

Fame and Fortune

Activity 1

MEMORY GAME

Materials: Bruno Mars' fact file on page 54, *All Around New Edition 2 Student's Book*.

Directions: Divide the class into two teams. Students review the facts about Bruno Mars' life on page 54 in their Student's Books and then, close their books. Tell them to take turns to say facts about Bruno. Give one point for every correct fact.

Activity 2

MORE QUESTIONS

Directions: Write on the board: *When, Where, What*. Have students write three questions in their notebooks about Bruno Mars, using the words on the board: *Where is Bruno from? What instruments can he play?* etc. Have students exchange notebooks and answer each other's questions with complete sentences.

Activity 3

WALK OF FAME

Materials: Aluminium foil, permanent marker, glue, tape, magazines with pictures of famous people.

Directions: Have students cut out big star shapes in aluminium foil as well as a photo of someone famous from a magazine. Have students glue the photo in the middle of the star and write the celebrity's profession underneath: *singer*.

Have students tape the stars to the floor on one side of the classroom making their own *Walk of Fame*. Have them say who their star is and why they chose him or her.

Activity 4

PLAY THAT JUKEBOX!

Materials: Paper, tape.

Directions: Ask students to think of their favourite song in English. Tell them to design a cover for this song. They should include the song title, the singer and any lyrics they know. Attach the title *Jukebox* to the wall and tape students' covers underneath. Invite students to look at each other's favourite songs.

Activity 5

CHINESE WHISPERS

Directions: Divide the class into two or four teams, depending on the size of the class. Have teams stand in straight lines. Whisper a sentence into the ear of the first student in each line. Tell students to whisper the sentence consecutively from one team member to the next. When the teams have finished, have the last student in each line say the sentence he or she heard. The team whose sentence is nearest in meaning to the first wins a point. Repeat the game as many times as wanted, changing the order of the students standing in line. Example sentences: *Bruno has got a dog. Bruno likes tattoos. Bob has breakfast at 7:30. Maggie lives in New York.*

Activity 6

POSTERS

Materials: Construction paper, magazines, markers, crayons, coloured pencils, glue.

Directions: Ask students to make a poster of their favourite pop star including key words and illustrating it with pictures from magazines. Then, ask them to work in pairs and exchange their posters. Have students describe their classmates' favourite pop stars and write about the information they can get from the key words and pictures by looking at the poster. After that, tell students to check the information by asking questions to their classmates: *Does your favourite pop star*

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travel around the world? Does she play the piano?, etc. Encourage students to correct the sentences with the wrong information. Finally, have students attach their paragraphs to their classmates' poster. Display students' works on the classroom walls.

Activity 7

TRUE OR FALSE?

Directions: Ask students to write six sentences about their favourite pop stars. Tell them to include three sentences with wrong information. Then, have students work in pairs to read their sentences aloud to their classmates and identify if their classmates' sentences are true or false. Encourage students to provide the right answer to their classmates when a sentence is false.

Activity 8

AN ARTIST'S ROUTINE

Directions: Invite the class to write about a day in the life of a pop artist. Encourage students to be creative and include unusual activities. Ask them to write the time and the activity next to it as if they were completing a diary. Then, tell students to exchange their notebooks and use the information in the diary to describe the day of the artist. Have students draw pictures to illustrate the activities and include the sentences as captions. Finally, invite different volunteers to show their pictures and describe the day of the artist to the rest of the class.

Family Life

Activity 1

WRITE AND ANSWER

Directions: Ask students to work in pairs and ask each other questions about their family routines: *What does your father do? What time does your mum get up? Does your sister go to school? Where does your family go on holidays?* They should write the questions and write down their classmates' answers.

Activity 2

NO!

Directions: Ask students to work in pairs and say false sentences about each other, e.g.: *Laura likes spiders.* The other student should react and say the truth: *No! I don't like spiders! I like cats.*

Activity 3

RUN AROUND

Directions: Have students sit in a circle. Give instructions: *Run around if you have got blond hair. Run around if you wear earrings. Run around if you watch TV in the evening., etc.* Students matching each description must jump up and run around the circle clockwise until they reach their original position.

