

## UNIT 6 – Extension Activities

### A Marvellous Trip

#### Activity 1

##### TOURIST POSTERS

**Materials:** Paper, paint, travel brochures.

**Directions:** Divide the class into groups. Distribute paper, paint and travel brochures. Have groups make a poster about a place they would like to visit and what they can do there. Then, have them write a paragraph about it. For example: *This is Córdoba. It is an important city in Argentina. You can visit monuments and important buildings, go to the cinema or the theatre to see many films and shows. You can also visit other places in Córdoba like Carlos Paz, La Falda or Cosquín. You can climb the mountains, have a picnic, fish and swim in the river, lie on the river banks, read and listen to music.*

#### Activity 2

##### PACK FOR YOUR HOLIDAYS

**Materials:** Magazines, yarn.

**Preparation:** Suitcases: Cut construction paper into rectangles (approx. 60 x 40 cm). Fold them in half (1 per student).

**Directions:** Divide the class into pairs. Distribute suitcases and magazines. Have students cut out pictures from magazines of things they would take on a trip to Brazil. Tell them to glue their pictures on the inside of their suitcases. Then, have them attach a piece of yarn to the top to make a handle. Finally, have students write why they are taking those items: *I would take some sunblock because I don't want to get sunburned.*

#### Activity 3

##### CLASS RECIPE BOOK

**Materials:** Paper.

**Directions:** Ask students to think of their favourite foreign meal: sushi, spaghetti, pizza, tacos. Have them draw a picture of the dish and write where it comes from, what it is made of and how it is prepared. Divide the class into pairs. Tell them to ask each other questions about their favourite dishes: *What is your favourite foreign food? Where does it come from? What is it made of?*



*How is it prepared?* Put all recipes together and make a class recipe book.

#### Activity 4

##### HOLIDAYS PICTURE FRAME

**Materials:** For each student: 8 popsicle sticks, paint, white glue, holiday photo, lightweight cardboard, yarn, small items (sequins, buttons, stickers, ribbons, tiny flowers, lace, stamps).

**Directions:** Give students the following directions:

1. Put a photo on the table. Cover the righthand edge with two popsicle sticks laid side by side. Do the same with the lefthand edge.
2. Next, place two sticks side by side across the top of the photo. Do the same across the bottom of the photo. Mark where the frame will be glued. Remove the photo and trim it if necessary.
3. Glue the frame together. Let it dry.
4. Place the photo on a piece of cardboard and trace around it. Trim the cardboard to be just a little larger than the photo. Then, glue the photo to the centre of the cardboard.
5. Paint the frame. Let the paint dry and glue stickers, buttons, sequins or other items onto the frame.
6. Glue the cardboard to the frame.
7. Glue a piece of yarn to the back of the frame.

### Great Holidays

#### Activity 1

##### CHOOSE A HOLIDAY TYPE

**Directions:** Divide the class into pairs. Have students conduct a discussion to decide which type of holiday to go on. Invite pairs to report their decisions to the class.

#### Activity 2

##### SPORTS RULES

**Materials:** Paper.

**Directions:** Divide the class into pairs. Distribute paper. Have each pair choose a sport and write a list of rules for it. Invite pairs to read out their rules and have the class guess the sport.

**Activity 3****AROUND THE AMERICAS**

**Materials:** Atlases (1 per group), butterfly clips, string.

**Preparation:** Ask students to bring maps of America to class.

**Directions:** Divide the class into small groups. Tell students that they have won an 18-day trip to eight provinces of their choice in Argentina. Distribute materials and maps, and have the groups plan their trips. Tell the groups to use the atlases as reference. Ask them to mark their maps to show the cities they want to visit. Then, have them insert a butterfly clip into the map beside each city. Show students how to tie a piece of string around the first clip and wind it around the remaining clips to show the route. Finally, have groups decide what means of transportation they want to use to travel between each city.

**Language Links:** Invite groups to come up one at a time. Have each group display their map and describe their trip: *First, we want to visit Mendoza. Then, we want to visit San Luis. We want to travel by bus...*

**Activity 4****FOOTBALL CRAZY!**

**Materials:** Ball, index cards.

**Preparation:** Flashcards: Write the following on separate index cards: *Let's...; Why don't we...?; Shall we...?; Would you like to...?*

**Directions:** Divide the class into two teams. Have teams sit on their chairs in two straight lines facing each other. Make sure there are even spaces between students' chairs. Explain that they are going to play a type of football and that the goals are the spaces between the chairs. Tell students they are not allowed to stand up to kick the ball. To be able to kick the ball students must make a suggestion, using a prompt on one of the Flashcards. If a team scores a goal, they win a point. The team with the most points wins.

**Activity 5****ACTION COLLAGE**

**Materials:** Magazines, construction paper, glue.

**Directions:** Divide the class into small groups. Have students cut out pictures of people doing activities from the magazines. Help them to overlap and glue the pictures on construction paper to make a collage. Display students' collages around the classroom.

**Language Links:** Have each group describe what the people are wearing and what they are doing: He's wearing a helmet, red shorts, a blue shirt, blue socks and white shoes. He's riding a bike. Help students with vocabulary if necessary.

### Activity 6

#### JIGSAW PUZZLE

**Materials:** Construction paper (1 sheet).

**Preparation:** Use a pencil to divide the construction paper into jigsaw pieces, drawing straight, curved or zigzag lines. Make sure pieces are big enough to draw in. Number the pieces on the back to help put the puzzle back together. Cut along the lines. Make the same number of pieces as students in the class.

**Directions:** Distribute puzzle pieces and have students draw either a person or an animal on the beach doing something (playing a game, swimming, eating, etc.). Then, have students put the puzzle together by matching the shapes.

