

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## UNIT 4 – Extension Activities

### Past Events

#### Activity 1

##### BIRTHDAY BAR GRAPH

**Materials:** Paper, graph paper.

**Directions:** Invite the class to conduct a survey to find out which months students were born in. Draw a chart on the board with one month of the year as a heading for each column. Ask students to copy it onto a sheet of paper. Tell them to move around the room, asking each other: When were you born? Show students how to put tally marks in the corresponding columns of their charts. Distribute graph paper. Finally, show the class how to compile their results and present them in a bar graph.

#### Activity 2

##### MUSIC AND ARTISTS

**Materials:** Reference books about music and famous artists, the internet.

**Directions:** Divide the class into pairs. Have students investigate and write about a famous artist. Ask them to write a short biography and to include the type of music she / he makes and the instruments she / he plays. Clarify what type of information students should include in the bio: date and place of birth, family, age the artist started to compose / play music, albums she / he recorded, awards she / he received, etc.

#### Activity 3

##### CORRECT ME

**Materials:** Unit 4 Planet Warriors 3 Student's Book.

**Directions:** Divide the class into pairs. Have students take turns to test their classmates' memory and say wrong information about the artists in the unit; for example:

*S1: Taylor Swift was born in Australia.*

*S2: She wasn't born in Australia. She was born in the USA.*

If their classmates' answer is correct, they get a point. The student who corrects more sentences wins.

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#### Activity 4

##### BIRTHDAY CHAIN

**Directions:** Have the class sit in a circle. Explain that they are going to say when they were born and then, ask the student next to them about their date of birth. That student has to say her / his date of birth together with the previous dates of birth that were mentioned in the circle and ask the next student about her / his date of birth: *I was born on ... Sofia was born on ... and Pedro was born on ... When were you born?* When a student cannot remember all the dates or makes a mistake, she / he starts a new chain.

#### Activity 5

##### FIND IN THE CLASS

**Directions:** Tell the class that they are going to ask and answer Yes / No questions about their dates and places of birth. Have students copy the following instructions:

Find someone who...

was born two months before you:  
.....

wasn't born in the same city as you:  
.....

was born in July: .....

was born in the same month as you:  
.....

was born three months after you:  
.....

Have students walk around the classroom asking and answering the questions. When they find a classmate who gives an affirmative answer, they write down the student's name. Elicit the first question to demonstrate the activity: *I was born in October. Were you born in August?* Remind students that they cannot ask *Wh- questions*. The first student who writes down all the answers is the winner. Then, invite some volunteers to report their findings: (Santi) was born in a different city.

#### Activity 6

##### JUMBLED SENTENCES

**Materials:** Ten slips of paper with jumbled

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sentences (1 set per group).

**Directions:** Write sentences in the past with the words jumbled; for example: *she My listened mum teenager to a when Madonna was. (My mum listened to Madonna when she was a teenager.) / forty died John Lennon he old was when years. (John Lennon died when he was forty years old.),* etc. Determine a time limit for the groups to rearrange the words and write the sentences. Finally, invite different volunteer to read the sentences aloud to check.

### Activity 7

#### CHINESE WHISPERS

**Directions:** Divide the class into groups and have students line up at the back of the classroom. Whisper a sentence into the first students' ears and have them repeat the sentence to the next student; for example: I started to play the guitar in 1998. Explain to students that they have to whisper the sentence they hear into their classmates' ears until they reach the last student in each line. Tell the students at the end of the lines to write the sentence they hear on the board. If the sentence is correct, the group gets a point. Then, the last student moves to the front of the line to continue with the game.

### Activity 8

#### TIC-TAC-TOE

**Directions:** Divide the class into two groups and assign them a X and a O. Draw a grid of nine squares on the board and write a verb in the infinitive form in each square. Then, invite a volunteer from a team to choose a square and make a sentence using the verb in the past form. Ask the student to write the sentence on the board to check spelling. If the sentence is correct, the group draws a X or a O. The first team to complete three squares in a row is the winner.

## Musical Instruments

### Activity 1

#### RUBBER SOUNDS

**Materials:** Rulers, rubber bands.

**Directions:** Divide the class into pairs. Distribute materials. Dictate or write the following instructions on the board:

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

1. Stretch a rubber band over a ruler.
2. Insert a pencil under the rubber band at each end of the ruler.
3. Pluck the rubber band at any point between the two pencils.
4. Press your finger at different points, plucking the rubber band each time.

*How does the sound change?* Have students carry out the experiment with their partner. Monitor the activity. Write the following questions on the board:

1. What happens to the rubber band when you pluck it? (It vibrates.)
2. What happens when you pluck it with your finger pressed down at different points? (The shorter the rubber band, the higher the sound.)

Encourage students to speculate why they can produce higher and lower sounds.

## Activity 2

### SOUND PITCH

**Materials:** Glass bottles of the same size (3 per group), plastic containers (1 per group), water, metal spoons.

**Directions:** Tell students they are going to do an experiment about pitch – how high or low a sound is. Divide the class into groups. Give each group three bottles and a container of water. Have students fill up bottles with different amounts of water. Then, ask them to tap each bottle with a spoon. Have them record their results. Ask: *Which bottle had the highest pitch? Which bottle had the lowest pitch? Why does this happen?*

## Activity 3

### MAKE A PAPER BAG MARACA

**Materials:** Small paper bags, rice, rubber bands, coloured pencils or paint, wooden sticks or pencils.

**Directions:** Have students decorate a small paper bag and put some rice in it. Ask them to blow into the bag and tie it with a rubber band. Have them insert a small stick or pencil into the opening to make a handle. Then, have students shake the maraca. Ask students to shake softly and loudly. Invite them to think about the type of music that normally makes use of maracas.