Activity 4

CLASS MAGAZINE

Materials: Magazines, paper (11 sheets), construction paper.

Preparation: Cut construction paper into three sheets (28 x 43 cm).

Directions: Divide the class into ten groups. Distribute magazines and give each group a sheet of paper. Tell students they are going to make a class magazine. Have four groups

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write profiles of famous people for their pages of the magazine. Tell them to find pictures of the corresponding people and to include information about nationality, where the person lives, family, physical appearance, likes, dislikes and hobbies. Have three groups make fashion pages, cutting out pictures of models from the magazines and describing what they are wearing. Have the remaining three groups make games pages with puzzles (crosswords, word searches, etc.) to review vocabulary from the unit.

Ask the group who finishes early to design a cover. Then, have the class suggest names for the magazine and vote for the best one. Finally, glue two magazine pages onto the front and back of each sheet of construction paper, making sure the cover is on the back right-hand side of one sheet. Place sheets one on top of the other, with the cover on the bottom. Fold sheets in the middle to make a magazine and staple in the centre.



Then, have students work in pairs and tell them to take turns to read their sentences without saying the time so that their classmates guess. The student who has more correct guesses wins. Finally, ask different volunteers to report their classmates' activities: *She gets up at 7. She practises basketball at 5:30 in the afternoon., etc.*

Questions All Around

Activity 1

MARATHON

Materials: Dice, chalk, index cards (4 per student).

Directions: Take students to the playground or another open space and distribute index cards. Have students write a question on each of their index cards. The questions can be about pop stars they have seen in the unit or other artists they like. Shuffle all the cards together. Divide the class into small groups and have each group draw a grid (4 x 5 squares) with chalk on the ground, with each square big enough for a student to stand in. Have students number the squares 1-20. Tell students that they have to take turns choosing a card, reading the question and answering it. If the answer is correct, students throw a dice and advance the number of squares indicated. If the answer is not correct, they must remain in the square they were in. The first student in each group to reach the last square wins the game.

Activity 5

GUESS MY ROUTINE

Directions: Invite students to write five sentences about their activities and include the time they do them: *I get up at 7. I practise basketball at 5:30 in the afternoon., etc.,*

Activity 2

MAKE QUESTIONS

Directions: Write words including *Wh-question* words and auxiliaries scattered on the board. Divide the class into groups and have them make as many questions

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as they can in a specific time. Then, invite different volunteers to read the questions aloud and write them on the board to check. Award one point for each correct question. The group with more correct questions wins.

Variation: Have the groups make the questions. Then, tell them to ask the questions to another group. If the question is correct, the group gets a point. And if the other group answers correctly, it gets a point, too.

Activity 3

MATCH

Materials: Strips of paper with questions and answers. (1 set per group)

Preparation: Write questions and the corresponding answers in strips of paper: *Who's your favourite artist? / What instruments does he play? / How often does he give concerts? / Why does he always wear hats? / What type of music does he play? / Where does he live? / When does he celebrate his birthday? / Bruno Mars. / The guitar, the drums, the bass and the piano. / Every year. / Because his hair is a mess. / He plays different types of music. / In Hollywood. / In October.*

Directions: Divide the class into groups and hand them a set of questions and answers. Ask them to match the question with the answers. The group that finishes first gets a point. Allow the other groups to finish in order to check. Then, invite different volunteers to read the questions and answers aloud. Award one point for each correct pair of question and answer. The group with more points is the winner.

Activity 4

INTERVIEW

Preparation: Copy the following card on the board:

Birth name:
Stage name:
Birth date:
City:
Pet:
Musical style:
Instruments:
Likes:

Directions: Invite students to imagine that they are famous pop singers and have them invent information to complete the card. Then, tell them to work in pairs and take turns to ask and answer about the facts. Encourage students to write down their classmates' answers. Finally, invite different volunteers to share the information about their classmates.

