

# Extra activities

## Unit 1

### Page 4

- **Extra activity 1: Guessing game**

Place the character flashcards (1–5 + 8) on the desk. Make sure students can't see. Take one flashcard and hold it facing you. Say *Who's this?* Students take turns guessing. Show them when they guess correctly. Repeat.

- **Extra activity 2: Role play**

Five students come to the front. Hand each student a character flashcard. Students take turns showing their flashcards to the class and say, e.g., *Hi. I'm Suzy Star.* Repeat.

### Page 5

- **Extra activity 1: Air drawing game**

Say *One*. Draw a 1 in the air with your finger. Repeat with the other numbers up to *ten* in sequence. Students draw the number in the air. Continue, but say the numbers at random. Students work in pairs. They take turns saying a number for their partner to draw in the air.

- **Extra activity 2: Pointing game**

Display the ten cards each with a different number of dots between one and ten around the room. Say numbers at random. Students point to the correct card. Say the numbers quickly and then quietly. Invite students in turn to call the numbers.

### Page 6

- **Extra activity 1: Back drawing**

Invite a student to come to the front and face the board. Stand so that the class can see you. Trace a large 3 with your finger on the student's back. (Alternatively, if you prefer, you can trace numbers on the desk for this activity.) Repeat the drawing. Elicit the number from the student. Check with the class. Repeat with another student and another number. Students work in pairs and play the game. Remind them to do it slowly and to make the number really big.

- **Extra activity 2: Matching the cards**

Display the ten dot cards on the board at random. Write the wrong number between 1 and 10 under each card, e.g., under the card with six dots, write 2. Invite students in turn to come and swap two cards so that one set of dots matches the number underneath. Repeat until all the cards and the numbers match.

### Page 7

- **Extra activity 1: Make a rainbow**

Give each student a paper plate and seven strips of tissue paper, each of a different color. Students stick the tissue onto the plate to make a rainbow.

Students get into groups of four and say the color sequence of their rainbow.

- **Extra activity 2: Memory game**

Display five of the color flashcards (from 20–26) on the board. Elicit from students which colors are missing. Students say, e.g., *Red. Green.* Take the flashcards off the board. Repeat with different colors missing each time.

### Page 8

- **Extra activity 1: Board slap**

Two teams line up facing the board. Stick the color flashcards (20–26) on the board. Hand a ruler to the first student on each team. Say a color, e.g., *Blue.* The two students run to touch the color. The first to hit it with the ruler wins a point for their team. The two students hand the rulers to the two students at the front and then go to the back of the line. Continue until all the students have had a turn. The team with the most points is the winner.

- **Extra activity 2: Happy families**

Students work in groups of four. They take the six character cards from Photocopiable 1 (see pages T95 and T97) out of the envelopes and place them face down on the desk. (There are 24 cards altogether.) Each student takes six cards in turn. Number the students: 1, 2, 3, 4. Number 1 starts. Student 1 asks Student 2, 3, or 4 (he/she can choose) for a card he/she wants, e.g., *Maskman, please.* If Student 2, 3, or 4 has it, he/she gives it to Student 1. Then it is Student 2's turn to ask. The game continues. When one student has four cards the same, he/she puts them down on the desk and is the winner. Students put their cards in their envelopes.

### Page 9

- **Extra activity 1: Counting game**

Slowly look through Unit 1 of the book. Count aloud new vocabulary items that students have learned, e.g., *1 snake, 2 stars, 3 toys.* Students look at their books. Say a number. Students try to remember what the word is. Repeat.

- **Extra activity 2: Pick a number**

Show students the envelope containing numbers between 1 and 10 on small pieces of paper. Say to a student *Come and pick a number.* The student comes and takes a piece of paper. He/She reads out the number and then goes back to his/her chair. Repeat with the other students. Say, e.g., *Threes stand up, please. Nines pick up a red crayon, please.*

## Unit 2

### Page 10

- **Extra activity 1: Color bingo**

Review the seven colors. Students draw a small 2 x 2 grid in their notebooks. They color each square a different color. Call out the colors one by one. When a student hears a color, he/she crosses out that square. The first student to cross out all four squares is the winner and calls the colors in the next round. Repeat.

