their myths aloud to small groups of the younger children.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on myths and legends onto the board. Check that students understand them and know how to say them. In their vocabulary books, students write the heading *Myths and legends*. They write the new words, phrases, and expressions from the lesson, either as a mind map, or as a list. They don't include the proper names/nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I wrote my own myth. I read stories from different countries.*

Unit 2

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● Extra activity 1: Role play

Display the large sheet of paper with the Student's Book Activity 1 CD script written on it. Make groups of three. Students decide who is which character. Play the CD. Pause for students to repeat in character after each line. Students practice the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

● Extra activity 2: Predictions

Students look back through the predictions in the lesson (from the Student's Book and the Workbook). They choose two predictions they agree with and two they don't agree with and write them in their notebooks. Elicit their ideas and reasons for their choices.

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● Extra activity: Find the mistakes.

Students close their Student's Book. Start reading aloud the text from Student's Book Activity 6. Make mistakes as you read, but without letting students know, e.g., say the wrong word or say *will* instead of *won't*. Students who notice a mistake get a point.

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● Extra activity 1: Disappearing text

This activity uses half of one of the texts from Student's Book Activity 10. Either write half of one text on the board in the lesson or reveal the text you wrote on the board beforehand. Ask students to read it aloud (books closed). Erase about six nouns. Ask students to read it aloud again, saying 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) and students can say it from memory.

● Extra activity 2: Ten questions

Play a class game. One student thinks of a job they'll have in the future. The class take turns asking ten questions to guess what the job is. Demonstrate the game and write useful questions on the board, e.g., *Will you wear a uniform? Will you work outside? Will you work with animals?* The student can only answer Yes or No. Play as a whole class and then in small groups.

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● Extra activity 1: My ideas about space

Students write their own answers to the questions from Student's Book Activity 17. Encourage them to be creative and to write more than one sentence for each answer. They should give their reasons as well, e.g., for questions 2, 3, 5, and 6.

● Extra activity 2: Categories

Divide the class into groups of two, three, or four, depending on numbers, and write the following categories on the board for each group to copy: *jobs, sports, food, verbs, adjectives*. Write a letter on the board, e.g., *s*, and each group must think of a word for each category that begins with that letter (e.g., *secretary, softball, soup, see, soft*). The first group to finish shouts *Stop!* Correct the answers orally, giving them one point for a correct answer and two if no other team has the same answer. Play several rounds. The winner is the team with the most points at the end.

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● Extra activity 1: Past, present, or future?

In pairs, students write ten sentences, using Student's Book Activity 20 as a model. They write at least two past, two present, and two future sentences. Make groups of four from two pairs. One pair says their ten sentences. The other pair answers (past, present, or future). Then pairs swap roles. Encourage students to use other language to talk about the past and the future, e.g., *going to*.

● Extra activity 2: Space Program

Put students into pairs or groups of four. Students invent the rest of the Space Program from the Workbook. Ask them to look through the text they wrote for Activity 20. Write the following questions on the board: *How long will the space tourists stay? What will they do? How will they come home?* Students work in pairs to discuss the questions and write the rest of the Space Program, using *will*, as in Activity 20. They add any other details about the trip they think of. Monitor and help with new language as necessary. Make groups of four. Pairs compare their itineraries.

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● Extra activity 1: Role play

Make pairs. Students decide on their roles and then read through the story dialog in their pairs. They can extend the dialog by imagining what happens next (without looking at the book).

● Extra activity 2: Reporters

Divide the class in half: A and B. The As are reporters. They are going to interview either Diggory or Emily on their arrival in Mexico City. The Bs are either Emily or Diggory (they can decide). Group A works in pairs and prepares at least ten questions for their interview. Group B works in pairs and looks back through the episodes so they are ready to answer questions. Make A-B pairs. Students conduct their interviews. Seat them across from each other to make it more "authentic." Reporters can have their list of questions in front of them. If possible, video record more confident students as they perform their interviews.

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● Extra activity 1: The planets

Students copy the Student's Book diagram of the planets and the Sun into their notebooks and label it. Under the diagram, they write the key information about the different planets, e.g., the age of the Sun, the number of moons Earth, Saturn, and Jupiter have, the length of planetary years. Remind them not to copy the information, but to phrase it in their own words. They can also add other information that they know. Students also write the mnemonic in their notebooks. Monitor and help.

● Extra activity 2: Using dictionaries

Students individually read through the unit again, underlining any vocabulary they don't know. They discuss the unknown words in groups of four. If no one knows a word, they look it up in the dictionary. They then write the word in their vocabulary notebooks with its meaning and with an example sentence.

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● Extra activity 1: What we did for the project

Students reflect on and then write about what they did for the project using *First, Then, Next, After that* and *Finally*. They then comment on what they found most difficult, any problems they had, and how they solved them.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on the stars and the planets and write them on the board. Check that students understand them and know how to say them. In their vocabulary books, students write *Stars and planets* in the middle of the page and draw a circle around it. They write the new words as a mind map. They don't include the proper names/nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I learned the names of the planets. I read about our solar system. I made a mobile.*

Review Units 1 and 2

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● 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: A group story

Students work in groups of three. They choose one of the other titles from Workbook Activity 2 (Past and present / After-school club) and write a fact or fiction story with this title. They need to: (a) brainstorm ideas, (b) sequence ideas, (c) write a first draft of the story, (d) swap drafts with another group for correction, (e) write a final version of the story on paper for the class ezine.

