

1

2 Extension Activities

Activity 5

ECOLOGICAL SCHOOL

Materials: *All Around New Edition 3* Student's Book, construction paper, magazines, coloured pencils and markers, glue.

Directions: Remind the class of the text on page 20 about Mel and the school she attends. Have students revise the rules she mentions and invite them to think of more rules they could follow at their school. Write their ideas on the board and then, divide the class into groups. Ask each group to make signs with the rules and decorate them with pictures or symbols. Finally, have some volunteers from the groups share their rules with the rest of the class. Encourage students to try to apply these rules and become more environmentally friendly.

environment at school. Have students copy the following chart in their notebooks:

GREEN ACTIONS	
Turn off the lights when you aren't in the classroom.	
Separate rubbish.	
Use both sides of your sheet of paper.	
Walk to school.	
Turn off the faucet when you're not using it.	

Divide the class into groups of ten. Have students interview the classmates in their groups: *Do you turn off the lights when you aren't in the classroom?* Tell students to put a tally mark in the second column of their charts for each student who answers yes. Distribute paper. Have each student record the results of the survey in a bar graph. Display students' bar graphs and have the class decide which group is the most environmentally friendly.

Activity 6

NATURE STRENGTH

Materials: Construction paper, paint, paintbrushes, large containers or boxes.

Preparation: Find collection points for recycled materials in the local community.

Directions: Ask students *What materials can be recycled from school? Paper, glass, aluminum.* Divide the class into three groups and distribute containers. Assign each group a material for recycling and have them leave their container somewhere in the school. Have groups make posters on construction paper to put up around the school, with information about recycling, collection points and collection dates. Arrange for the materials to be taken to collection points in the local community.

Our Future

Activity 1

MY PERFECT FUTURE!

Directions: Have students write five sentences in their notebooks about what they think would be a perfect future. Tell them to include affirmative and negative sentences: *I'm going to live for a long time. I'm going to become rich. I'm not going to work very hard.*

Activity 7

ECOLOGY SURVEY

Materials: Paper.

Directions: Tell the class they are going to find out if they take actions to protect the

Activity 2

PARTY COSTUMES

Materials: Paper.

Directions: Distribute paper and have students design a party costume. Ask individual students to describe their

2 Extension Activities

designs: *I'm going to be a rock singer.*
I'm going to wear sunglasses.

Activity 3

TOMORROW'S WORLD

Materials: Construction paper.

Directions: Write the following headings on the board: *Homes, School, Entertainment, Food*. Invite students to imagine they are living in the year 2090 and encourage them to brainstorm their plans in relation to the different aspects. Write students' suggestions under the corresponding headings. Divide the class into groups of four. Distribute construction paper. Assign each group a different topic from the board and have students draw their image of their plans in tomorrow's world, using the ideas on the board.

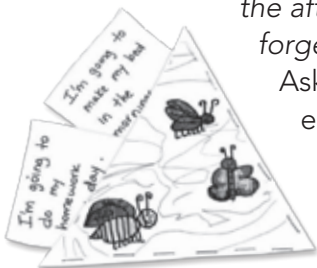
Language Links: Invite groups to come up and present their topics: *(School) Next week, we are going to learn how to fly spaceships.*

Activity 4

PLAN POCKETS

Materials: Construction paper, stapler.

Directions: Review the basic geometric shapes with students: *triangle, octagon, circle, square, diamond, rectangle*. Distribute materials. Help students cut out five geometric shapes from the construction paper. Demonstrate how to make a pocket by placing two identical shapes together and stapling them. Leave the top open and invite students to decorate their pockets. Have them write five things they plan to do the following week on separate small pieces of paper: *I'm going to eat a piece of cake in the afternoon. I'm not going to forget my homework next week.* Ask them to write a plan in each pocket. After one week, students check their plans and report on what they did or didn't do.



Activity 5

OUR PLANS CHAIN

Materials: Five construction paper strips (8 x 60 cm) per student, coloured pencils and markers, glue.

Directions: Distribute materials. Have students write an activity they are going to do next week (one for each weekday) on each strip: *I'm going to study for my Science exam. I'm going to visit my cousin Tim.* Students decorate each strip with colours and pictures. Show them how to fold each strip into a circle and glue the strips together to make a paper chain. Ask students to join several chains together to make a large one. Finally, hang the chain in the classroom.

Activity 6

HOLIDAY PLANS

Materials: For each student: 9 different coloured squares of paper (12 x 12 cm), coloured markers, paper.

Directions: Invite the class to think of their plans for next holidays. Have them draw a picture representing a plan on each square of paper. Then, have them glue the squares together at the corners. Distribute paper and have students write the corresponding plans with different coloured markers and display them next to their quilts. Finally, organise a class exhibit of the quilts.

Activity 7

WHAT ARE YOU GOING TO DO?

Materials: Slips of paper (1 set per group).

