

## UNIT 3 – Extension Activities

### My House

#### Activity 1

##### SPELLING GAME

**Materials:** Index cards.

**Preparation:** Letter Cards: Write the letters c, o, o, k, e, r on separate index cards. Do the same with other vocabulary from the unit.

**Directions:** Have five students come to the front of the class and give each one a letter card (see Preparation). Have students turn their backs to the class. Write the word *cooker* on the board. Ask the students to spell out the word. Have the student holding the corresponding letter card turn around as his or her letter is called. When all the letters have been called out, have students sequence themselves to spell *cooker*. Repeat with other vocabulary from the unit.

#### Activity 2

##### GUESSING GAME

**Directions:** Choose a room in the house. Tell students: *I'm in a room...* and have them guess in which: *Are you in the kitchen? No, I'm not.* Have students play in pairs.

**Variation:**

Students can spell the rooms to be guessed.

Students can mime actions to depict the rooms, for example:

S1: *I'm in a room...* (mimes cooking)

S2: *Are you in the kitchen?*

S1: *Yes, I am.*

#### Activity 3

##### CRAZY ROOMS

**Materials:** Furniture photos cutouts from magazines, construction paper, pencils and coloured pencils..

**Preparation:** Mount the furniture photos cutouts on construction paper and cut them following their corresponding shape, so they have a thicker cutout appearance. Have students draw different rooms on pieces of construction paper.

**Directions:** Explain to students that they will work in pairs, orally. In turns, they will place the cutouts of the furniture items randomly on the drawing of a room. Have students set diverse

cutouts on different rooms and ask his / her partner to describe the locations of the cutouts: *The (bed) is in the (kitchen)*. When they finish, they have to remember as many items as possible write down sentences.

#### Activity 4

##### WHAT IS IT?

**Materials:** Index cards (ten cards per four students).

**Preparation:** Write furniture words on different index cards.

**Directions:** Have students work in pairs and compete with another pair. Within each couple, they will take turns to draw. They will pick up an index card with a furniture word they will have to keep a secret from their partner. They will take turns to draw and identify a piece of furniture. Explain that they have to draw one line at a time and their classmates have to try to identify the object: *S1: It's a bed. S2: It isn't a bed*. Tell students to continue drawing the picture until their classmates say the correct word: *It's a carpet*. Once students have guessed the item, they have to mention the room(s) where they can find it; for example: *It's in the dining room, the living room and the bedroom*. The pair to finish the five cards first is the winner.

#### Activity 5

##### FAVOURITE ROOMS

**Directions:** Have students write a description of their favourite rooms. Tell them to include the furniture, appliances and household items that are in the room. Write an example on the board: *In my favourite room, (there is an orange desk and a red armchair. There's a big window and a purple carpet under my bed.)* Then, ask them to pair up and read their descriptions to their classmate so that they can make a sketch of the room using coloured pencils. Then they swap roles.

##### Variation:

One they have finished working in pairs, they can walk around the classroom asking each other about their favourite rooms. Tell them to write down the names of their classmates together with their favourite rooms and then, report their findings to the class.

**Activity 6****FIND THE DIFFERENCES**

**Directions:** Have students exchange the drawings they used for activity 5, they can add pieces of furniture and pets to make it more challenging, or ask them to draw a bedroom. Then, tell them to write a description of the room showed in the picture they have with five differences. Have them work in pairs taking turns to show their pictures and read their descriptions. As the student reads the description aloud, their classmate has to identify the differences in the picture and correct the information; for example:

S1: *The cat is on the bed.*

S2: *Wrong. The cat is under the desk.*

**My Pets****Activity 1****CALL A NUMBER**

**Materials:** Pet photos cutouts from magazines.

**Directions:** Attach pet cutouts to the board. Write a number below each cutout. Call out a number and have individual students make a sentence about the corresponding pet: *I've got a cat. / My cat is black and white.*

**Activity 2****NUMBER MATCH**

**Materials:** Paper, coloured pencils, two dice per group.

**Directions:** Distribute paper. Ask students to draw and colour a pet of their choice. Encourage them to use crazy colours and patterns and tell them write a number from 1 to 12 on their sheets of paper. Once they are finished, make them place all their drawings on the floor looking down and shuffle them. Ask each of them to pick a drawing and divide the class into three groups. Tell them that one of them will throw the dice and call out the number showed by them. The student holding the correct number will make a sentence about the pet they drew: *I've got a dog. / My dog has got a long brown tail.* Repeat with other numbers.

**Activity 3****FIND ITS OWNER**

**Materials:** Drawings made by students for activity 1.

**Directions:** Ask students to come together as a class and stand up in a circle. Tell them that they must collect his / her drawing, but that each of them have to hold the drawing without anyone else seeing it. In turns, each student will make a brief description of his / her drawing so they can have it back. Each student must listen attentively and give back the picture being described to the correct owner.

