

Name: _____

Class: _____

Date: ____/____/____

UNIT 6 – Extension Activities

Holiday Adventures

Activity 1

JUMBLED STORIES

Materials: Paper.

Directions: Distribute paper. Write on the board: *Last holidays, I went to...* Have students copy the incomplete sentence at the top of the paper and finish it. Then, tell them to fold the top of the paper over so that the sentence is hidden and to pass the paper to the student on their left. Write on the board: *The weather was...* Have students copy the sentence under the fold and finish it. Have them fold the paper again to hide the sentence and pass the paper to the left again. Continue with the following sentences: *I played..., He / She said..., We ate... and drank..., We watched... Then, we...* Have students open the papers and read the stories to the class.

Activity 2

SENTENCE WRITING

Directions: Have students choose a year in their life and write three things they did during their summer / winter holidays. Then, have the class work in pairs and share their ideas. Tell students to write sentences comparing their holidays. Finally, invite some volunteers to read their sentences aloud.

Activity 3

SEA BISCUITS

Materials: Bowls, 4 parts flour, 1 part water, salt.

Directions: Tell students they are going to make the type of crackers that sailors ate. Distribute ingredients. Have students mix the ingredients together to make dough. Then, have them roll it out on a floured surface to about 1 ½ cm thick. Tell them to cut it into 5-cm squares. Have students place each cracker on a baking sheet and make holes across the surface with a fork. Bake at 150 degrees centigrades for one hour or until lightly browned.

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Explain to the class that these biscuits are hard and that just as we crush crackers in soup, sailors soaked sea biscuits in water, coffee or stew.

Activity 4

CREATE A WATER COMPASS

Materials: For each student: Small paper clip (straightened), small piece of Styrofoam, bowl of water, magnet, and permanent marker.

Directions: Distribute materials. Ask students to rub their paper clip with a magnet. Then, have students push their paper clips into the Styrofoam. Show them how to gently place the pierced Styrofoam in the bowl of water. The needle will rotate until one end points north. Mark this end of the wire with a permanent marker.

Language Links: Review the cardinal points with the class. Have students mark on the walls of the classroom: North, South, East and West.



Activity 5

POSTCARD ALBUM

Materials: Construction paper, fasteners, tape, index cards, white piece of paper.

Directions: Give each student a white piece of half the size of the index card. Invite the class to draw a picture on the white piece of paper illustrating what they did on their holidays and tell them to add who they are sending the postcard to, where they are writing from and what they are doing. Then, collect the postcards and stick them to the construction paper with tape. Have students decorate two pieces of construction paper to make covers for a class postcard album. Fasten the covers together with fasteners.

Activity 10

HOLIDAY ACTIVITIES

Directions: Invite students to brainstorm holiday activities and write them on the board. Then, tell students to copy and complete the table with their ideas:

Name: _____

Class: _____

Date: ____/____/____

Activities I like	Activities I did	Activities I plan to do

Divide the class into pairs and explain that they are going to take turns to ask and answer about the information in the table. Ask a volunteer about her / his activities to demonstrate the activity:

T: What do you like doing on your holidays?

S: I like swimming.

T: Did you swim last holidays?

T: Are you going to go swimming next holidays?

Encourage students to ask and answer the questions and compare their ideas. Finally, have some volunteers share their results.

Let's go Camping!

Activity 1

CAMP COLLAGE

Materials: Construction paper, paint, paintbrushes, glue, cotton. Objects from nature: *sticks, leaves, pebbles, sand, feathers.*

Directions: Distribute materials. Have students paint a background of an outdoors scene on construction paper. Then, ask them to paint a campsite with children participating in an activity nearby. Next, have them glue different objects from nature onto the paper to make a 3-D picture. Encourage students to use cotton for clouds, sticks and leaves for trees and pebbles and sand for the ground. Display students' works around the classroom.

Activity 2

CAMP GAME

Materials: old socks (1 per student), beans, cans or jars of various sizes, glue, black marker, cardboard, scissors, masking tape.

