

## Around Town

### Activity 1

#### GO!

**Directions:** Divide the class into two teams and tell each team to stand in a row. Whisper a question about the town where your school is located to the first student in each row: *Is there a (church) in this town?* Then say: *Go!* The first player in each row whispers the question to the second player and so on. The last player answers the question: *Yes, there is a church. / No, there isn't.* Give a point to the first team to point to the correct place and answer. Repeat the procedure with other questions.

### Activity 2

#### HOW MANY SENTENCES?

**Directions:** Tell students to write in their notebooks as many sentences as possible about what there is in the classroom: *There are two windows. There is a door. There are some pencils.* Invite students to the front of the classroom to read their sentences. The student with the most sentences wins.

### Activity 3

#### DESCRIPTIONS

**Directions:** Have students write descriptions of their town in their notebooks: *There are some shops. There are two cinemas. There is a church. There are three schools.* Then, divide the class into pairs and tell them to take turns to ask and answer questions about the existence and location of specific places: S1: *Is there a library opposite the bank?* S2: *No, there isn't. There is a library next to the school.*

### Activity 4

#### REFLECTION PICTURES

**Materials:** Blue paint, paintbrushes, crayons.

**Directions:** Give each student a piece of paper. Ask them to draw a horizontal line across the middle of their pieces of paper with a pencil. Tell them that the line represents the horizon and separates the sky from the water. Have them draw either a town street or a nature scene above the horizon line. Tell students to turn the paper upside down and repeat the drawing to create the reflection. Then have students colour their drawings with crayons so that both parts are identical. Tell them to paint over the part below the horizon line with a light coat of blue paint and paint wavy strokes for water movement. Display students' pictures around the classroom.

**Language Links:** Have students write a description of their pictures: *There is a school and a post office in my town. There aren't any houses.*



### Activity 5

#### REMEMBER HOW MANY

**Directions:** Divide the class into groups and ask them to look at Amanda's bedroom on page 8 in their Student's Books. Ask students to look at it for 30 seconds. Then, ask them to close their books and write a list of what they can remember; for example: *There is a big bed. There are two windows. There is one teddy bear on the bed.*

# 1 Extension Activities

## Activity 6

### LOOK AND ANSWER

**Materials:** Pictures of towns from magazines.

**Directions:** Divide the class into pairs. Display the pictures from magazines in posters for one minute. Have a student in each pair turn his or her back to the poster and have his or her partner ask questions about the pictures: *How many trees are there?* The first student must answer from memory. Then, ask students to switch roles.

## Activity 7

### OUR SCHOOL

**Directions:** Write the following words on the board: *park, lab, library, parking lot, gym, playground, church, museum*. Divide the class into pairs and have them write sentences about the places inside and outside their school using the words from the board; for example: *There is a parking lot next to the school. There isn't a lab in the school*. Then, invite different volunteers to read their sentences aloud and write them on the board to check.

## Activity 8

### PICTURE DICTATION

**Directions:** Ask students to draw their favourite room in the house. Then, divide the class into pairs. Tell students to take turns to describe their rooms to their classmates so that they draw a picture of what they hear. Explain that they have to describe every detail of the room and refer to the specific locations of the objects and pieces of furniture; for example: *My favourite room is the living-room. There are two windows and there are two doors. There is a brown sofa next to one window. There is a small table opposite the sofa.*; etc. Remind them to use the prepositions *in, on, under, next to, between* and *opposite*. Next, have students

compare their pictures and identify the differences: *There isn't a small sofa. There is a big sofa.*

## Activity 9

### VISITORS IN TOWN

**Materials:** magazines, glue, coloured pencils, markers.

**Directions:** Invite the class to imagine that a relative or a friend who does not live in town comes to visit them. Encourage them to think about one place they can visit and why they like going to this place. Have students include the location of the place in town; for example: *My cousin is visiting the museum because she loves History. The museum is between the restaurant and the hotel*. Invite them to draw or cut out pictures from magazines to represent the scene on a separate sheet of paper. Then, collect the pictures and stick them on the board. Invite students to read their descriptions to another classmate so that she / he identifies the picture on the board. Encourage students to ask questions about the person in the picture to help them find the correct one: *Has your cousin got dark hair? Are her eyes brown?*

## Activity 10

### CATEGORIES

**Preparation:** *Word cards:* Write five words belonging to the same category on separate index cards (1 per student). Make sets with different categories of words: *rooms, electrical appliances, pieces of furniture and places in town*.

**Directions:** Distribute *Word cards* and have students stand up. Ask them to look for the other four students who have words in the same category, without showing the card: *Is your word (a place)?* The first group to find all its members is the winner.

## Activity 11

### MODEL STREET

**Materials:** Construction paper, coloured paper, aluminum foil, modelling clay, paint, glue, index cards (1 per student).