- **Extra activity 2: Action game**

Collect ten classroom objects from students, e.g., a red pencil, a green eraser. Students stand behind their chairs. Hold up, e.g., a blue pen and say *It's a blue pen.* Hold up, e.g., four pencils and say *Five pencils.* Students stand still for true sentences and jump in the air for false ones. Students who do the wrong action sit on their chairs. Continue until you have a group of winners.

### Page 11

- **Extra activity 1: True or false?**

Students work in pairs. They take turns making and correcting other sentences about the pictures in Student's Book page 11 Activity 4. Some of the sentences can be true this time.

- **Extra activity 2: Color and say**

Students color their own pictures in Workbook page 11 Activity 3. They take turns telling each other about the color of the objects, e.g., *The book is red.*

### Page 12

- **Extra activity 1: Chant**

Teach the following chant. Divide the class into different groups (e.g., boy/girl) and do the chant again.

<i>How old are you?</i>	<i>How old is she?</i>
<i>I'm two, I'm two.</i>	<i>She's three, like me.</i>
<i>How old are you?</i>	<i>How old is she?</i>
<i>I'm two!</i>	<i>She's three!</i>
<i>How old is he?</i>	
<i>He's three. He's three.</i>	
<i>How old is he?</i>	
<i>He's three!</i>	

### ● Extra activity 2: Monster fun

Students draw and color two pictures, one of a boy monster and one of a girl monster. They write the ages (between 1 and 10) on the back. Students work in groups of four. They put their pictures, monster side up, on the desks. They take turns pointing to a picture by one of the other students and ask *Is she (age)?* They have one guess each time. When students guess correctly, they take the monster picture. The student in each group with the most monsters is the winner. Students take back their own monsters and stick them in their notebooks. They write the age underneath.

## Page 13

### ● Extra activity 1: Meet and greet!

You will need space for this activity.

Personalize the song from CD1, 27. Go up to a student. Say (Student's name x 2), *how are you?* The student replies *I'm fine, thank you. I'm fine, thank you. How are you?*

Repeat with different students.

Students stand up and find a space. Play the CD of lively music. Students move around. Pause the CD. Students make pairs and say: Student A: (Student's name x 2), *how are you?* Student B: *I'm fine, thank you. I'm fine, thank you. How are you?* Start the music again. Repeat.

### ● Extra activity 2: Match the words

You will need a stopwatch or timer and the classroom item flashcards. Make teams of six students. Stick the classroom item flashcards on one side of the board, in random order. Write the six words for the items on the other side (*table, book, chair, eraser, pen, pencil*), not in the same order as the pictures and with plenty of space between the words.

Demonstrate the game. Say *Look, read, and match*. Point to the first word on the board and elicit the name (e.g., *table*). Ask students to point to the correct flashcard on the board. Move the flashcard next to the word label.

Say *Now let's play*. Call one team to the front of the class. They stand in a line. Call the first student from the team forward and say *Look, read, and match*. Start the stopwatch or timer. The first student chooses one of the words and matches the flashcard. The other team members can help. The next student chooses a different word and matches the card, and so on, until all the words and cards are matched. Stop the stopwatch when the team has finished and check with the class that the words and cards match. Write the team's time down.

Erase the board and set the game up again. Repeat with the next team of six students. Continue until each team has had a turn and then compare times to see which team was the fastest.

## Page 14

### ● Extra activity 1: Memory game

Students use Student's Book page 14 Activity 10 for this game. They work in pairs. Student A closes his/her book. Student B asks *Who's number 1?* Student A responds, e.g., *Mr. Star*. Then they swap roles.

### ● Extra activity 2: Coloring game

Give each student a blank piece of paper and read aloud the following instructions, using gestures to help show meaning and pausing after each instruction for students to draw: *Draw a table. Now draw these things on the table. Draw a book. Draw a pencil and an eraser. Draw a bag.*

Say *Color your picture*. Tell the students to choose a different color for each item and to keep their picture hidden.