Name: _____

Class: _____

Date: ____/____/____

Directions: Distribute socks. Have students fill the sock with beans. Tell them to tie the sock tightly in a knot to make a bean bag. Divide the class into small groups. Tell students to tape together the cans or jars. Ask them to number the containers, marking higher scores on the containers that are smaller, and glue them onto cardboard. Then, explain the rules of the game. Players stand behind a line and toss their bags to try to get them into one of the containers. Each player gets three tosses per turn and then, adds up her / his points. The player with the most points after five turns wins the game.

Activity 3

CAMP ACTIVITIES

Directions: Tell students to imagine they went camping and copy the following table:

Activities	Me
Make a fire		
Go swimming		
Put up the tent		
Cook food		
Go horse riding		
Play volleyball		
Find a treasure		

Invite students to tick some of the activities they did. Then, divide the class into pairs. Tell students to take turns to ask and answer *Yes / No* questions about the activities they did to find similarities; for example: *Did you go swimming?* Finally, have the pairs write a paragraph comparing what they did: I went swimming but Fede didn't go swimming. He played volleyball. Invite some volunteers to share their results with the rest of the class.

Activity 4

MIME

Directions: Divide the class into groups and have a volunteer come to the front. Whisper a word or phrase related to holidays or going camping and ask the student to mime the action; for example: *travel by plane*. The group that says the correct word first gets a point. Then, invite a student from another group to mime a different word. The group that guesses more words wins. Suggestions: *pack your clothes, use a compass,*

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swim, put up a tent, make a fire, eat hamburgers, take photos, go trekking, fish, sail into the sea.

Activity 5

DRAW

Materials: Slips of paper with vocabulary related to going camping. Suggestions: *torch, map, compass, sleeping bag, tent, backpack.*

Directions: Divide the class into groups and have them line up. Have the first students in each line take a slip of paper and whisper the word into the ear of the student in front of her / him in the line. Tell students to whisper the word until they reach the end of the line. Explain that the last student has to draw a picture of the word. If the answer is correct the group gets a point. Encourage students to write the word next to the corresponding picture and get an extra point if the spelling is correct.

Past Events

Activity 1

TIC-TAC-TOE

Directions: Write answers to *Wh-* questions in a tic-tac-toe grid on the board: *at 8:00 o'clock, to the park, a sweater...* Divide the class into two teams. Have teams take turns asking a question that corresponds to an answer on the square: *What time did you get up today? Where did you go yesterday? What did you buy at the shop?* If the question is correct, the team can draw an X or an O in the square. The first team to get three squares in a row wins.

Activity 2

A SCHOOL TRIP

Directions: Ask students to get together into groups of five people and talk about any school trip they took in the past. Tell them to discuss their ideas and take down notes. Then, have the groups draw some pictures to illustrate the trip. Finally, invite students to show their illustrations and tell the rest of the class about their school trip: *We went to the Natural History Museum last year. It was great. There were a lot of dinosaur bones, plants and maps. We saw a short film about our solar system and played some games with the guides. The teacher was very nice and we all behaved very well.*

Name: _____

Class: _____

Date: ____/____/____

Activity 3**TOYS IN THE PAST****Materials:** Construction paper, paper, magazines.

Directions: Invite students to name their favourite toys. Write a list of all the toys on a sheet of construction paper and display it on the classroom wall. Then, help students write a questionnaire to ask their parents about the toys they had when they were children: *Did you have (board games) when you were a child? What toys did you have when you were a child?* Have students take their questionnaires home to interview their parents. The next class, discuss the results. List all the parents' toys on another sheet of construction paper and display it next to the students' toys. Distribute paper and have the class divide the paper into two columns with the headings: *Mum and Dad's Toys* and *My Toys*. Tell students to draw pictures of toys or cut them out from magazines and glue them under each heading.

Language Links: Invite different students to come up with their charts and encourage the class to ask students about their questionnaires: *Did your mum have (board games)? What toys did your dad have?*

Activity 4**SHADOWS**

Materials: White sheet, two pieces of cord or thick string, bright torch, drawing paper, pencils, clipboards.

Directions: Tie the two cords to two corners of the sheet. Then, tie each cord to the two highest points in the classroom. Make sure the full surface of the sheet is visible so that students can see a person's entire shadow. Flash the torch, adjusting the height and distance to get a complete shadow. Ask a volunteer to go behind the sheet and tell her / him to stay close to it in order to project the best shadow. Tell the student to mime an action representing what she / he did yesterday and then, freeze in a position. Encourage the class to recognise what the student did: *She went swimming*. Continue with the same procedure inviting different students to mime actions behind the sheet.