Activity 5

SURVEY

Directions: Divide the class into small groups. Write the following prompts on the board and ask students to copy them: *favourite artist? / musical style? / instruments?* Tell students to ask and answer the questions and write the results. Then, invite the groups to report their ideas.

Activity 6

GUESS

Directions: Tell students to write down information about their favourite artists. Have them copy the card and ask them to complete it:

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MY FAVOURITE ARTIST

City:
Musical style:
Instrument:
Band:
Sport:

Then, ask students to work in pairs. Explain that they have to take turns to ask *Yes / No questions* to find out about their classmates' favourite singer; for example: *Does she / he live in the United States? Does she / he play rock?*, etc. Finally, invite some volunteers to share the information about their classmates' favourite artists.

Parts of speech

Activity 1

CLASSIFY

Materials: Index cards.

Preparation: Write different adverbs, adjectives, verbs and nouns on separate index cards. (10 cards per group)

Directions: Draw a table with four columns on the board and write: *Nouns, Adjectives, Verbs, Adverbs* as titles of each column. Divide the class into groups and hand them a set of cards. Tell students to classify the words and stick the cards in the correct columns. Invite a volunteer from each group at a time to the board and award them a point for each correct answer.

Activity 2

FIND AND MATCH

Materials: Index cards.

Preparation: Write the following split words on separate cards:

-form	ea-	-view	-ite
-have	exci-	-working	-ted
beau-	musi-	inter-	commu-
favour-	-tiful	hard-	-sily
instru-	-ment	-nicate	some-
-times	be-	-cian	per-

Directions: Display the index cards on the classroom walls. Divide the class into two teams. Tell the members to form as many words as possible, using the cards. Have them attach complete words to the board and write the correct parts of speech next to them. The team with the most correct words wins.

Activity 3

COMPLETE MY SENTENCES

Preparation: Write incomplete sentences on the board with the part of speech students need to write in brackets: *I ... (adverb) play the guitar. He doesn't ... (verb and noun) in the morning. They play ... (adjective) songs.*, etc.

Directions: Have students copy the sentences in their notebooks and tell them to write a word that belongs to the part of speech that is in brackets. Then, ask students to work in pairs and try to guess the word that their classmates have written. The student who guesses most of the words wins.

Activity 4

CHAIN

Directions: Divide the class into groups and invite students to sit in circles. Explain that you are going to say a part of speech and they have to say examples one by one. When a student says a wrong word or repeats an example, she / he gets out of the circle. Continue with the same procedure until there is only one student in each group. Have these students sit in a circle and have them mention words that belong to the part of speech that you say until there is only one student left.

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Activity 5

ADJECTIVE OR ADVERB?

Preparation: Write grammatically incorrect sentences on the board; for example: *Bruno Mars plays the drums excellent. The children are very quietly. My sister writes beautifully songs. I try to eat healthily food. My grandma walks slow., etc.*

Directions: Divide the class into groups. Have students copy and correct the sentences. Then, invite different volunteers to the board to write the correct word in each sentence. The group that corrects more sentences wins.

Activity 6

SNAP!

Preparation: Word Cards with vocabulary from Unit 5: *guitar, musician, band, instrument, singer, play, record, practise, sing, listen to, excellently, well, quietly, loudly, quickly, hardworking, nervous, international, special, relaxed*. Cards with parts of speech: *Noun, Verb, Adjective, Verb* (5 cards for each part of speech).

Directions: Stick the cards facing the board and divide the class into groups. Have a volunteer from one group to come to the front to turn over two cards. Explain that they have to find a *Word Card* and a card with the corresponding part of speech; for example: *nervous - adjective*. If the cards coincide, they remove them from the board and win a point. Ask the student to make a sentence using the word to get an extra point. If the cards do not match, turn them over again and ask a volunteer from another group to come to the front and choose two cards. Continue with the same procedure until all the cards have been removed from the board.