**Language Links:** Divide the class into small groups. Encourage the groups to describe what the person or animal is doing in the puzzle and have the members exchange their puzzles and do them.

### Activity 7

#### MY HOLIDAY ACTIVITIES

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

**Directions:** Tell the class to divide the sheet of paper into four squares. Have students think about their favourite holiday activities and write some of their ideas on the board. Then, invite them to draw themselves with their family, friends, or pets doing those activities. Ask students to include a sentence below each picture describing what they are doing; for example: *I'm playing in the swimming pool with my brothers.* Finally, divide the class into pairs. Encourage students to take turns to describe their holiday activities and ask their classmates about more details: *Do you play in the swimming pool when it's cloudy? Does your mother usually swim?, etc.*

### Activity 8

#### ADD IDEAS

**Preparation:** Write a question or an incomplete sentence at the top of a sheet of paper. (1 per group)

**Directions:** Divide the class into groups and have students sit in a circle. Give them a sheet of paper with a question or an incomplete sentence; for example: *After school, I*

*usually... , When I go on holidays, I always..., What do you love about holidays?* Invite a volunteer to complete the sentence or answer the question and then, pass the sheet of paper to the next student. Explain that this student has to write another idea to complete the sentence at the top. When all the students have written down their sentences, tell the groups to share their comments with the rest of the class to find out if they have things in common.

### Let's Move!

#### Activity 1

##### TIC-TAC-TOE

**Preparation:** Draw or cut out pictures from magazines that show people or animals moving to practise prepositions of movement. Stick the picture on a card and write a sentence below it without the preposition of movement; for example: *The man is walking ... the park.* Try to draw or find pictures to illustrate the different prepositions of movement students have learnt.

**Directions:** Draw a Tic-Tac-Toe grid on the board and stick the cards with the pictures facing the board on each square. Divide the class into two teams, X and O. Ask a member from one team to choose a square and turn the card over. If the group completes the sentence with the correct preposition, the student draws an X or O in the square. Continue with the same procedure until one of the groups completes three squares horizontally, vertically, or diagonally.

#### Activity 2

##### SCENES

**Materials:** A4 sheet of paper (1 per student), crayons, magazines, glue.

**Directions:** Distribute paper and magazines. Have students draw a scene of people who are on holiday. Invite them to draw and cut out pictures from magazines to create their scenes. Tell the class to include people or animals moving. Then, have students work in pairs and exchange their pictures. Encourage them to write a description of their classmates' scenes by using the Present Continuous and prepositions of movement.

#### Activity 3

##### MIME



**Directions:** Divide the class into groups and invite a volunteer from one group to the front. Whisper a holiday activity that involves a preposition of movement into the student's ear. Determine a time limit for the student to mime the words so that the group guesses them; for example: climb up a mountain. If the group guesses correctly, they get a point. If not, the other group can try to guess the words to get a point. Then, it is the next group's turn to mime and guess.

#### Activity 4

##### **SIMON SAYS**

**Directions:** Give a command that includes a preposition of movement. Explain to the class that they can only perform the action if you say *Simons says...*; for example: *Simon says walk towards the board.* (Students walk towards the board.) Sit down. (Students do not perform the action.) Continue with the same procedure and then, invite some volunteers to take on your role.

#### Activity 5

##### **MAKE A SENTENCE**

**Materials:** Strips of paper.

**Preparation:** Invent new ones with prepositions of movements. Write a word on each strip of paper.

**Directions:** Give a strip to each student and explain that they are going to make sentences together. Encourage a volunteer to go to the front with the first word of the sentence. Tell the student to face the class so that they can all read the word. Invite another student to continue the sentence and stand next to the first student. Continue with the same procedure until the sentence is complete. Ask students to stick the strips of paper in order on the board. Then, invite another volunteer to start a new sentence.

#### Activity 6

##### **PICTURE DICTATION**

**Directions:** Describe a scene, giving students time to draw; for example: A woman is lying in the sun. Two children are running towards the sea. *A dog is running along the beach.*, etc. Then, encourage students to draw three more pictures to the scene. Ask them to work in pairs and take turns to describe and compare their pictures. Finally, have the class write a paragraph describing the scenes.

## 2

## CROSSWORD

Continue with the same procedure until all students have participated or students have revised as many words as possible. After that, encourage the groups to write clues for the words in the crossword. Ask a student from a group to read a clue aloud for the other group to identify the word. Give a small reward for each correct answer.

W  
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## DISCOVER THE MISTAKE

### Activity 3

**Directions:** Write words related to insects scattered on the board; for example: hard exoskeleton, hibernate, colourful wings, lay eggs, sting, fly, wet places, etc. Ask students to use the words to write about insects: *Butterflies have got colourful wings.* Determine a time limit and have students work in pairs to compare and revise their sentences. Finally, invite different volunteers to read their sentences aloud and write them on the board to check spelling.

## Activity 4

### GUESS THE INSECT

**Preparation:** Copy the following card on the board:

Characteristics: .....
Habitat: .....
Diet: .....
Abilities: .....
Name: .....

**Directions:** Ask students to copy and complete the card with information about an insect. Tell them to leave the last line for the name empty. Have students exchange their cards, read the information and write the name of the insect they think it is. Then, invite different volunteers to read the information aloud by using complete sentences: It has got two pairs of wings and six legs. It's yellow and black. It lives in... After describing the insect, the student says the name to check.

## Activity 5

### HOW MUCH DO YOU REMEMBER?

**Directions:** Tell the class they are going to revise vocabulary related to insects. Divide the class into groups and encourage them to write as many words as they can for each description. Write the ideas on the board and determine a time limit. Then, check the words with the class and award one point for the group that has included more examples for each sentence.

#### Insects that...

... eat other insects: .....

... have got stings: .....

... lay eggs: .....

... live in colonies: .....

... can fly: .....