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● Extra activity 1: Vocabulary review

Students look back through Units 1 and 2, checking that they have noted all the key vocabulary in their vocabulary books. In their vocabulary books, they write an example sentence for any words they find difficult to remember (a sentence in English that includes that word). Finally, they create mind maps for the unit themes: Beastly tales and Tomorrow's world.

● Extra activity 2: Games

Play one of the games from Units 1 and 2 with the class.

Unit 3

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● Extra activity 1: Find the verbs

Display the large sheet of paper with the CD script. Make sure all the students can see it. Students work in pairs to find all the examples of the past progressive in the text. Elicit from the class. Discuss how each one is used (interrupted past / background). If time, students can role-play the dialog in groups of three.

Key: Interrupted past: *I was jumping over a rock when I fell. Were you playing when you broke your arm? We were walking across the bridge when I put my foot through a hole and fell again.*

I was standing on one leg to take my dirty boots off and ... I fell over.

Background: *My dad and I were walking up a really big hill. No, I wasn't playing.*

● Extra activity 2: Questions and answers

Students make groups of four. They write the questions from Workbook Activity 3 on strips of paper, one question for each strip. They close their Workbook. Students place the strips face down and mix them around. They take turns turning over a question, reading it aloud, and trying to answer it. If they answer correctly, they get a point and keep the question. If not, they turn it face down again and the next student has a turn. If none of the group can answer a question, the question stays on the desk.

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● Extra activity 1: Choosing stories

In the same groups of three or four as in Student's Book Activity 7, students choose one of the stories from the game. They work to improve it (grammar, use of adjectives and expression, extending sentences, connectors, dialog, etc.) and write it up for the ezine.

● Extra activity 2: Telling tales!

Students cover the text for Workbook Activity 5 so they can only see the pictures in the story. As a class, students retell the story, taking turns talking about each picture, using the simple past and past progressive. Students make deliberate content mistakes, e.g., *When they got off the bus, it was hot and sunny.* Classmates have to correct, saying, e.g., *No, it wasn't. It was raining.* Once students understand what to do, they continue the activity in pairs. Encourage them to be subtle about their mistakes if possible.

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● Extra activity 1: Mapping journeys

Hand out the world maps to each student. Ask them to find different continents and countries first, e.g., *Can you find Antarctica? It's as far south as you can go!* Take students around the map using compass points, e.g., *Find Australia. Go east from there. Which continent do you reach?* Students use different colors to draw the journeys of Marco Polo and Ranulph Fiennes on their maps. They stick the maps in their notebooks and write a key and then sentences about the two explorers' journeys.

● Extra activity 2: Doing some research

In pairs or small groups, students do some research using reference books and/or the Internet to write a short article for the class ezine. They either research other journeys made by Marco Polo or Ranulph Fiennes or find out about a journey made by another famous explorer (discussed at the end of Student's Book Activity 9). Monitor and support, making sure students keep their articles short, don't copy from the reference material, and edit and check each other's writing before producing a final version.

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● Extra activity: Writing together

Put students into pairs or groups of four. They read through the texts each of them wrote for Student's Book Activity 16 and try to correct any mistakes (grammatical and/or factual). 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. Some of the texts can be submitted for the class ezine.

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● Extra activity 1: Sounds from the lesson

Give students two minutes to look and think back through the lesson. Then give them one minute to write all the words they can remember that have the sounds /k/ and /g/. Students compare their lists in groups. Check with the class.

● Extra activity 2: Writing together

Put students into pairs or groups of four. They read through the letters each of them wrote for Workbook Activity 19 and try to correct any mistakes. They also check that their friend has used the Write it right expressions correctly. Remind them to use pencil and not pen on each other's work. Students then rewrite their own letters on a piece of paper.

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● Extra activity 1: Role play

Make groups of four. Students read through the story dialog in their groups. They take turns being the four different characters. More confident students can role-play the story for the whole class.

● Extra activity 2: Questions and answers

Students each write ten questions about the text from Workbook Activity 21. They must be able to answer the questions themselves. Monitor and help. If necessary, write the key question words on the board: *who, when, what, why, how, which.* They swap questions with their partner and write their answers to the questions. They swap papers back and check/correct.

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● Extra activity 1: Looking at pictures

Make groups of four. Hand out the reference materials. Either individually or as a group, they describe one or more of their pictures. Provide the language for picture description on the board to help them, e.g., *In the foreground, ... In the background, ... On the right, ... On the left, ... In the center, ... I like / don't like this picture because ... I think this picture is fantastic because ...* Groups take turns describing a picture and their reactions to it.

● Extra activity 2: Writing for our ezine

Students work in groups of four. They look at their descriptions from Workbook Activity 3 and choose one to submit for the class ezine. They work on this description, improving it together as much as they can. Finally they write a finished version, using the computer if possible. They attach the relevant picture.

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● Extra activity 1: Oral presentations

Students use the information from the Student's Book project to prepare and give presentations (one to two minutes) about their experience of producing the three pictures. They should talk about their experience and not read their text aloud. You can spread the presentations over several days or students can present in small groups.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on landscape art and artists and write them on the board. Check that students understand them and know how to say them. In their vocabulary books, students write the heading *Landscape art*. They write the new words, phrases, and expressions, either as a mind map or as a list. They don't include the proper names, though they should write these underneath with a brief comment about each one (for their own interest). At the bottom of the page, they write some of the things they did in the lessons, e.g., *I painted some pictures. I read about famous landscape painters.*

Unit 4

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● Extra activity 1: Role play

Display the large sheet of paper with the Student's Book Activity 1 CD script. Make groups of four. Students decide who is which character. Play the CD. Pause for students to repeat in character after each line. Students practice the role play in their groups. More confident groups can perform for the class.