#### Activity 4

##### WHO'S GOT WHAT?

**Materials:** Pet photos from magazines.

**Directions:** Give students one minute to look at the pictures and try to memorise what pet each character has got. Then, divide the class into pairs: A and B. Have student A cover his or her picture and have student B ask questions about them: Has (she) got a (cat)? (No, she hasn't.) Have students exchange roles and repeat the activity using different pictures.

#### Activity 5

##### CLASSIFYING ANIMALS

**Materials:** Students' stuffed animals.

**Directions:** Divide the class into two teams and have them sit in half circles facing each other. Put students' stuffed animals in the centre. Give teams instructions to find animals with the same characteristics: *Find all the animals that are brown.* Have a few students from each group go into the centre and pick up as many brown animals as they can. Then count the number of animals each team gets and give a point for each one. Put the animals back. Follow the same procedure with big, small and different colours.

#### Activity 6

##### PET SHOW

**Materials:** Students' stuffed animals.

**Directions:** Display students' stuffed animals. Write numbers 1- 5 across the board. Have a student come up, say his or her name and describe his or her stuffed animal: *My name's (Helen). I've got a dog. It's small and brown.* Have the student write his or her name on the board next to number 1. Ask the rest of the class to write number 1 in their notebooks and draw a picture of the student's animal. Repeat with numbers 2-5.

**Language Links:** Ask the class questions about the students: *Has (Belén) got a cat? Has (she) got a blue cat? What has (she) got?*

**Activity 7****GOING FISHING**

**Materials:** Long pencil, 8 paper clips, paper, string, magnet; tub (optional).

**Preparation:** Cut eight fish out of paper. Write the name of a pet on each fish: dog, cat, bird, fish, rabbit, tortoise, snake and tarantula.

**Directions:** Have students attach a paper clip to each fish. Then, tie the magnet to one end of a piece of string and the pencil to the other end. Put the fish in a tub or on the floor. Divide the class into two teams. Have the first team try to catch a fish. When a student catches a fish, have him or her read the word written on it. Give students one point for every word they read correctly. Continue playing the game until all the fish have been caught. The team with the most points wins.

**Activity 8****SILLY PETS**

**Materials:** Cardboard boxes of different sizes, feathers, buttons, paint, glue, paper scraps, tape.

**Directions:** Divide the class into small groups. Distribute materials. Help each group tape boxes together to make a silly pet. Then, have groups paint their boxes. When the boxes are dry, ask groups to glue on the buttons, feathers and paper scraps to decorate their pets. Display students' work around the classroom.

**Language Links:** Have students describe their pets: I've got a cat. She's big and purple. She has got big eyes and a long tail.

**Activity 9****FOLD UP BOOKS**

**Materials:** Paper.

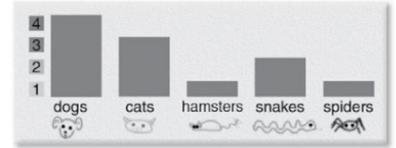
**Directions:** Have each student fold a sheet of paper into quarters to make a book. Ask students to write Annie at the top of the first page. Say: Annie has got a (cat) and a (rabbit). Have students draw and colour the animals under Annie's name. Repeat the activity with other animals and characters.

**Language Links:** Ask students to write a description of the pets and compare them with their classmates': Annie's rabbit is small and white. It has got long ears and a short tail.

## Activity 10

### MAKE A GRAPH

**Directions:** Ask students what pets they have got and write a list on the board. Have them copy the list in their notebooks and interview their classmates: What pet have you got? Ask students to record the results in their notebooks and make a graph to illustrate them.



## Activity 11

### PET CARE

**Materials:** Paper.

**Preparation:** Copy the form below onto paper and the board. Make copies for students.

**Directions:** Ask students: *How do you take care of your pet? What do pets need? What's a vaccination? What are pets vaccinated against?*

**PET CARE FORM**

Animal: .....

Name of pet: .....

Name of owner: .....

Age of pet: .....

Care and needs:

*Visits to the vet*

*Vaccinations*

.....

.....

Distribute the forms and go over the information with the class, checking they understand the vocabulary. Have students complete the forms with ideas of how to take care of pets in relation to the animals they have. Walk around the classroom and help students with vocabulary if necessary. Then, divide the class into groups according to their pets and have them exchange their ideas. Finally, invite different volunteers to share their tips with the rest of the class.

## Activity 12

### TV PET SHOW

**Materials:** Paper, paint or markers, cereal box, 2 paper towel tubes, tape.

**Preparation:** Cut the shape of a TV screen from the front of a cereal box. Paint the box. Stand the box horizontally and cut out the bottom panel. Then, cut a circle on each side of the top panel for the paper towel tubes to slot into.