**Directions:** Tell students that they are going to make a model of the street where they live. Have them use construction paper as the base and encourage them to use different materials to make their model. Distribute index cards and ask students to write a description of their street: *My house is next to the pet shop. There is a library on the corner;* etc.

## Activity 12

### AROUND US

**Directions:** Have students sit in a circle. Ask a volunteer to name a place in town: *restaurant*. Then, have another student name another place that begins with the last letter of the previous word: *toy shop*. Continue around the circle until all students have named a place. Then, continue with other categories to revise more vocabulary: *pieces of furniture, electrical appliances, rooms in the house and professions in town*.

## Activity 13

### TRAVEL FAIR

**Materials:** Large sheets of construction paper, paint, brochures of places of interest in the town / city, map of the town / city.

**Directions:** Divide the class into small groups. Explain that they are going to make a travel stand to promote their town / city and the places nearby. Each group should:

- design a poster for the place they want to promote
- make a banner and decorate it with relevant text and images: *Come to... , Visit... , Don't miss...*
- draw pictures of the attraction and products of the place

Have each group arrange two or three desks close to the wall. Tell them to display their posters and banners on the wall behind the desks, and the pictures of the attractions and products on the desks. Have students visit one another's stands and find out as much information as possible about the different places of interest.

## Activity 14

### HOME GRAPH

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

**Preparation:** *Home chart:* Divide the piece of construction paper in half, vertically. Write the heading *Flat* on one side and *House* on the other. Draw or cut out a picture from a magazine and glue it next to each word to illustrate it.

**Directions:** Attach the *Home chart* to the board and have the class name the buildings. Then, invite students to come up and name the type of housing they live in: *I live in a flat*. Tell students to write their names under the corresponding heading on the graph. Then, ask questions about the *Home graph*: *How many students live in a house? Where does (Juan) live? Encourage students to ask their classmates questions about their homes: Is there a garden in your house?*

## Our ideas and preferences

## Activity 1

### PERSONAL BOARDS

**Materials:** Ribbon, large paper clips, students' photographs, construction paper scraps, glue, tacks. Per student: piece of Styrofoam (approximately 30 x 40 cm), piece of fabric (approx. 35 x 45 cm).

**Directions:** Help students cover their pieces of foam with pieces of fabric and glue ribbon

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around the edge to make a border. Then, tell students to tape a large paper clip to the back to make a hook. Next, have them brainstorm a list of places in their town or city. Write students' suggestions on the board. Tell students to choose three of their favourite places. Distribute construction paper scraps. Have students illustrate their favourite places and tack them to their boards along with their photos.

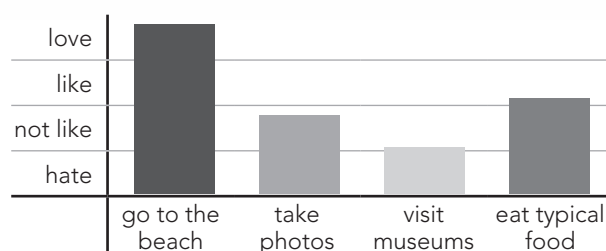
**Language Links:** Have students write a description of the places on their bulletin boards: *My name is Sonia. I live in (Michigan, USA.) There is a big park in my city. There are many statues. There are many cars. I like my city.*

### Activity 2

#### BAR GRAPH

**Materials:** Large-squared mural paper.

**Directions:** Write on the board: *What does Nico love doing on holidays?* Demonstrate how to draw a bar graph: Place the mural paper horizontally. Mark off sections of three squares along the bottom of the paper. Write: *go to the beach, take photos, visit museums* and *eat typical food* in separate sections. Then, mark off sections of three squares on the vertical axis. Write the following words next to each mark as you go up the axis: *hate, not like, like* and *love*. Distribute graph paper. Have students draw bar graphs. Divide the class into pairs. Ask students to copy the question on the board across the top of the graph paper, with the name of his or her partner. Tell students to interview each other about the activities they like doing on holidays and colour them in different colours in the graph. Invite individual students to come up and inform the class about their partner's preferences: *Nico loves going to the beach when he's on holidays.*



### Activity 3

#### MAKE YOUR OWN RING TOSS

**Materials:** A shoe box with a lid, toilet roll tubes, wrapping paper, scissors, glue, markers, six-pack soda can plastic rings, felt squares (5 x 5 cm).

**Preparation:** Cut the tubes into five different lengths and glue them onto the box lid, from short to long. Put on the lid. Paint the box and the tubes with different colours and number the tubes from 1 to 5, beginning with the shortest. Cut apart the six-pack rings.

**Directions:** Have students take turns trying to throw the rings over the tubes to see how many points they score. Have them calculate mentally their scores and keep a record for each student. Finally, ask students what they calculated and compare that result with your record. The students who are correct win.