● Extra activity 2: Writing sentences

Students write ten sentences in their notebooks, using *enough / not enough / too much / too many* and words from the chart in Workbook Activity 1. They choose five count food words and five non-count food words. Monitor, help, and correct.

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● Extra activity: What I learned about my habits

Students write a paragraph in their notebooks, based on what they talked about in Student's Book Activity 7. They write about themselves. Encourage them to connect sentences using *and* and *but*. First, students write a draft on paper. In new pairs, students read through each other's paragraphs and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Students then rewrite their paragraphs in their notebooks.

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● Extra activity 1: Disappearing text

This activity uses one of the texts from Student's Book Activity 9. Either write one of the texts on the board in the lesson or reveal the text you wrote on the board beforehand. Ask students to read it aloud in turn (Student's Book closed). Erase about six nouns from the text. Ask students to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g., proper nouns) and students can say almost the whole text from memory.

● Extra activity 2: Snacks

In groups of four, students brainstorm and create a mind map of their favorite snacks. Groups then take turns presenting their information to the class, saying why they like these snacks, what they're made of, and when they eat them. Alternatively, you can elicit the information and write it on a large mind map on the board to find out which are the class's favorite snacks.

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● Extra activity 1: Word snakes

Students work in pairs to create word snakes of the new food words.

● Extra activity 2: Questions and answers

Students each write four questions to ask about the text in Workbook Activity 15. They write each question on a separate piece of paper, together with the answer. Students close their Workbook. Make groups of four. Students put their papers face down on the desks in front of them. They take turns picking up a paper, making sure the others don't see it, and asking a question of the student on their left. The student has ten seconds to answer it. If they answer correctly, they win a point. Play continues to the left.

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● Extra activity 1: Miming *gh*

Choose a volunteer to come to the front. He/she stands so that he/she can't see the board. Write one of the following words on the board: *high, light, night, eight, bought, caught, thought, laugh, cough*. Tell the rest of the class not to say the word. Choose a student to do a mime to represent the word. The student at the front guesses the word. Check for correct pronunciation of *gh*. The rest of the class repeats the word. The volunteer sits down. Repeat with different students at the front and different words from the list.

● Extra activity 2: Recipes

In groups of four, students choose their favorite (simple) recipe. They write it out with ingredients and the simple method on a piece of paper. They illustrate the recipe appropriately. Collect the recipes and choose some for the class ezine.

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● Extra activity 1: Role play

Make groups of three. Students decide on their roles and then read through the story dialog in their groups. Play the CD again for them to listen for appropriate intonation, e.g., anger. Students prepare and practice their role plays as a group. Some groups can perform their role plays for the whole class.

● Extra activity 2: Discussing predictions

Students close their Student's Book. Elicit what Diggory said in the final frame (Don't move or you'll go down faster. Emily, get me a big knife.). Write the following on the board: *When Diggory gets the knife, he'll _____.* Students individually think of three possible things Diggory will do. Make pairs and set up a discussion with the following board prompts:

Openers: *I think when Diggory gets the knife, he'll _____.*

Responses: *Oh, no. I don't agree. I think he'll _____ because _____ / Oh, that's a good idea. I didn't think of that. / That's impossible. He can't _____ because _____.* */ Yes, I agree. I wrote that, too.*

Monitor and help/join in the discussions. Elicit some of the ideas as a whole class.

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● Extra activity 1: True or false

Students each write six true/false statements about the Student's Book Activity 1 text (at least three must be false). They swap their statements with a partner. They complete each other's activities by writing *T* or *F*, without looking at the Student's Book. In pairs, they check each other's answers orally. Students then try to correct their partner's false statements. If they can't remember, they can look in the Student's Book.

● Extra activity 2: Food from our region

Students create a display in the classroom about local foods. They use their texts from Workbook Activity 4, packaging from the food they have written about, and drawings or pictures.

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● Extra activity 1: What we did for the project

Students reflect on and then write about what they did for the project. They use full sentences (not the imperative) and write one or two paragraphs. They conclude their texts when they take the cheese out of the cloths after 24 hours.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on micro-organisms and write them on the board. Check that students understand them and know how to say them. In their vocabulary books, students write *Micro-organisms* in the middle of the page and draw a circle around it. They write the new words from the lessons as a mind map. At the bottom of the page, they write some of the things they did in the lessons, e.g., *I learned about healthy and unhealthy micro-organisms in food. I made some soft cheese.*

Review Units 3 and 4

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● Extra activity 1: Songs and chants

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

● Extra activity 2: A group story

Students work in groups of three. They choose one of the other titles from Workbook Activity 2 (A drive in the country / Forest fire) and write a story with this title. They need to: (a) brainstorm ideas, (b) sequence ideas, (c) write a first draft of the story, (d) swap drafts with another group for correction, (e) write a final version of the story on paper for the class ezine.

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● Extra activity 1: Writing sentences

Students write all the sentences from the Student's Book game correctly in their notebooks.