Students work in pairs. Student A asks about the colors of the objects in Student B's picture, e.g., *What color is the book?* Student B responds without showing Student A the picture (e.g., *It's red*). After he/she has asked about all the items, Student A tries to remember all the colors of the objects in his/her partner's picture (*The book is red*, etc.). Student B checks and helps as necessary and then shows Student A the picture. Then students swap roles.

## Page 15

### ● Extra activity 1: Matching game

Students play a game with the six picture dictionary stickers for Unit 2. They don't remove the backing sheets. Students work in groups of four. They place the 24 stickers face down on the tables in front of them. They take turns turning over two stickers. They say what is on the pictures. If they match, the student takes them. If not, the student turns them face down again. Play continues until all the stickers have been matched.

### ● Extra activity 2: Chant

Teach the following chant line by line. Divide the class into different groups for different lines: quiet, loud, stand up, sit down, and so on. Students can name other things in the room if they know them and create other verses.

*School, school, we're in school.*

*Desk, chair, pencil,*

*We're in school.*

*School, school, I like school.*

*Book, pen, eraser,*

*I LIKE SCHOOL!*

## Page 16

### ● Extra activity: Classroom object sums

Hand out pieces of paper for students to draw their own pictures of groups of classroom objects (one to ten objects) as in Student's Book Activity 1. Have various students at the front draw their sum on the board and ask their question. Students raise their hands to answer.

## Page 17

### ● Extra activity: Greetings dialogs

Give students the pictures cut from magazines of children with the information on the reverse. Tell the students to keep the pictures and information secret. Students move around the classroom greeting each other as if they were the people on the pictures. They ask and answer questions to gain information about one another. Tell them to think about the values and make sure they are using friendly language, such as *Let's play* and *How are you?* Choose pairs to act out their dialogs to the class.

## Unit 3

## Page 18

### ● Extra activity 1: Disappearing flashcards

Display the toy flashcards (35–40) face up around the room. Elicit each one in turn and then turn each flashcard to face the wall. Point to each one in turn again. Students say them from memory. Continue. Turn one flashcard face up each time you elicit a word, until all the flashcards are face up again.

### ● Extra activity 2: Pointing game

Display the school flashcards (27–32) and the toy flashcards (35–40) on the walls. Say, e.g., *Point to the eraser. Point to the table. Point to the car*. Give the instructions quickly, one after another. Students point.

## Page 19

### ● Extra activity: Color game

Show eleven crayons (one of each color) to the class and hide them in your desk. Secretly take one and put it behind your back. Students ask questions to guess, e.g., *Is it red?* Answer *Yes, it is. / No, it isn't*. The student who guesses correctly comes to the front to choose a color. Repeat.

## Page 20

### ● Extra activity: True or false

Place the toy flashcards (35–40) and the school flashcards (27–32) around the room, e.g., the doll under the desk. Students can help you. Students stand up. When you say a true sentence, students put their hands in the air. When you say a false sentence, students stay still. Say sentences quickly, one after another, e.g., *The bike is on the chair. The pen is under the table*. Students who do the wrong action sit down. Continue until there is a small group of winners.

## Page 21

### ● Extra activity 1: Where is it?

Students take out their sentence wheels from Photocopiable 3A. (If they didn't make them in the previous lesson, they can make them now.) Line up the wheels to make a sentence. Students guess by asking, e.g., *Is the train next to the bag?* The student who guesses correctly is the caller. Students play in pairs or in fours.

### ● Extra activity 2: Guessing game

Play a guessing game with the class. Place classroom objects around the room so that they are in, on, under, and next to other objects. Do it so students don't notice (if you can). Divide the class into two teams. Say, e.g., *It's pink. It's under a chair.* Students look around for the object, e.g., eraser. The first student to guess correctly wins a point for their team. Continue until all the objects have been found. The team with the most points is the winner.

## Page 22

### ● Extra activity 1: Board slap

Play Board slap from page 8 Extra activity 1 using the toy flashcards (35–40), the school flashcards (27–32), and the number flashcards (9–18).

