

## Differences All Around

### Activity 1

#### CARTOON COUNT

**Materials:** Paper, rulers.

**Directions:** Have students name popular cartoons and write the names on the board. Then, ask them to interview their classmates to discover their favourite cartoon: *What's your favourite cartoon?* Have students make a bar graph with their results and ask them to write two sentences about their graph: *Spongebob Squarepants is more popular than Gravity Falls.* Display the graphs on the classroom walls.

### Activity 2

#### SUPERLATIVE RACE

**Materials:** Construction paper.

**Directions:** Divide the class into four groups. Distribute construction paper. Have the first group draw cars of different sizes; the second group, trains of different lengths; the third group, boats of different heights and the fourth group, different means of transportation: *bicycles, planes, cruise ships*, etc. Collect students' pictures and display them randomly around the classroom. Ask the groups to line up at the front of the class and give instructions: *Run to (the biggest car).* Tell the first student in each group to locate the corresponding picture and race to it. The first student to touch the picture wins a point for her / his group. Continue with the same procedure giving instructions for the different categories: *Run to the smallest car, the longest / shortest train, the tallest / shortest boat, the most expensive / cheapest way to travel, the fastest / slowest way to travel*, etc. The group with the most points wins.

### Activity 3

#### FAVOURITE DESTINATIONS

**Materials:** Paper.

**Directions:** Invite students to interview each other about their favourite destinations; for example: *Where is the most beautiful beach? Where is the most attractive landscape?* Tell the class to use the information to draw a bar chart that shows the most popular holiday destinations. Then, have students write one or two sentences about the bar charts: *Mar del Plata is more popular than Carlos Paz. Perito Moreno is more beautiful than Cerro Uritorco.*

### Activity 4

#### OUR OPINIONS

**Materials:** slips of paper.

**Preparation:** Prepare slips of paper with two words related to different topics (1 set per group); for example: *hamburgers – pizza, tennis – volleyball, watching cartoons – playing video games, scuba diving – surfing, spider – wasp*; etc.

**Directions:** Divide the class into groups and hand them the slips of papers with the words. Determine a time limit and tell students to write as many sentences as possible comparing the words in the sets. Explain that they can use any adjective they want as long as the ideas make sense. Then, invite different volunteers from the groups to read the sentences aloud. The group with more correct sentences wins.

### Activity 5

#### FIND OUT

**Directions:** Dictate or write different categories on the board; for example: *delicious food, good film, dangerous job, new technological device, funny influencer*; etc. Tell students to write the superlative forms of the adjectives and think of an example for each category. Then, divide the

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class into pairs and have them take turns to ask and answer about their ideas. Ask a volunteer: *In your opinion, which is the most delicious food?* to demonstrate the activity. Invite different students to share their opinions with the rest of the class.

## Activity 6

### SPORT RECORDS

**Materials:** The internet.

**Directions:** Divide the class into small groups. Write the following categories and tell students to form the superlative adjectives: *good tennis player, fast runner / swimmer, heavy wrestler, tall basketball player, popular athlete*. Then, have the groups search the information on the internet and write down the answers. Finally, invite different volunteers to read their sentences aloud to compare and check with the other groups.

## Activity 7

### WE ARE DIFFERENT

**Directions:** Divide the class into small groups and have them compare themselves. Write some prompts on the board and have students write down sentences; for example: *Juan is taller than Ana. Ana has got longer hair than Lara. Pedro is the shortest of all*. Finally, invite different volunteers to read their sentences aloud and then, compare students from different groups: *Nico is the tallest of all the class*.

## Our Solar System

### Activity 1

#### ONE MORE PLANET

**Materials:** Paper.

**Directions:** Have students choose one of the planets in the Solar System. Distribute paper. Tell them to write a short description of the planet.

### Activity 2

#### PLANET SUPERLATIVE

**Materials:** 5 foam balls, marker.

**Preparation:** Write the names of five planets on separate foam balls with a marker.

**Directions:** Have students stand in a circle and distribute these planets. Ask students to make a superlative or a comparative sentence about their planet: *Mercury is the smallest planet*. Then, ask them to throw the balls to other students and repeat.

### Activity 3

#### MOON PICTURES

**Materials:** Paper.

**Preparation:** Ask students to bring information and pictures and / or illustrations of the Moon to class.

**Directions:** Distribute paper. Have students draw the Moon with its geographical features. Tell them to write a description below: *This is the Moon. It has got craters. There are valleys. It hasn't got an atmosphere*.