● Extra activity 2: Games

Play one of the games from Units 3 and 4 with the class.

Unit 5

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● Extra activity 1: Role play

Display the large sheet of paper with the CD script written on. Make groups of six. Students decide on their roles. Play the CD again. Students repeat their words in role. Students then practice the role play in their groups. Monitor and comment if appropriate.

● Extra activity 2: Sentence completion

Write the following statements on the board. Students discuss their answers in pairs before writing them in their notebooks. They write two answers for each question, one using *for* and one using *since* (both with the same meaning). Students can suggest other sentence stems for you to write on the board.

I have been in school for ...

I have been in school since ...

I have lived in my house/apartment for ...

I have lived in my house/apartment since ...

I haven't eaten anything for ...

I haven't eaten anything since ...

I have studied English for ...

I have studied English since ...

I have had my school bag for ...

I have had my school bag since ...

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● Extra activity 1: True or false

Tell students you are going to read aloud ten statements about your life. Five of them are true and five false. They have to listen and guess. Read the statements one after another. Students write, e.g., *1F*, in their notebooks. Students compare their ideas in small groups. Read aloud the statements again, one by one. Elicit what students think (do a hands-up for true and then a hands-up for false) before telling the class. Students who guessed right get a point.

● Extra activity 2: Grab it!

Stick the 20 time expressions on the board (or on a wall). Make three teams. They line up, facing the expressions. Call out, e.g., *For*. The three students at the front of the teams run and grab an expression to use with *for*. They don't have to grab the same one. Award a point for a correct expression. Leave the three expressions off the board. The three students go to the back of their lines. Continue. Call *For* and *Since* randomly (not always one after another). Keep the cards with the time expressions for use in other lessons.

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● Extra activity: Asking questions

Students use the questions in Student's Book Activity 11 as a model to each write five more questions about the text in Student's Book Activity 9. Remind them that they must know the answers to their own questions. In pairs, they take turns asking and answering the questions (orally) – if they can, without looking at the text.

Page 49

● Extra activity 1: At the aquarium

Elicit all the ocean animals that are mentioned at the aquarium (Student's Book Activity 13). Students work in groups of three. They each choose an animal that they would like to see and think about their reasons. They then tell the rest of their group. Elicit ideas by asking one student in a group to tell you about one of their friends, e.g., *Paula wants to see the seals because she thinks they have beautiful eyes*. Collate the information to find out which is the class's favorite animal at the aquarium.

● Extra activity 2: Ocean life posters

Students work in groups of four to produce posters about what they have learned about ocean animals in this and the previous lesson. They don't have to include all the information: they must be selective and include what interests them the most. They write their own texts (not copied) and either draw their own pictures or print pictures off the Internet. Display the posters around the classroom.

Page 50

● Extra activity 1: Word stress

Make pairs. Hand out a set of the words from Workbook Activity 16 to each pair of students. They work together to sort the words into five groups, based on syllable stress. They don't look at the Workbook. Monitor and help. Pairs compare with pairs. Then students check in their books. Practice pronunciation of any words students had difficulty categorizing.

● 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 (grammatical and/or factual). They also look for the features of a report. Remind them to use pencil and not pen on each other's work. Students then rewrite their own texts on a piece of paper. Some of the texts can be submitted for the ezine.

Page 51

● Extra activity 1: Role play

Make groups of three. Students choose their role. Play the CD as students read through the story dialog in role. Then they practice the dialog in their groups, using appropriate intonation to show emotion. They take turns being the three different characters. More confident students can role-play the story for the whole class.

● Extra activity 2: What animals are like ...

Brainstorm ten known animals, e.g., dog, polar bear, seal, snake, dolphin, shark, tiger. In pairs, students choose four of the animals and think what kind of “characters” they have. Remind them of the story: *Turtles are hard and strong on the outside and soft and weak on the inside*. Students choose four adjectives to describe their animals in the same way. Make groups of four (two pairs). They share their ideas and choose the best one to report back.

Page 52

● Extra activity 1: Food chains

In pairs, students draw and label one of the food chains discussed in Student’s Book Activity 1. They both draw and label it in their notebooks. Fast finishers can draw and label a second chain.

● Extra activity 2: Project research

If possible, do the research for the project included in the following lesson in this class. Students work in groups of four to research a habitat, to find out which animals live there, what they eat and their position in the food chain. See the project description on Student’s Book page 53 for guidance.

Page 53

● Extra activity 1: Oral presentations

Students use the information from the Student’s Book project to prepare and give short oral presentations to the class (one to two minutes) about the habitat and the animals they chose and what they learned about food webs. You can spread the presentations over several days or students can present in small groups.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on food chains and food webs and write them on the board. Check that students understand them and know how to say them. In their vocabulary books, students write the heading *Food chains and food webs*. They write the new words, phrases, and expressions from the lesson, 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 food chains and food webs. I drew some food webs. I completed a project on a food chain*.

Unit 6

Page 54

● Extra activity 1: Role play

Display the large sheet of paper with the Student’s Book Activity 1 CD script written on. Make groups of five. Students decide who is which character. Play the CD. Pause for students to repeat in character after each line. Students practice the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

● Extra activity 2: Changing stories

Students work in groups of three. They discuss ideas and write a new ending for the story in Workbook Activity 3, starting with *Finally ...* Groups read their new endings to the class and the class votes for the best one(s). Choose one or more for the class ezine.