### Activity 4

#### SENTENCE CHAIN

**Directions:** Have students sit in a circle. Tell them what you like doing and invite the student next to you to repeat your idea and add her / his preference; for example: T: *I like watching films.* S: *The teacher likes watching films and I like playing football.* Have the next student repeat the ideas and say what she / he likes. If a student does not remember all the previous preferences, she / he starts a new chain.

### Activity 5

#### PERSONALITY TYPES

**Materials:** Magazines, A4 sheet of paper, glue, coloured pencils, markers.



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**Directions:** Write the different personality types on the board and invite the class to brainstorm words and ideas they associate with them; for example: *geek: computer, tablet, coding, video games*, etc. Then, ask some volunteers: *What's your personality type? Why? What do you like (doing)?* Tell students to cut out pictures that illustrate their ideas and make a collage. After that, have the class work in small groups and describe their collages. Encourage students to ask questions to their classmates to know a bit more about their personalities. Finally, invite students from each group to describe a classmate to the rest of the class and mention if they have characteristics in common.

### Activity 6

#### IDENTIFY ME!

**Directions:** Tell the class they are going to write clues about who they are in a separate sheet of paper. Write the following gapped sentences on the board:

I've got ..... hair.  
My eyes are .....  
I like ..... and  
..... but I don't like  
.....

Ask the class to complete the sentences with their information and hand in the sheets of paper. Redistribute the pieces of paper and encourage students to read the clues to identify their classmate. Then, invite students to read the descriptions aloud and say who they think the person is. The student who is mentioned has to say if the answer is correct or not: *Yes! It's me! / No, that's not me!* If the answer is not correct, the student who wrote the description has to reveal her / his identity. Encourage the student to add more information.

### Activity 7

#### SCRAMBLED SENTENCES

**Directions:** Divide the class into groups. Dictate scrambled sentences and have students write them down. Determine a time limit and ask students to unscramble the sentences. Finally, invite different volunteers to write the sentences on the board to check. Encourage them to recognise the personality types that the sentences describe.

#### Suggestions:

*I love reading fashion magazines.*  
*I don't like knowing about other's people lives.*  
*I like learning about computer programmes and apps.*  
*I love brainstorming ideas for my Art projects.*

## Free-Time Activities

### Activity 1

#### HOLIDAYS

**Directions:** Invite the class to brainstorm words related to holiday activities and write them on the board; for example: *go to the beach, visit family, eat out, take photos*, etc. Then, have students work in pairs and take turns to ask and answer if they like doing the activities written on the board : S1: *Do you like going to the beach?* S2: *Yes, I do.* Finally, tell them to write sentences comparing their preferences and invite some volunteers to share their ideas with the rest of the class.

### Activity 2

#### SEND A POSTCARD

**Materials:** Index cards (1 per student).

**Preparation:** Write the students' names in slips of paper.

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**Directions:** Invite students to imagine they are on holidays and want to send a postcard to a friend telling what they like doing in their holiday destination. Have students draw a line down the middle of an index card. Then, give each student a slip of paper with a classmate's name. Write the following on the board:

Dear.....,  
How are you? I like .....  
Your friend,  
.....

Ask students to copy and complete the message on the left side of the cards. Have students write their classmates names on the right side of the card and remind them to write their classmates' names after *Dear...*, as well. Then, tell the class to draw a picture on the front of the card to illustrate it. Finally, collect all the cards and hand them to the corresponding students. Invite some volunteers to read the messages they receive to the class.

### Activity 3

#### GUESS THE WORD

**Materials:** Slips of paper.

**Preparation:** Write a word or phrase related to holiday activities on each slip of paper. Suggestions: *visit ruins, go snorkelling, go scuba diving, participate in a festival, visit museums, etc.*

**Directions:** Divide the class into groups. Invite a volunteer to pick up a slip of paper and encourage her / him to explain the activity that is written so that the rest of the class guesses. The student who says the correct word gets a point for her / his group and then, picks up another word to explain it to the class. Continue with the same procedure until all the words have been defined. The group with more points is the winner.

### Activity 4

#### FESTIVALS

**Materials:** Reference books, the internet, *All Around New Edition 3 Student's Book*, page 13.

**Directions:** Revise Camila's post on page 13 and have students mention what she likes about Mexico. Then, ask the class about the traditional celebration that she mentions (*El día de los muertos*) and elicit students' previous ideas about this celebration. Explain that participating in a festival is a good way to learn about other people's culture and the places they are visiting when they are on holidays. Divide the class into groups and ask students to find the following information about *El día de los muertos*:

Days of celebration: .....  
Reasons for the celebration: .....  
.....  
Food: .....  
Music: .....

Finally, have students report their findings to the rest of the class and say what they like about the celebration.