## Activity 4

### WATER BELLS

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Materials:** Different-sized glasses and glass jars, water, pencils.

**Directions:** Pour different levels of water into glasses and glass jars. Strike each glass and ask students to help you line them up from the lowest sounding to the highest sounding. Invite students to come up and experiment with striking the jars to produce a tune.

### Activity 5

#### WHAT INSTRUMENT IS IT?

**Directions:** Divide the class into groups and have a volunteer come to the front. Whisper a musical instrument and encourage the student to describe it and explain how it is played. The group that identifies the instrument gets a point. Have a student from that group come to the front and describe another instrument for the rest of the class. The group that identifies most of the instruments wins.

### Activity 6

#### MAKE WORDS

**Directions:** Write letters scattered on the board. Divide the class into groups and encourage them to make words related to music out of the letters; for example: *a g u l t e m i d p r n s c o b*: *music, band, trumpet, string, guitar*, etc. Allow them to use a letter twice in a word; for example: *composer*. Determine a time limit and then, have the groups read the words aloud to check. You may ask them to spell some words as well. The group that makes more words wins.

### Activity 7

#### INSTRUMENTS AROUND THE WORLD

**Materials:** Construction paper, markers, coloured pencils, reference books, the internet.

**Directions:** Divide the class into groups and have students find information about traditional instruments in different countries; for example: *didgeridoo, sitar, bagpipe, sheng, bandura*, etc. Ask the groups to copy and complete the following card:



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name: .....

Type of instrument: .....

Country: .....

Description: .....

How it is played: .....

Curious fact: .....

Then, have the groups write the information in the construction paper and draw a picture of the instrument. Finally, invite students to show their posters and talk about the instruments. Encourage the rest of the class to ask questions. Display the posters on the classroom walls.

### Activity 8

#### FIVE-LETTER WORDS

**Directions:** Divide the class into small teams. Say a five-letter word and have students write five words starting with each of the letters of that word: piano – pop, instrument, artist, note, orchestra. The first team to finish reading out their words, if all the words are correct, wins the game.

### Activity 9

#### MAKE A FLUTE

**Materials:** Corrugated cardboard, straws (8 per student), paint, plasticine.

**Preparation:** Flutes: For each student: Cut a rectangle from cardboard (20 x 8 cm).

**Directions:** Distribute corrugated cardboard and straws. Ask students to cut the straws into different lengths and seal the bottom of each straw with a piece of plasticine. Then, have them insert the straws into alternate openings in the corrugated cardboard, from the longest to the shortest. Encourage students to paint their flutes with fun designs.

### Activity 10

#### PLAY THAT TUNE

**Materials:** Musical instruments made in the previous activities.

**Directions:** Ask students to take out the instruments they have previously made. Divide the class into groups and have them decide on a song they know in English. Have groups sing their songs as they play the instruments they made. Vote on a

Name: \_\_\_\_\_

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winning group. Variation: Have the groups play a song with their instruments and tell them not to sing. Encourage the other groups to identify the song.

### In the Past

#### Activity 1

##### MEMO TEST

**Materials:** Big picture of a scene.

**Directions:** Divide the class into groups. Show an illustration for a minute and have students remember as many details as they can. Determine a time limit and have the groups write down sentences using *There was / were*. Then, invite different volunteers to read their sentences aloud and encourage the other groups to say if they are correct or not. Finally, show the picture again to check the sentences. The group with the most grammatically correct sentences wins.

**Variation:** Read sentences about the scene aloud and encourage the groups to identify if they are true or false. Include examples using the negative forms *There wasn't* and *There weren't*.

#### Activity 2

##### PICTURE DICTATION

**Directions:** Describe the scene of a festival and tell students to draw a picture to illustrate what they hear: *There was a music festival yesterday. There was a big stage and there was a rock band playing their music. There were four members in the band: a singer, a guitarist, a bassist and a drummer. There was a big screen behind them and it showed the cover of the band's last album. There were a lot of people but there weren't any chairs. Some people danced and others were on the floor.* Then, encourage students to add more details to the pictures and create a design for the cover of the album on the screen. Divide the class into pairs and tell students to compare their pictures.

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**Activity 3****DEVICES THROUGH THE YEARS**

**Directions:** Divide the class into groups and assign each of them different years; for example: 1980, 1990, 2000, etc. Have them think of technological devices that exist today and find out if they existed or did not exist in the past; for example: In 1980, there weren't VR headsets. And tell students to write about things that existed in the past but do not exist in the present: In 1980, there were cassettes. Invite different volunteers to share their findings with the rest of the class and ask students what they like about the past that does not exist today.

**Activity 4****WHAT'S MISSING?**

**Materials:** Cards with pictures of different musical instruments and objects related to music (e.g.: record, microphone, loudspeaker, ticket for a concert, etc.)

**Directions:** Divide the class into groups and show the cards with the pictures one by one. Have students remember the objects they see and then, remove one of the cards. Show the cards again and encourage students from one group to say which object is missing; for example: There was a guitar. If the answer is correct, the group gets a point. If the answer is incorrect, have the other group say what is missing. Continue with the same procedure until there are no cards left.

**Activity 5****SCENARIOS**

**Preparation:** Write situations in slips of paper. Suggestions: *A football match. A concert at the beach. A fast-food restaurant full of people. An orchestra in a theatre.*

**Directions:** Divide the class into groups. Invite a volunteer from each group to take a slip of paper and read the situation aloud. Explain that they have to write a description of the situation and place where it develops using *There was / wasn't ... / There were / weren't...* Encourage students to be creative and determine a time limit to complete the task. Then, ask different students from the groups to read their descriptions aloud. Have them vote on the funniest / scariest / the most entertaining description.