Page 55

● Extra activity 1: My friends’ free time activities

Students write the information from Student’s Book Activity 7 as a short text in their notebooks. Provide prompts on the board, e.g., *I talked to _____ friends about their free time activities. This is what I found out. _____ likes playing Ping-Pong.* Monitor and check.

● Extra activity 2: Writing together

Put students into pairs or groups of four. They read through the definitions each of them wrote for Workbook Activity 6 and try to correct any mistakes. They also check that their friend has used the words from the Look box from Student’s Book page 54 correctly. Remind them to use pencil and not pen. Students then rewrite their own definitions in their notebooks.

Page 56

● Extra activity 1: My favorite indoor hobby

Students each write a short text in their notebooks about their favorite indoor hobby. They write about what it is, why they like it, when they started it, where and how often they play/do it, and the equipment involved. Collect students’ work and select some for inclusion in the class ezine.

● Extra activity 2: Find someone who ...

Students do a Find someone who ... activity, like that in Student’s Book page 55 Activity 7, with a focus on hobbies. Draw a chart like this on the board for students to copy into their notebooks. Include all the hobbies from Student’s Book Activity 8, using slightly different questions for each one (as below):

Find someone who ...	Name
is a good chess player	
likes mountain biking	

Students draw the chart and figure out the complete questions. They go around the classroom asking the questions of different students. When they get a “yes” answer, they write the student’s name and move on to the next question. At the end of the activity, elicit what they found out about their classmates.

Page 57

● Extra activity: Writing together

Put students into pairs or groups of four. They read through the emails 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 emails in their notebooks.

Page 58

● Extra activity 1: Spelling practice

Tell students to write numbers 1 to 10 in their notebooks.

Explain that you are going to dictate a list of words. All the words have the sound /ʌ/. They have to write the words correctly. Say ten words with the sound /ʌ/ from the lesson, e.g., 1 *done*, 2 *touch*, 3 *jump*, 4 *cousin*, 5 *bus*, 6 *nothing*, 7 *country*, 8 *someone*, 9 *London*, 10 *love*. Give students time to write the words. Read them again. Students check their spelling in pairs. Elicit the correct spellings and write the words on the board. Point out the common spelling patterns for the sound /ʌ/ (the letter *u* (*jump, bus*), words ending *o_e* (*done, love*), the letters *ou* (*touch, cousin, country*)).

● Extra activity 2: Listening to a song

Tell students you have brought in a song. Tell them the name of the song and the singer. Ask who has heard of it / knows it. Divide the class into pairs. Hand out the song (cut into four or five sections) to each pair. Give students time to try to sequence it. Play the song. Students listen and sequence it. Pairs can check with other pairs. Play the song again. Check the sequence with the class. Discuss the content and aspects of the song with the class.

Page 59

● Extra activity 1: Role play

Make groups of three. Students decide on their roles and then read through the story dialog in their groups. Play the CD again for them to listen for appropriate intonation, e.g., annoyance or surprise. Students prepare and practice their role plays as a group. Some groups can perform their role plays for the whole class.

● Extra activity 2: The Maya

Tell students they are going to do a research project on the Maya. Put them in small groups and give each group a task, e.g., find out three more facts about Chichen Itza; find another famous Maya site in Mexico; find stone carvings of corn symbols. Students take notes on the information they find. They can either write a group text, for inclusion in the ezine, or do an oral presentation – or both.

Page 60

● Extra activity 1: Questions and answers

Individually, students write six questions about the text in Student's Book Activity 2. They write the questions on a piece of paper and the answers in their notebooks. Students walk around the class, asking each question of two different students. If students don't know the answer, the one asking can whisper it to them. At the end, elicit which questions everyone knew the answer to and which no one did.

● Extra activity 2: Different kinds of music

Note: Make sure you have accessed the music sites/clips before the lesson and checked the songs. Some rap and hip-hop songs have offensive lyrics.

Tell students you are going to show them some clips of hip-hop and rap. Give them a task, e.g., *What are they singing about? / Where are they performing?* Play the clips to the class. Make sure they listen and watch and don't just join in. Discuss their responses as a class, playing extracts again if appropriate. Encourage them to use language to express opinions, e.g., *I think ... / I don't really like ... / I prefer ... / In my opinion ... / I love ...*

Page 61

● Extra activity 1: Musical genre game

Place pieces of thin cardboard with the names of the different musical genres around the classroom. Number each one (not in the same order as the music you are going to play). Play your selection of music. Students listen and write the numbers. Alternatively, if you have a large space, students can go and stand next to the right card.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on the musical genres and write them on the board. In their vocabulary books, students write *Musical genres* in the middle of the page and draw a circle around it. They write the new words from the lessons as a mind map. They don't include the proper names/nouns. At the bottom of the page, they write some of the things they did, e.g., *I learned about melody, tempo, and harmony in different kinds of music. I learned some words to describe music. I made a musical bottle.*

Review Units 5 and 6

Page 62

● Extra activity 1: Songs and chants

Sing one of the songs or do one of the chants/rhymes from Units 5 and 6 with students.

● Extra activity 2: A group story

Students work in groups of three. They choose one of the other titles from Workbook Activity 2 (Hard actors / Eating seafood) and write a story with this title. They need to: (a) brainstorm ideas, (b) sequence ideas, (c) write a first draft of the story, (d) swap drafts with another group for correction, (e) write a final version of the story on paper for the class ezine.