Name: _____

Class: _____

Date: ____/____/____

Activity 5

CHAIN STORY WRITING

Materials: Paper.

Directions: Divide the class into groups of ten students. Give each student a sheet of paper. Ask each group to sit in a circle and have each student write a sentence at the top of her / his paper to begin an adventure story. Then, have students pass their paper to the student on the left. Explain that that student has to continue the story by writing another sentence. Continue around the circle until the students get their original papers back and have them finish the story. Finally, invite different volunteers to read their stories aloud.

Activity 6

MATCHING VERBS

Materials: Twenty cards.

Preparation: Prepare cards with verbs in the infinitive form and in the Simple Past tense: *see, saw, sit, sat, go, went, take, took, swim, swam, drink, drank, eat, ate, have, had, find, found, sleep, slept.*

Directions: Stick the cards all mixed up facing the board. Divide the class into groups and invite a volunteer to turn over two cards. If the infinitive and past verbs match, the group takes the cards and wins a point. Encourage students to make two sentences using the verbs to get an extra point; for example: *I didn't see a shark last holidays. I saw a dolphin.* If the verbs do not match, turn the cards facing the board again and have a volunteer from another group come to the front and choose two cards. Continue with the same procedure until the groups have matched all the verbs.

Activity 7

EXPLAIN

Materials: slips of paper with situations.

Preparation: Write a sentence about an event in the past on each slip of paper.

Suggestions: *You broke a mirror. You forgot your Science project at home. You lost your school bag. You wore summer clothes in winter. You slept twelve hours. You fell off your bike. You took your classmate's notebook home. You ate insects. You found letters in your garden. You went to school on Sunday.*

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Directions: Put the slips of paper in a bag and have a student pick up one. Invite the student to read the sentence aloud and ask her / him to explain why that happened; for example:

T: Why did you go to school on Sunday.

S: Because I thought it was Monday.

Encourage students to invent funny reasons for the situations and have the rest of the class ask her / him questions to know about more details.

Activity 8

WEEKLY ACTIVITIES

Directions: Draw a weekly calendar on the board and mark Saturday as if it is today:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						✓

Invite the class to copy the table and complete the days with activities; for example:

Sunday: eat with grandparents. When students have completed the table, invite them to work in pairs and take turns to ask and answer about their activities in the past.

Remind them to use past adverbs of time when referring to past activities. Demonstrate the activity by asking some questions to a volunteer: *What did you do the day before yesterday / three days ago? Did you visit your grandparents a week ago?*

Activity 9

MAKE SENTENCES

Materials: slips of paper with prompts.

Preparation: Write prompts with verbs and past adverbs of time and expressions.

Suggestions: *study hard / yesterday; eat a cake / three days ago; sleep in a sleeping bag / last weekend; use a compass / last holidays; go shopping / last Saturday; travel by train / a month ago; etc.*

Directions: Invite students to the front and take a slip of paper. Tell them to make a complete sentence using the correct form of the verb in the past. Explain that the

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sentence can be true or false and that their classmates will have to guess: I slept in a sleeping bag last weekend. If the sentence is false, encourage the volunteer to say what she / he really did: *I didn't sleep in a sleeping bag last weekend. I slept in my bed.* Ask another volunteer to pick up a slip of paper and make a sentence.

Activity 10**SCRAMBLED QUESTIONS**

Materials: Slips of paper (different colours).

Preparation: Write questions on slips of paper of different colours or write each of the questions with different colours. Then, cut out the words and put the slips of paper in an envelope (1 set per group). Suggestions: *What did you do the day before yesterday? When did you eat typical food? Why did you study hard a week ago? Where did you go last Saturday? What time did you get up last Monday?*

Directions: Divide the class into groups and hand each of them an envelope. Tell students to separate the slips of paper by colour and order the words to make questions. The first group to unscramble the questions gets a point. Then, have different students read the questions aloud to check and award a point for each correct sentence. Encourage students to answer the questions to get an extra point. The group with more points is the winner.