

Name: _____

Class: _____

Date: ____/____/____

UNIT 2 – Extension Activities

Downtown

Activity 1

SPELLING RACE

Directions: Divide the class into two teams. Ask a student from each team to come to the board. Say the name of a building, for example, police station. The first student to correctly write the name wins a point for his or her team. The team with the most points wins.

Activity 2

ZOO MAP

Materials: Paper, crayon, construction paper.

Directions: Divide the class into two groups. Give each group a piece of construction paper and tell them to draw a map of a zoo. Divide the class into pairs and assign an animal to each pair. Have each student draw and cut out a picture of the animal. Invite a group to come up with their zoo map and have one student in each pair attach his or her drawing to the zoo map. Have the other students in each pair attach their drawings around the map and label them to make a key.



Language Links: Lead the class into asking the group standing at the front questions about their zoo map: *Where are the elephants? They're next to the lions. Are there zebras opposite the tigers? Yes, there are.* Repeat with other groups.

Activity 3

DESIGNER SHOES

Materials: Construction paper, shaving cream, white glue, mixing bowl, funnel, plastic squeeze bottle (1 per colour), tempera paint, index cards.

Name: _____ Class: _____ Date: ____/____/____

Preparation: Puffy paint: Mix together white glue and shaving cream in a bowl. Slowly add a few drops of paint until the mixture can be poured, but is not runny. Pour the mixture into a squeeze bottle using the funnel.

Directions: Ask students to choose a store and name it: Sam's Sporting Goods. Distribute construction paper. Tell students to draw their stores. Have them design a sign for their stores and to trace over the writing with puffy paint. Then, have them cut around the writing and glue their signs to their buildings.

Language Links: Draw a street on the board and invite students to come up and attach their pictures to both sides of the street. Ask questions about the location of the stores: *Where's Tonya's toy store? Is Sam's Sporting Goods next to Michael's video store?*

Activity 4

MAKE A PIE CHART

Materials: Construction paper, paint.

Directions: Ask students to think of the most important building in their city or town. Have them paint pictures of the buildings. Then, tell them to write the reasons why they think the building is so important. Help students with ideas and vocabulary. Have students take a survey of the buildings their classmates chose: What's the most important building in the city? The library. Finally, have them make a pie chart to show the results.

Activity 5

MIND MAP

Directions: Draw a circle on the board and write Town in the middle. Ask students to think of all the important buildings found in a town. Write students' ideas in the form of a mind map on the board. Then, ask students to describe the location of the places in their town or city: The school is between the bank and the library.

Activity 6

CITY MURAL

Materials: Construction paper, paint, magazines.

Directions: Divide the class into groups. Invite students to draw, colour and cut pictures of city sights out of magazines. Have the groups glue the pictures onto the construction paper. Display the construction papers on the wall.

Name: _____ Class: _____ Date: ____/____/____

Language Links: Have students describe and compare the murals; for example:

There are many cars in the city. There aren't any houses.

Activity 7

CITY BOOK

Materials: Construction paper, stapler, paper.

Directions: Give four pieces of paper to each student. Ask them to draw a picture of one or more city sights on each sheet. Then, write the following sentences on the board: *There's a _____*. *There are _____*. Have students copy the corresponding sentence below each picture. Then, help them to complete their sentences. Distribute construction paper. Have students make a cover for their city books and write The City on it. Help students put their pages inside the cover and staple them together.

Language Links: Invite students to come up and read their booklets: *There's a red bus in my city. There are many buildings in the city.* Encourage the class to ask questions: *Are there any cars?*

Activity 8

MY STREET

Materials: A4 sheet of paper (1 per student), coloured pencils, crayons.

Directions: Invite students to draw the street where they live and include all the buildings and as many details as they can. Then, ask them to write a description of their pictures in a separate sheet of paper and tell them to use: *There is a / an ...*; *There isn't a ...*; *There are ...*; *There aren't any...* Explain that they have to include five sentences with wrong information in their descriptions. Then, have students work in pairs and exchange their pictures. Tell them to take turns to look at their classmates' picture and listen to the description to identify the wrong information. Encourage students to correct the sentences; for example:

S1: *In my street, there aren't any shops.*

S2: *In your street, there's a book shop.*

Activity 9

TREASURE MAP

Materials: Paper, paints, paintbrushes.