### ● Extra activity 2: Snap!

Photocopiable 3B. students take out the envelopes with their toy cards, hand out the photocopies for students to make the cards (see T95 and T99). Students color the objects on the cards as they wish.

Students work in fours. They place the cards face down on the table. They take turns turning over two cards and saying what they are, e.g., *A blue train, A red doll.* If the objects and/or the colors match, the student takes the two cards. If not, the student turns them face down again and it's the next student's turn. The player with the most cards is the winner.

## Page 23

### ● Extra activity 1: Role play

Students work in threes: Marie, Maskman, and Monty. Play the CD of the story again (CD1, 51). Pause after each picture for students to repeat in chorus in role. Students mime the actions as they speak. Students change roles. Repeat.

More confident threes can come to the front and perform their role plays for the class.

### ● Extra activity 2: Say and mime

Review the actions for the prepositions. Play a game like *Scissors, paper, stone*. Hold your hands behind your back and say *In, on, under, next to*. Just after you say *next to*, put your hands in front of you, showing one of the preposition mimes from page T20 Presentation. Hold your hands behind your back again and say the same rhyme, but do a different action at the end. Students join in. They hold their hands behind their backs, chant with you, and then show a preposition mime. If it's the same as you, they stay in the game. If it's different, they sit down for one turn. Repeat.

## Unit 4

## Page 24

### ● Extra activity: True or false game

Students stand up next to their chairs. Say sentences in turn, e.g., *Sally is her sister. Scott is her father.* Students sit on the floor when the sentence is correct. They sit on their chairs when it's incorrect. Everyone plays the game until the end.

## Page 25

### ● Extra activity 1: Team game

Put the flashcard of Sally (3) in the center of the board. Put the other family flashcards (1, 2, 4, 5, 45, 46) around Sally. Make two teams. Teams line up facing the board. Call out, e.g., *Her mother.* The first student on each team races to the board to touch the correct flashcard. Award a point to the first student to touch the correct card. The two students go to the back of their lines. Repeat.

### ● Extra activity 2: Family chant

Teach the following chant. Display the family flashcards (1–5, 45, 46). Students clap each line and then point to the flashcard when they say the name.

*She's her mother, mother, mother,  
She's her mother, Mrs. Star.  
She's her sister, sister, sister,  
She's her sister, Suzy Star.  
He's her father, father, father,  
He's her father, Mr. Star.  
He's her brother, brother, brother,  
He's her brother, Scott Star.  
She's her grandma, grandma, grandma,  
She's her grandma, Grandma Star.  
He's her grandpa, grandpa, grandpa,  
He's her grandpa, Grandpa Star.*

## Page 26

### ● Extra activity: What's missing?

Display the family flashcards (1–5, 45, 46) on the board. Say *Put your heads on your desks and close your eyes.* Check that students aren't looking and then take away one flashcard. Say *Open your eyes. What's missing?* Students answer. Show the flashcard when they guess correctly. Repeat, removing a different flashcard each time.

## Page 27

### ● Extra activity 1: Team mimes

Place two chairs at the front, with the backs facing the board. Make two teams. Invite one member of each team to come and sit in a chair. Stick an adjective flashcard on the board. The class can see it, but the two students in the chairs can't. Make sure they don't turn around. Students in the teams mime the adjective. The first student in the chair to say the correct adjective wins a point for his/her team. Repeat with other students and other adjectives.

### ● Extra activity 2: Record it!

Practice the song from Student's Book page 27 Activity 7 (CD2, 11) again with the students. Tell them you are going to record them. Record them, using a cassette recorder or a video recorder. Play the recording back to the class.

## Page 28

### ● Extra activity 1: Body shapes

Review the phonemes /s/, /m/, /t/, /b/, and /d/ and the letters s, p, t, b, d. Students work in groups of three. The three of them make the shape of one or more of the letters with their bodies. Groups demonstrate to the class.