Preparation: Write one sentence describing a situation in each slip of paper. Suggestions: *You have an important competition and a birthday party at the same time next Saturday. / A friend invites you to go to the cinema after school. / You have two tests in two days. / Your room is a mess and you can't find an important note from school that your parents have to sign. / It's your best friend's birthday tomorrow.*

2

Extension Activities

Directions: Divide the class into groups and hand them the set of slips of paper. Tell students to take turns to read a situation and explain what they are going to do. Encourage the rest of the students in the group to ask more questions. Then, invite different volunteers from the groups to share their ideas to see if they have similar plans.

Great schools

Activity 1

INSIDE SPECIAL SCHOOLS

Materials: Paper, *All Around New Edition 3 Student's Book*, page 20.

Directions: Invite the class to revise the ideas about the schools on page 20 and encourage students to draw a plan of what they might look like. Have them label their plans with the names of the different school locations. Then, tell students to imagine a day at that school. Have them write paragraphs about their day. Invite some students to present their plans and paragraphs to the class.

Activity 2

DRAW A SCHOOL PLAN

Materials: Paper.

Directions: Distribute paper. Have the class work in pairs and tell them to draw a simple plan of their school and label the places. Then, have students ask each other about the location of each place.

Activity 3

DESIGN A PERFECT SCHOOL

Materials: Construction paper.

Directions: Write the following prompts on the board: *name, uniform, school hours,*

subjects, facilities. Divide the class into small groups and distribute construction paper. Ask groups to discuss and draw a plan of their perfect school, labeling all the places. Then, have the groups design the organisation of their schools, using the prompts on the board. Tell the groups to write a paragraph underneath their plans: *Our perfect school is called Pine Institute. Students don't wear uniforms. They wear jeans and sweatshirts. They study Ecology, Geography and Rock Climbing. School starts at 10 am and finishes at 4 pm. There is a swimming pool in our school.*

Activity 4

CATEGORIES

Materials: Paper, stopwatch or watch with second hand.

Preparation: *Letter cards:* Cut paper into 26 squares and write a letter of the alphabet (excluding x) on each square.

Directions: Divide the class into teams of three. Write the following categories on the board: *subjects, facilities, people at school, school materials, rules.* Shuffle the *Letter cards* and have a student tell you when to stop. Write the letter that appears at the top of the pile on the board. Give teams two minutes to name one item in each category and mention a rule with a verb beginning with the letter on the board. Tell students when their time is up. Go over each category and list the items that teams came up with. The team that named the most items wins a point. Repeat the activity several times.

Let's cook!

Activity 1

COOKING VERBS

Materials: Strips of paper with cooking verbs.

Directions: Divide the class into groups and have them line up looking at the board at the back of the classroom. Have the first students in the lines take a strip of paper with a cooking verb. Explain that they have to make their classmates turn around to see them mime the corresponding verb and they cannot say a word. Then, that student has to make the student in front of him turn around and mime the action. The groups continue with the same procedure until they reach the last student in the line. After looking at their classmates mime the action, the last students have to write the corresponding verbs on the board. If their answers are correct, their groups get a point. Then, the last students go to the first position in the line and take another strip of paper to mime the cooking verb to the second students in line and so on.

Activity 2

VENN DIAGRAMS

Directions: Ask students to name ten fruit or vegetables. Write their suggestions on the board. Draw three overlapping circles on the board and write three verbs as the headings: *peel*, *grate* and *slice* in separate circles. Invite students to come up and write the names of the fruit or vegetables in the corresponding sections of the circles.



Activity 3

MAKE A COOKBOOK

Materials: Paper, construction paper (1 sheet).

Directions: Have each student invent a dish in the style of the never-ending menu. Distribute paper. Have students write a recipe for their dish, including its name, the ingredients and instructions for how to prepare it. Tell students to use connectors (*first, then,...*) to sequence their instructions. Then, have students illustrate their dishes. Invite individual students to read their recipes aloud. Have the class vote on who wrote the funniest and the most delicious recipes. Fold a sheet of construction paper in half to make a book cover. Write *The Never-ending Cookbook* on it. Collect students' recipes and staple them inside the cover to make a recipe book. Display the book on a classroom wall.

Activity 4

HOMEMADE ICE CREAM

Materials: Per student: 1 tablespoon sugar, ½ cup milk, 1 teaspoon vanilla, 6 tablespoons sea salt, 2 sealable plastic bags (1 medium and 1 large), ice cubes.

Directions: Dictate the following instructions:

1. Fill large bag with ice cubes and salt.
2. Fill small bag with milk, sugar and vanilla. Seal.
3. Place small bag in large bag and seal.
4. Shake the bags vigorously. The ice cream is ready in five minutes.

Write the recipe on the board. Ask students to follow the instructions to make the ice cream.

Optional: Students can use cocoa or another flavouring instead of vanilla, or juice instead of milk.

2 Extension Activities

Activity 5

MY FAVOURITE FOOD

Materials: A4 white sheets of paper.

Directions: Divide the class into groups. Have them mention their favourite food, choose one of the options and write down the recipe. Elicit cooking verbs and write them on the board to help students. Then, tell the groups to write the instructions to cook their favourite dish and check their pieces of writing. Next, ask them to write each sentence in a different order on the white sheet of paper and, below the sentences, add pictures illustrating the steps in the recipe in the correct order. Invite the groups to exchange their recipes and encourage students to order the steps with the help of the pictures.