Name: _____ Class: _____ Date: ____/____/____

Directions: Tell students that they are going to draw a treasure map. Encourage them to include landmarks, such as bridges and buildings, and physical features, such as rivers and woods. Have them mark a starting point on the map and decide on a location for the treasure. Next, tell them to add, below the map, five sentences with clues to find the treasure: *It's near the river. There aren't any trees behind it.* There is a house next to it. Encourage students to use as many prepositions as possible. Divide the class into pairs. Have students exchange maps, read the text and mark an X where they think the treasure is. Have them check their answer with their classmate.

Activity 10

MAKE QUESTIONS

Materials: Strips of paper, marker.

Preparation: Write ten questions in strips of paper using *Is there... / Are there...?* and prepositions of places. Cut out the words to make cards. (1 set per group)

Directions: Divide the class into groups and have students sit in a circle. Hand in the sets with the cards and ask students to put the words facing down. Tell them to take turns to turn the words over to make questions. Explain that they have to find the words in order. If they turn over a card that is not *Is* or *Are* to begin the question, they have to turn the words over again and the student next to them can choose another card. When a student makes a question with the cards, she / he takes them. The winner is the student who makes more questions.

Activity 11

OUR SCHOOL

Directions: Have students mention the buildings that are near their school and write them on the board. Then, ask students to work in pairs and take turns to ask and answer *Yes / No* questions about the location of the places: *Is there a restaurant next to the school? Are there any parks near the school?* Finally, tell students to draw the street where the school is together with the buildings they mentioned and ask them to label the buildings.

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Community Helpers**Activity 1****CHARADES****Materials:** Page 19, All Around New Edition 2 Student's Book.**Directions:** Ask students to look at page 19 in their books. Divide the class into two teams. Have teams take turns miming a community helper. The team which can identify the worker in less than a minute wins a point. The team with the most points wins.**Activity 2****BULLETIN BOARD SENTENCES****Materials:** Page 19, All Around New Edition 2 Student's Book.**Directions:** Have students write true and false statements about the workers on their bulletin board pictures.**Activity 3****WHAT MAKES A GOOD RAINCOAT?****Materials:** Aluminium foil, plastic wrap, paper, cloth, tissue, water, plastic trays.**Preparation:** Cut strips (5 x 24 cm) from foil, plastic wrap, paper, cloth and tissue (1 set every 2 students).**Directions:** Tell students that when it rains, police officers wear special raincoats to keep them dry and that they are going to do an experiment to see which materials are waterproof. Display strips of material (see Preparation) and have students predict which materials will keep a pencil dry when it is dipped in water. Tell them to record their predictions in their notebooks. Divide the class into pairs and distribute materials. Ask students to wrap their pencil tightly in one of the materials and dip it in water for five seconds. Then, have them check their pencils to see if they are dry and record the results. Have students compare their predictions and results.

Name: _____

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Activity 4**SAFETY**

Directions: Teach students the rhyme below. Tell them that it will help them keep safe when they cross the street.

Stop, look and listen
Stop, look and listen,
Before you cross the street.
First use your eyes and then your ears,
And then you use your feet.

Activity 5**STOP, DROP AND ROLL**

Materials: Paper, orange and red markers, tape.

Directions: Invite a student to help you demonstrate the stop, drop and roll technique. Draw flames on a piece of paper and tape them to the student's back. Teach the student how to stop, drop to the floor, cover his or her face, and roll back and forth until the fire is put out. Then, lead students into calling out the commands as another student acts out the procedure.

Activity 6**DRESS-UP DAY**

Directions: Organise a dress-up day. Send a note home to explain to parents that students should come to school dressed as a community worker and bring in tools and hats. Ask a volunteer to stand at the front of the class. Say: *We have a special visitor today. Who is (she)? Have students answer: (She's) a (firefighter).* Allow the class to observe the student and then, ask the volunteer to leave the room. Tell students to write a description of what the volunteer is wearing and what she / he is carrying. Ask the volunteer to come back to the room. Compare students' descriptions with the volunteer. Repeat with other students.

Activity 7**MAKE A WORKER'S QUILT**

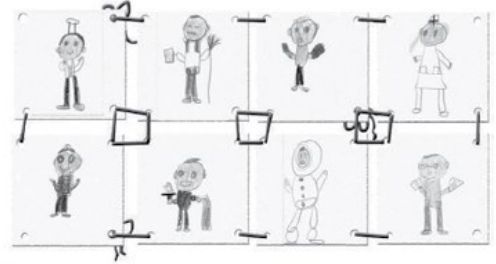
Materials: Construction paper, markers or coloured pencils, hole punch, yarn.