### ● Extra activity 2: What's in my bag?

Place about five small known objects in a bag, e.g., pencil, small book, small ball, ruler, eraser. Don't let students see what you put in the bag. Invite students in turn to come and put their hand in the bag. They don't look. They feel the object and guess what it is. They take it out to check. Repeat with the other objects.

## Page 29

### ● Extra activity 1: Board game

Photocopiable 4. If students have not played before, follow the instructions on page T95.

If students have played before, make pairs and hand out dice, boards, and a coin to each pair. Monitor students as they are playing. The first player to reach the Finish is the winner. Pairs who finish first can play again.

### ● Extra activity 2: Disappearing flashcards

Play the *Disappearing flashcards* game from Page 18 Extra activity 1 with some of the character flashcards (1–8, 33, 34) and a selection of the other flashcards (maximum of 12).

## Page 30

### ● Extra activity: Colors challenge

Students use their color knowledge to challenge the class. As with the palette in Student's Book Activity 1, students color two patches of color on a piece of white paper, taking care to leave a space in the middle. Students pass the paper to another student to color in the new color (made by mixing the two together). The student colors, and then says the complete sentence, e.g., *Yellow and blue is green*.

## Page 31

### ● Extra activity: Situations mime game

Students work in small groups to make up situations to mime to the group. Tell them to make up a situation in which there is a compliment, an apology, or an offer. Write *Wow!, I'm sorry!, and Here you are* on the board. Monitor and check that students are choosing one of the three situations. Choose groups to do their mime for the class. The rest of the class say what the situation is by reading a phrase from the board: a compliment (*Wow!*), an apology (*I'm sorry*), or an offer (*Here you are*).

## Review Units 1–4

## Page 32

### ● Extra activity 1: Play a game

Play one of the photocopiable games from Units 1–4 with the students.

### ● Extra activity 2: Sing a song or do a chant

Choose one of the songs or chants from Units 1–4 to do with the students. Do it without the CD.

## Page 33

### ● Extra activity 1: Chant

Teach the following chant to the students, to review the adjectives and the actions. Divide the class into two for the questions and answers. Change roles and do the chant again.

*Who is happy, happy, happy?*

*Who is happy now?*

*We are happy, happy, happy.*

*We are happy now.*

Repeat for *sad, young, old, ugly, beautiful*.

### ● Extra activity 2: Object puzzle

Tell students to put the following objects on their desks: bag, eraser, blue pencil, red pencil, green pencil, book. Give students instructions to follow, e.g., *Put the blue pencil in your bag. Put your bag under your chair. Put the red pencil next to the eraser. Put the green pencil on your chair*. Students take turns being the callers. Continue the game in pairs.

## Unit 5

## Page 34

### ● Extra activity: Board slap

Play *Board slap* from page 8 Extra activity 1 using the pet flashcards (47–52).

## Page 35

### ● Extra activity: Wordsnake

Write *computertraincar* on the board. Elicit and circle the words (computer, train, car).

Make pairs. Display the large wordsnake on poster paper: *horedollpencatballdogeraserbookmousebikefishchairbird*. Students race to find the words. Check by inviting pairs to say the words and to come and circle them on the snake.

## Page 36

### ● Extra activity 1: Class game

Draw a 3 x 3 grid on the board. Number the squares (1–9). Stick a flashcard face down in each square. Choose from the characters (1–5, 45, 46) and the pets (47–52). Make two teams: Horses and Cats. Cats choose a square. Turn over the flashcard. Ask, e.g., *What/Who is it / are they? or Is it/he/she big?* If they answer correctly, draw a large O in the square. If not, replace the flashcard with another one. Horses choose a square. Continue until one team has a line of Os or Xs, or all the squares have Xs or Os.

### ● Extra activity 2: Spot the difference

Brainstorm the twelve known adjectives (*long, ugly, etc.*). Make pairs. Hand out Photocopiable 5A and B to each pair. Students look at the pictures and find differences. If students used the material for page 35, they find more differences (underlined below). If not, they can find the ones from the previous lesson, the ones below. They circle them in pencil. Check with the class.