Page 63

● Extra activity 1: Writing sentences

Students write the sentences for all the verbs they won in the Student's Book game correctly in their notebooks.

● Extra activity 2: Games

Play one of the games from Units 5 and 6 with the class.

Unit 7

Page 64

● Extra activity 1: Role play

Display the large sheet of paper with the CD script written on. Make sure all the students can see it. Make groups of four. Students decide on their roles. Play the CD again. Students repeat their words in role. Students then practice the role play in their groups. Monitor, listen, and comment if appropriate. Check for correct pronunciation of *might / might not*.

● Extra activity 2: Back-to-back game

Tell students to make pairs. They have 30 seconds to look at what their partner is wearing. Then they stand back to back and take turns describing their partner's clothes. The more detail, the better.

Page 65

● Extra activity 1: Conversations

Students each write their conversations from Student's Book Activity 7 in their notebooks: they write their questions, followed by their partner's responses.

● Extra activity 2: Descriptions

Students each write a description of another student in the class. But they don't use their name or *him/her*. They write, e.g., *This student's wearing ...* Students take turns reading their descriptions aloud for the rest of the class to guess.

Page 66

● Extra activity 1: Disappearing text

This activity uses one of the texts from Student's Book Activity 9. Either write one of the texts on the board in the lesson or reveal the text you wrote on the board beforehand. Ask students to read it aloud in turn (Student's Book closed). Erase about six nouns from the text. Ask students to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left and students can say the whole text from memory.

● Extra activity 2: Fashions we like

Brainstorm the kinds of clothes students think are fashionable. Keep it general so as not to offend any students in the class. Make groups of four. Hand out a fashion magazine to each group. They choose pictures that they think give examples of current

fashions and cut them out. They prepare a poster, adding text to describe what the fashion items are. Either display the posters around the class or students can prepare and then give oral presentations in groups.

Page 67

● Extra activity: Writing together

Put students into pairs or groups of four. They read through the descriptions of clothing each of them wrote for Workbook Activity 13 and try to correct any mistakes. Remind them to use pencil and not pen. Students then rewrite their descriptions in their notebooks.

Page 68

● Extra activity 1: Role play

Pairs imagine they are going to have a telephone conversation. They plan the conversation together. One of the pair then performs the conversation to the class, but all he/she can say is the answers. All the class hears is one student “on the phone.” The rest of the class has to guess what the phone conversation is about. Tell students to use their imagination and to think of how actors do this in movies / on TV.

● 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 (grammatical and/or factual) and suggest ways of improving the descriptions according to the Write it right box. Remind them to use pencil and not pen on each other’s work. Students then rewrite their own texts on a piece of paper. Some of the texts can be submitted for the class ezine.

Page 69

● Extra activity 1: Role play

Make groups of three. Students choose their role. Play the CD as students read through the story dialog in role. Make sure they say their words with appropriate intonation and feeling. Then they practice the dialog in their groups, using appropriate intonation to show the emotions and feelings of all the characters. They take turns being the three different characters. More confident students can role-play the story for the whole class.

● Extra activity 2: True or false

Students work in pairs. They write ten statements about the information in Workbook Activity 20. Some are true and some false. They write the statements on one piece of paper and the key (with corrections for the false statements) on the other. Pairs swap statements with another pair and write their answers. Then the pairs give each other the keys so they can check. Monitor and help as pairs are writing their true/false statements.

Page 70

● Extra activity 1: Definitions

Focus students on Student’s Book Activity 2 and elicit the full definitions, e.g., *This is the outside part of a tree. You can use it to make clothes.* Students work individually. They choose four more new words from the text and write definitions. Monitor and help as necessary. Make groups of four students who were not sitting next to each other. They take turns reading the definitions to the group for them to guess. They do this with Student’s Book closed.

● Extra activity 2: About my clothes

Students write a short text about the clothes they are wearing. They name them all and then write what they are made of and where they come from. In groups, students

compare their information and find out what the most common materials are.

Page 71

● Extra activity 1: Writing together

Put students into pairs or groups of four. They read through the texts each of them wrote for the project, look at the picture of the uniform, and make suggestions for improvements to the text. Remind them to use pencil and not pen on each other’s work. Students then rewrite their own texts on a piece of paper and attach the picture for the class book on uniforms.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on clothes and write them on the board. Check that students understand them and know how to say them. In their vocabulary books, students write the heading *Clothes*. They write the new words, phrases, and expressions from the lesson, 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 clothes around the world. I designed a uniform.*

Unit 8

Page 72

● Extra activity 1: Role play

Display the large sheet of paper with the Student’s Book Activity 1 CD script written on. Make groups of three. Students decide who is which character. Play the CD. Pause for students to repeat in character after each line. Students practice the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

● Extra activity 2: Compare and correct

Students work in groups of four. They compare their sentences from Workbook Activity 4. They find out what the others have already done / just done / not yet done today. Provide prompts on the board for students to write sentences about their group, e.g., *Two of us have already ... All of us have just ... One of us hasn’t ... yet.*

Page 73

● Extra activity 1: Writing verses

Tell students they are going to write another verse for the song. Using the first verse as a model, elicit other things they have done in school this year / they have just done. Do the same with the second verse, eliciting some of the things they have already done to prepare for school vacation and others that they haven’t done yet. Students work in groups of four, writing one or two more verses for the song. Monitor groups. Remind them to keep to the same basic structure of the song. Groups perform the new verses for the class, and the class votes for the best ones.