Preparation: Cardboard squares: Cut construction paper into squares (15 x 15 cm).

Name: _____ Class: _____ Date: ____/____/____

Directions: Ask students to brainstorm jobs and professions and write a list on the board. Distribute the cardboard squares. Ask students to draw pictures of the workers and label the pictures. Then, punch a hole in each corner of the squares and tie them together with yarn to make a quilt. Make a sign to hang above the quilt: Jobs around town. Display the quilt inside or outside the classroom.

Language Links: Invite students to choose a worker and ask them questions: What do you do? Where do you work?



Activity 8

PROFESSION BATIKS

Materials: Paper, paint, paintbrushes, crayons.

Directions: Have students choose a profession and use crayons to draw an activity related to it: a firefighter putting out a fire with a hose, a nurse helping someone sit up. Have them completely fill their pictures and paint over the crayon with watered-down paint to make a batik. When students' pictures are dry, display them around the classroom.

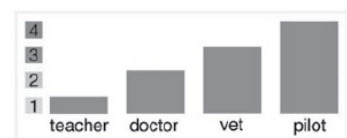
Language Links: Ask students to write a description of the job and include the work place: I'm a nurse. I help sick people. I work in a hospital.

Activity 9

MAKE A GRAPH

Materials: Paper.

Directions: Ask individual students: *What do you want to be when you grow up?* Write a list of professions on the board. Distribute paper. Tell students to copy the list. Then, have them interview each other: *What do you want to be when you grow up? I want to be a teacher.* Have students record the number of students who want to choose each profession. Then, help them make a bar graph to illustrate the class survey. Ask them to calculate the number of students for each profession. Tell them to write the numbers along the horizontal axis and the professions along the vertical axis. Finally, have students colour each bar in a different colour. Display students' work around the classroom.



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Activity 10**MAKE A COLLAGE****Materials:** Construction paper (1 per group), magazines, glue.

Directions: Divide students into groups and give them magazines. Ask students to find pictures of workers, and objects and places related to them: tools, instruments, clothes, buildings, etc. Then, have the groups put the pictures together and glue them on the construction paper. Encourage students to label the pictures; for example: scientist, lab, microscope, etc. Finally, invite different volunteers to present their collages to the class and mention the professions and objects they included: Scientists work in a lab. They use microscopes to analyse small particles.

Activity 11**MATCH****Materials:** Cards with pictures of professions and workplaces.

Preparation: Cut out pictures of workers and places from magazines or print them: firefighter - fire station, police officer – police station, teacher - school, business person - office, postman - post office / streets, vet - pet shop, nurse - hospital, scientist - lab, chef - restaurant, reporter - streets. Glue each picture on square pieces of construction paper to make cards.

Directions: Stick the cards facing the board. Divide the class into groups. Ask a volunteer from a group to turn over two cards to find a profession and the corresponding workplace. If the cards match, have the student say: I'm a (postman). I work in the streets) and the group takes the cards. If the cards do not match, turn them facing the board again and have a student from the other group turn over two cards. The group with more cards wins.

Activity 12**IDENTIFY IT!****Materials:** Cards with pictures of professions.

Preparation: Cut out pictures of workers from magazines or print them: firefighter, doctor, teacher, secretary, business person, chef, waiter / waitress, police officer, vet, pilot, postman, nurse, scientist, reporter. Glue each picture on square pieces of construction paper.

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Directions: Stick a card on each student's back. Divide the class into groups and have them stand in lines. The first students have to look at the card at the back of their classmates and tell them what they do; for example: You cook. You work at a restaurant. When the student identifies the job, she / he tells the classmate next in line what she / he does. The last student in the line has to go to the beginning and tell the first student what she / he does so that she / he identifies the job. The first line to finish first wins.

Activity 13

SNAP!

Materials: Strips of paper with sentence halves. (1 set per group)

Preparation: Write sentences describing what people do: *I put out fires. I help sick people. I cook Chinese food., etc.* Then, cut the strips in half: *I put / out fires. I help / sick people. I cook / Chinese food., etc.*

Directions: Divide the class into groups and hand in the sets of sentence halves with the beginnings and ends separated into two piles. Have students put the piles facing down. Explain that they have to turn over one card from each pile at the same time. If the sentence halves make a complete sentence, the first student to say Snap! takes the cards. The student who has more complete sentences wins.