### Activity 4

#### MOON ROCKS

**Materials:** Paper, rocks, (1 per student), paint (black and light-coloured), paintbrushes, feathers, glitter.

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**Directions:** Distribute materials and have students paint their rocks black. Tell them to brush light-coloured paint across the black with a feather to create a marbled effect. Ask them to apply glue and sprinkle on glitter. Distribute paper. Have students write a museum label for their rock. Write an example on the board:

*Description: Moon rock*

*Found: July 21, 2011*

*Material: Gold and precious stones*

**Language Links:** Invite individual students to describe their rocks: *This is a Moon rock, found on July 21, 2011. It has got gold and precious stones.* Display students' rocks and museum labels around the classroom.

## Activity 5

### LIFE ON THE MOON

**Materials:** Grey construction paper, charcoal.

**Directions:** Tell students that it is the year 2090 and that they are living in a special city on the Moon because there is no more room on Earth.

Discuss with the class what life on the Moon would be like and write students' suggestions on the board. Ask students to write a short poem about living on the Moon in their notebooks.

Distribute construction paper. Tell students to draw a circle 20 cm in diameter and cut it out. Ask them to copy their poem onto the circle. Then, have them draw craters and rocks, using charcoal, to show the Moon's surface. Display students' work around the classroom.

## Activity 6

### PAPER DOT CONSTELLATION

**Materials:** Black paper, dots of punched out white paper, paintbrushes, glue.

**Directions:** Distribute materials. Have students use glue to paint the outline of an animal or person on black paper. Drop the

paper dots onto the outline. Tell students to name and describe their constellations: *My constellation is called Bear. It has got seven stars. It is one billion kilometres from the Earth, etc.*

## Activity 7

### TRUE OR FALSE?

**Materials:** All Around New Edition 3 Student's Book pages 36, 37 and 38, reference books.

**Directions:** Divide the class into groups and have them write six sentences about the solar system and the planets. Tell students to revise the information on pages 36, 37 and 38 in the Student's Book and look for more facts in reference books. Explain that they have to include true and false sentences. Then, have students close their books and invite the groups to read their sentences so that the rest of the class decides if they are true or false. Award a point for each correct answer. Encourage students to correct the false sentences to get an extra point for their groups.

## Activity 8

### DWARF PLANET

**Directions:** Invite the class to imagine that a new dwarf planet has been discovered. Encourage students to imagine what it is like. Have them copy and complete the following card with their ideas:

Name: .....  
Distance from the Sun: .....  
Average temperature: .....  
Diameter in kilometres: .....  
Length of the year: .....

Then, divide the class into pairs. Tell students to share their information and write sentences comparing their planets: *(Planet X) is closer to the Sun than (Planet Z).* Finally, invite some

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volunteers to read their sentences aloud and, after listening to some students, encourage the class to mention the closest planet to the Sun / the furthest planet from the Sun, the hottest / the coldest, etc.

## Activity 9

### WHAT'S THE WORD?

**Materials:** Slips of papers with words related to the solar system and space.

**Preparation:** Write a word in a slip of paper and then put the papers in a bag.

**Suggestions:** *astronaut, satellite, asteroid, orbit, dwarf planet, the Sun, Mars, Mercury, Venus, spaceship.*

**Directions:** Divide the class into groups and invite a volunteer to take a slip of paper from the bag. Tell the student to define the word or give an example so that the class guesses the word. The student who says the correct answer gets a point for her / his group. Then, ask that student to take a slip of paper and define another word. The group with more points is the winner.

## Activity 10

### QUIZ

**Materials:** *All Around New Edition 3* Student's Book pages 36, 37 and 38, reference books.

**Directions:** Divide the class into groups and have students write down five questions about the solar system and the planets. Encourage the groups to include comparative and superlative adjectives in their questions. Then, invite a group to read their quiz to the rest of the class and award a point for each correct answer a group gives.

**Variation:** Ask students to design a multiple-choice quiz and include three possible answers.

## Famous Journeys in Space

### Activity 1

#### PREPOSITIONS

**Directions:** Write on one side of the board: *night, 1969, the weekend, Wednesday, the morning, six o'clock, July, December 25 and the afternoon.* Write on the other side: *at, on and in.* Have students copy the phrases and write the correct prepositions.