● Extra activity 2: Writing replies

Tell students that they are going to write an email to Emma (from Student’s Book Activity 6), either in the role of Sarah or as themselves. Brainstorm with the class some vacation places and things to do there and ideas for what they have just done / already done / not done yet on vacation. Students work individually and write a draft of their email. Students swap texts with another student and read each other’s, checking for correct use of *already, just, and yet*. Students write the final version of their email in their notebooks.

Page 74

● Extra activity 1: My country

If their country is not mentioned in the ezine, students work in groups to brainstorm ideas for a short paragraph about their country (as in the texts in Student's Book Activity 9). Brainstorm their ideas and write a collaborative text on the board. Ask a student to write it up for the class ezine.

● Extra activity 2: Research project

Students work in groups of three or four. They each choose one country (not one of those mentioned in detail in the unit) to do a project on. Brainstorm some ideas to give them structure for their research, e.g., where it is in the world, how big it is, the languages that are spoken there, the climate, particular things the country is famous for (history/products), and its capital city. Hand out reference materials to the groups. They can also use the Internet. Give them a time and word limit. Monitor, help, and guide. Groups can present their project on a poster, do an oral presentation, and/or write it up for the class ezine.

Page 75

● Extra activity 1: Categories

Write the following categories on the board: *nationality, hobby, food, clothes, past participle*. Students work in groups of two or three. Say a letter, e.g., *b*. Students write a word for each category beginning with this letter, e.g., *Brazilian, basketball, banana, boots, been*. Repeat with other letters. Set a time limit for the writing phase. Check words at the end to make sure they are correct.

● Extra activity 2: Sharing ideas

Make groups of six (three pairs). Pairs take turns reading their reports from Workbook Activity 14 aloud to the other students. They compare ideas about similar things they have eaten / liked / didn't like. Pairs then swap the reports they have written with another pair in the group. They read through each other's reports and try to correct any problems with grammar, spelling, and expression. They use pencil. Remind them that this is a cooperative activity. Pairs pass on the report to the other pairs in the group for further comment. Pairs then take back their own reports and rewrite them, taking into account the feedback of the other pairs if they think it is appropriate.

Page 76

● Extra activity 1: Favorite cities

Students write a list of their five favorite towns and cities in the world (tell them to think of places they have visited or would like to visit). They practice talking about the cities in pairs, using the correct intonation to list their favorites, e.g., *My favorite cities are San Antonio, Santiago, New York, and Seattle*. They swap partners and repeat.

● Extra activity 2: Where am I going?

Tell students to imagine they are going on vacation to a country anywhere in the world. They have to think of five or six things (clothes, useful objects, things to eat or drink) they need to pack in their suitcase. Ask students to write the name of the vacation destination and a list of things they need in their notebooks. Make pairs. Write the prompt *I'm going to pack ...* on the board. Student A makes a sentence about their list, without showing the list to Student B, e.g., *I'm going to pack a hat, some sunglasses, a camera, some shorts, a Spanish dictionary, and a diving mask*. Student B tries to guess the vacation destination (e.g., *Are you going to Mexico?*). Then they swap roles.

Page 77

● Extra activity 1: Role play

Make groups of four. Students choose their role. Play the CD as students read through the story dialog in role. Then they practice the dialog in their groups. They take turns being the four different characters. More confident students can role-play the story for the whole class.

● Extra activity 2: Diggory Bones quiz

Students work in groups of four. They look back through the Diggory Bones story and write a quiz about it to give to another group in the class. They write the answers on a separate sheet. Groups swap and answer each other's quizzes. If time, select the best quiz questions from all the groups in the class (about 12 in all) and include them (with answers) in the class ezine.

Page 78

● Extra activity 1: Questions and answers

Each student writes five questions about the text in Student's Book Activity 1. They need to make sure they know the answers. In pairs, they take turns asking their friend a question. Their friend gets 2 points for answering it correctly without looking at the text and 1 point for doing so after looking at the text. At the end, elicit how many points each pair got.

● Extra activity 2: Words, words

Write the following words scattered around the board (without the countries). Write the countries down one side of the board.

Germany: hamburger, backpack

Norway: krill, ski, slalom

Wales: penguin

Portugal: marmalade, dodo

Spain: guitar, mosquito

France: crocodile, medicine

Holland: landscape

Italy: balcony, opera, giraffe

Greece: thermometer, catastrophe

India: pajamas, bungalow, shampoo

Turkey: coffee

Canada (Inuit): igloo

Australia (Aborigine): kangaroo, boomerang

Japan: karate, bonsai

Mexico: chocolate

Students work in groups and try to guess where the words came from. Elicit their ideas and then provide the class with the answers. They can copy the words into their notebooks.

Page 79

● Extra activity 1: The class ezine

Review with students what articles, texts, and other items you have for the class ezine. Decide if there is anything anyone would like to add, for example, from today's project. Once they have decided on the final articles, collate them and produce the final ezine for circulation to other students in the school, parents, etc.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on language onto the board. Check that students understand them and know how to say them. In their vocabulary books, students write the heading *Language*. They write the new words, phrases, and expressions from the lesson, 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 where languages come from. I completed a project about my own language*.