**Directions:** Ask students to draw and colour a pet. Tape the pictures together to make one long mural. Then, tape each end of the mural to a paper towel tube. Next, roll the mural around one of the tubes until one picture is showing. Then, insert the rolled-up mural into the bottom of the box. Finally, slot the tops of the tubes into the holes at the top of the box so that the picture shows through the screen.

**Language links:** Have students describe their pets as you scroll through the pictures: This is my dog. It's three years old. It's big and brown. It has got long ears and a long tail. Encourage the class to ask questions about the pets: Is your dog nice? Has it got brown eyes?

### Where's my pet?

#### Activity 1

##### MEMORY GAME

**Materials:** Flashcards of pets in different locations.

**Preparation:** Prepare 19 cards with pictures of pets located in different places: a dog under a chair, on a table, in a box; a cat under a bed, on an armchair, in a school bag; etc.

**Directions:** Show the flashcards one at a time and ask the class: Where's the pet? Stick them on the board and have students look at them for 30 seconds. Then, cover the flash cards or remove them from the board. Tell students to write down as many pets and their locations as they can remember in two minutes. Finally, have students read their answers and show the pictures to the class to check.

**Variation:** Divide the class into groups. Stick the flashcards with the pictures facing the board and write a number from 1 to 19 under each card. Have a volunteer say a number and guess the pet and the place where it is: *3. A dog is in a box.* Turn over the card to check. If the answer is correct, the group takes the flashcard. If it is incorrect, turn the card over again and ask the next group to say a number and guess. The group that gets most of the cards is the winner.

#### Activity 2

##### DRAW IT

**Materials:** Index cards.

**Preparations:** Prepare three sets of cards: one set with pets; another set with vocabulary related to pieces of furniture, appliances and household items; and a set of three cards with one preposition in each: in, on, under.

**Directions:** Divide the class into groups. Place the three sets of cards face down, one next to the other, on your desk. Have a volunteer from one group take a card from each pile, read the words and draw the corresponding picture on the board; for example: fish

– on – microwave. If students draw the picture correctly, their group gets a point. Continue with the same procedure with the other groups.

### Activity 3

#### MAGIC PICTURES

**Materials:** Paper, white crayons, watercolours.

**Directions:** Distribute materials. Have students use a pencil to draw a table. Then, ask them to draw a pet with a white crayon in, on or under the table. Divide the class into pairs. Have students ask each other where the pet is: *Is it under the table? No, it isn't.* Then, have students paint over their pictures with watercolours and say where the pet is: *It's on the table.*

### Activity 4

#### PET MAGNET

**Materials:** Lightweight cardboard, glue, paint or markers, magnets (1 per student).

**Directions:** Ask each student to draw the outline of a pet on lightweight cardboard. Then, have them cut it out and colour it. Finally, glue a magnet to the back of each pet.

**Language Links:** Ask students to place their pets in different locations and describe where they are: *My pet is (under) my (pencil case).*

### Activity 5

#### LOST PET

**Materials:** Paper.

**Directions:** Have students imagine they have lost their pets and they need to design a poster so that they can get it back. First, ask them to draw a picture of their pet with as many details as possible and hand it to you. Then, have them design a note with contact information and a description of the pet. Ask them to include the name, age, size, colour and physical characteristics of their pets (e.g. long / short ears). Collect all the descriptions and display them on the classroom walls. Explain to the class that they have found a pet and want to find its owner. Give each student a picture of a lost pet and have them read the descriptions on the walls. When they identify the owner, they give the picture back to the correct student.

### Activity 6

**LITTLE FOX**

**Materials:** Shiny paper (red, blue, yellow), 3 cardboard boxes.

**Preparation:** Cover each cardboard box with a different coloured sheet of shiny paper. Draw a fox on each piece of paper and cut it out.

**Directions:** Display the cardboard boxes and the picture of a fox. Tell students to close their eyes. Hide the fox under the red box. Have students chant: *Little fox, little fox, are you under the yellow box? Lift the box and ask: Is the fox under the yellow box?* Repeat the procedure with the remaining boxes and the prepositions on and in.

**Activity 7****FINDING PETS**

**Directions:** Ask the class to draw a room in the house with pieces of furniture and include three pets in different locations. Then, have students walk around the classroom and ask three classmates about the places where the pets are: S1: *Where are your pets?* S2: *They are in the dining-room. The cat is on a chair. The dog is under the table and the hamster is on the table.* Tell students to make notes of the answers and then report the locations to the rest of the class: *Nico's pets are in the dining-room. The cat is on a chair...*