### Activity 2

#### MOON BUGGY FACTS

**Materials:** Cardboard, coloured pencils.

**Preparation:** Make five or six photocopies of the following text with facts about Moon Buggies.

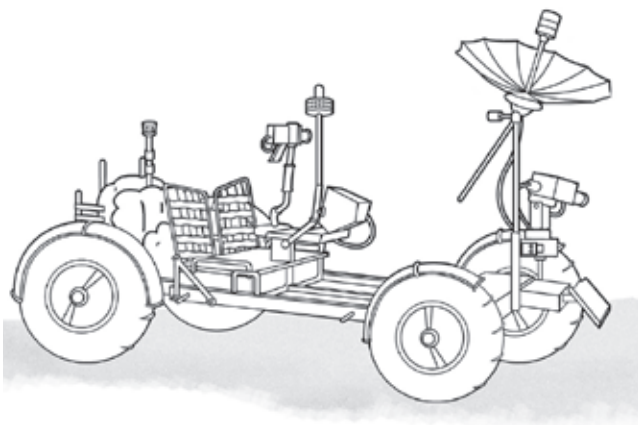
- A Moon buggy was a surface exploration vehicle used on the Moon during the Apollo 15, 16 and 17 missions.
- The first Moon buggy was carried to the Moon by Apollo 15 astronauts in July, 1971.
- It was battery-powered and could transport two astronauts.
- Each of its wheels was powered by a separate electric motor.
- Its top speed was 10-12 kph.
- It was made of aluminum and weighed only about 209 kg or 30 kg on the Moon.
- Astronauts could drive the Moon buggy about 50 km before its battery ran low.
- The Moon buggy carried tools, rock samples and scientific equipment.
- There are three Moon buggies on the Moon today but they have been abandoned by the NASA and are too small to be visible with the use of telescopes.

**Directions:** Ask students if they know what Moon buggies are. Tell them you are going to hand out a text with facts about Moon



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buggies. Divide the class into groups of four or five students and hand out a photocopy to each group. Read the text aloud and ask students to follow the reading texts in their photocopies. Also show them the illustration of a Moon buggy. Then give each group a piece of cardboard and coloured pencils and ask them to design their own Moon buggies. Invite groups to display and describe them using prepositions: *Our Moon buggy has got two wheels in front and two wheels behind. There's a huge computer in front of the driver's seat.*



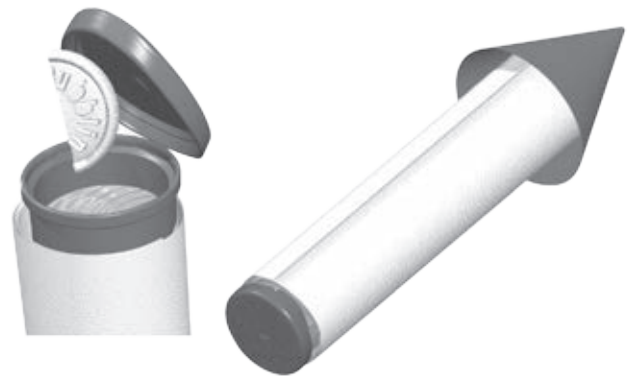
## Activity 3

### POP ROCKET

**Materials:** Paper (22 x 28 cm), plastic 35 mm film canisters with lids (one per group), tape, effervescent tablets, water, safety glasses (one per student).

**Directions:** Divide the class into groups. Distribute materials. Demonstrate the activity before students perform the experiment in their groups. Roll a piece of paper around a film canister and tape it in place. Place the open end of the canister face down. Cut out a circle and make it into a paper cone. Tape it to the top of the paper tube to make a rocket. Put on safety glasses. Fill the canister 1/3 full with water. Drop 1/2 an effervescent tablet. Quickly put the lid on and place your

rocket on a launch pad. Stand back while you wait for it to blast off.



## Activity 4

### STAR COOKIES

**Materials:** 3 cups flour, 1 tablespoon baking powder, ½ tablespoon salt, 1 cup sugar, 1 cup butter, 2 large eggs, vanilla extract, mixing bowl, aluminum foil, cookie sheet, knife, plastic container, mixing spoon (one set per group).

**Directions:** Write the following recipe on the board: *Mix sugar and butter. Then, add beaten eggs and vanilla extract. Beat in flour, salt and baking powder. Divide mixture into four parts. Place in plastic container and cool in refrigerator for 30 minutes. Roll out dough to 1.5 cm thick. Cut out star shapes. Place foil on cookie sheet. Place cookies on foil. Bake for 12-15 minutes at 150 degrees centigrades. Eat the cookies!*

Have students copy the recipe into their notebooks. Divide the class into groups of five. Distribute materials. Demonstrate how to make the cookies with one group.

## Activity 5

### CURIOUS FACTS

**Materials:** Reference books, the Internet.

**Directions:** Divide the class into groups and tell the class to look for the following information about space travel:

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oldest person in space: .....  
youngest person in space: .....  
longest spaceflight: .....  
furthest spaceflight from the Earth: .....  
largest spaceship: .....

Have students write down the answers and encourage them to add some details; for example: *Where is / was the person from? How old is / was she / he?*, etc. Then, invite different students to read the facts to check.