Review Units 7 and 8

Page 80

- **Extra activity 1: Songs and chants**

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

- **Extra activity 2: A group story**

Students work in groups of three. They choose one of the other titles from Workbook Activity 2 (Streets ahead / Capital cities) and write a story with this title. They need to: (a) brainstorm ideas, (b) sequence ideas, (c) write a first draft of the story, (d) swap drafts with another group for correction, (e) write a final version of the story on paper for the class ezine.

Page 81

- **Extra activity 1: Activities**

Students choose an activity from Kid's Box AE 6 to do again. They vote for their favorite. Do it with the class.

- **Extra activity 2: Games**

Play one of the games from Units 7 and 8 with the class.

Page 82

- **Extra activity 1: Modern life**

Write the following list of modern devices on the board: computer, cell phone, MP3 player, washing machine, television. Tell students to think about how important each of these things is in their daily life. They work individually to write a list of the devices in their notebooks in order of importance, number 1 for the most important device and number 5 for the least important. They compare their answers in pairs and discuss the lists. Elicit ideas from pairs and encourage students to give reasons for their opinions.

- **Extra activity 2: Messages**

Draw a chart with four columns on the board. Write the column headings Face to face, Phone call, Email/text, Letter. Hand out the pieces of paper you prepared before class (see page T82), one to each pair of students. Tell each pair to read what is on their piece of paper and decide if the best way to send this message is over the phone, face to face, by email/text, or by mail (e.g., in a letter or card). Give students time to think and discuss with their partner. Circulate and help as necessary. Ask a volunteer pair to read aloud their message and say which column (or columns) of the chart they would choose. Ask them to give the reason. Repeat until all the pairs have spoken about their messages. If some pairs have the same message, see if they agree about the best way to deliver it.

Page 83

- **Extra activity 1: My kitchen**

Show students the picture of the kitchen in the Student's Book. Tell them to think about what their kitchen at home looks like just before a meal. Make sentences about your own kitchen and write them on the board, e.g., *My kitchen is smaller. There's a big fridge. We don't eat in the kitchen. There isn't a table. I have two children. They don't use knives in the kitchen.* Students work in pairs. They discuss similarities and differences between the picture and their own kitchen in the same way. Monitor and help with new language.

- **Extra activity 2: What can happen?**

Write the headings Kitchen, Bathroom, and Outside on the board. Students copy them in their notebooks. They work in pairs to write sentences about accidents that can/might happen in each place. Elicit some examples before they start, e.g., Kitchen – *A fire can start on the stovetop. Someone might fall over if the floor is wet.* Monitor and support as necessary. Pairs compare with pairs. Elicit ideas and discuss ways to prevent the accidents.

Page 84

- **Extra activity 1: Harmony at home poster**

Students work in pairs or small groups to design a poster about how to have harmony at home. They write a list of rules/advice for getting along with your family, e.g., *Work as a team. Talk about your problems. Don't be lazy. Help your parents. Keep your room neat.* They illustrate their poster with pictures/symbols. Display the posters around the class for students to look at their classmates' work.

- **Extra activity 2: Interview with the Banks family**

Students work in groups of four or five. Assign roles to each student – "David" (the reporter), "Vicky," "Fred," "Dad," and (in a group of five) "Mom." Hand out the props – notepads and pens for "David," items of clothing for "Mom" and "Dad" (see page T84). Give students time to re-read the report about the Banks family in the Student's Book. In their groups, they prepare a role play of the interview. They can try to remember the questions "David" asked or write new questions. Monitor and help as necessary. Make sure each member of the group speaks. Allow time for the groups to practice their role plays. Then ask volunteer groups to perform their interview for the class.

Page 85

- **Extra activity 1: Advice columnists**

Ask students to copy out the problem letter they wrote for Workbook Activity 4 on a separate piece of paper, without signing their name. Display the letters around the class, each marked with a number. Students stand up and read each letter (make sure each student starts with a different letter, then moves on to the next). They write a piece of advice for each one in their notebooks (just one sentence) next to the number of the letter. Monitor and help as necessary. Set a time limit if you wish. At the end of the activity, elicit pieces of advice for each problem. Write examples of the best pieces of advice on the board.

- **Extra activity 2: What should I do?**

Hand out two large pieces of thin cardboard to each student. Ask each student to write *should* on one piece of cardboard and *shouldn't* on the other. The words need to be large enough for you to see if the student holds up his/her cards. Write one of the following problems on the board and read aloud one of the pieces of advice about it. Students hold up their *should* or *shouldn't* card according to whether they agree with your advice. Ask a student to make a sentence with *should* or *shouldn't* (e.g., *You shouldn't change your boyfriend.*), then ask him/her the reasons for this answer. Repeat with the rest of the "advice" sentences. Then do the same with the remaining problems.

Problem: *My dog doesn't like men and barks at my boyfriend all the time. Yesterday it almost bit him.*

Advice: *Change your boyfriend. Ask your boyfriend to wear a skirt when he visits your house. Never take your boyfriend to your house. Take your dog to see an expert dog trainer.*

Problem: *I share a bedroom with my little sister. She wants to paint the room pink. I want to paint it yellow.*

Advice: *Paint the room pink. Paint the room yellow. Paint the room a different color you both like. Use wallpaper with pink and yellow on it.*

Problem: *I haven't done my English homework because I was playing computer games last night.*

Advice: *Copy the homework from someone else. Tell the teacher your dog ate your homework. Tell the teacher the homework was too difficult. Say sorry and ask for more time to do your homework.*