A: One cat under a clean table

A: Big old horse

A: Six dogs, three big, three small

A: Four mice

A: One fish

A: Eight beautiful small birds

B: Two cats on a dirty table

B: Beautiful small horse

B: Five dogs, one long, four short

B: One mouse

B: Two fish (one small)

B: Nine beautiful small birds

## Page 37

### ● Extra activity 1: What is it?

Place a selection of classroom objects around the room. Look thoughtful. Say *I'm thinking of something. It's red and long. What is it?* (pencil). Students take turns guessing. Repeat with the other objects, practicing as many adjectives as you can.

### ● Extra activity 2: Color and say

Students work in pairs. Each student draws a new route in Workbook page 36 Activity 6, using a green pencil. They don't look at each other's routes. They sit facing one another, holding their books up so their partner can't see. Students take turns saying their route and drawing their friend's route, using a yellow pencil. They check together. Early finishers can color the pictures.

## Page 38

### ● Extra activity 1: Draw and write

Review *favorite* by holding up pictures of favorite toys from Unit 3. Display the pet flashcards, look thoughtful and point to, e.g., the cat. Say *My favorite pet's a cat*. Nominate students and say (Name), *what's your favorite pet?* The student chooses from the pets on the board. Repeat with different students. Say *Draw your favorite pet and write the word*. Write the words for the pets under each flashcard on the board for students to copy (or call volunteers to the board to write the words). Students draw, write, and then color. Make a class display of their pictures.



### ● Extra activity 2: Our favorite dogs

Talk about the dogs in Workbook page 38 Activity 9. Draw a simple 4-row x 7-column grid on the board for students. At the top of each column (except the first), write the numbers 1–6 to match the numbers of the dogs. In three of the squares on the left of the rows, write the names of three students. In the other square, write your name. Ask one of the students whose name you've written: *What's your favorite dog?* The student responds with a number corresponding to the picture, e.g., *Number 4*. Put a check mark in square 4 for this student. Repeat with the other two students. Then put a check mark in one of the squares for yourself.

Students copy the empty grid and ask and answer in groups of four. They put check marks for themselves first.

Do a show of hands to find out which dog is the class's favorite.

## Page 39

### ● Extra activity 1: Bingo game

Place the pet flashcards (47–52) on the board. Add other flashcards to make a total of ten, e.g., two color and two school flashcards. Write a number between 1 and 10 under each flashcard. Demonstrate the game for students.

Students draw a 2 x 2 grid in their notebooks. They choose four pet/color/school words from the board and in pencil write the corresponding number in each square. Say, e.g., *Horse*. Students who have the number corresponding to the horse make a line through the square. Continue calling out the other words. When students have crossed out all four squares, they shout *Bingo!*

Repeat.

### ● Extra activity 2: Match the halves

Display the large piece of paper with the split words: *do – sh*, *ho – se*, *fi – rd*, *mou – t*, *bi – rse*, *ca – g*. Don't tell students what to do. Give them time to figure it out. As they do, invite individuals to come and draw lines to make the whole word each time.

dog, horse, fish, mouse, bird, cat

## Unit 6

## Page 40

### ● Extra activity 1: Read and point

Students use Student's Book page 40 Activity 1. They take turns pointing to the words and to the part of their face, e.g., Student A points to the word *Eyes*, and Student B points to his/her eyes and says *Eyes*.

### ● Extra activity 2: Chant

Teach the following chant. As you say the words, count the numbers on your fingers and at the end touch the face part. Students copy.

Make two groups. Everyone counts the numbers. One group asks the questions, and the other replies. Change roles and repeat.

*One, two, three, four, five,  
Where's your eye? Where's your eye?*

*One, two, three, four, five,  
Here's my eye. Here's my eye.*

Repeat for nose, ear, mouth, teeth (plural *Where're ... / Here're ...*).

## Page 41

### ● Extra activity: Swapping game

Display the face flashcards (53–58) on the board. Under each one, write the wrong word, e.g., under eye, write *Ear*. Say *Is this OK?* In pairs, students match the words with the pictures. One pair comes to the board and swaps two flashcards around so that one flashcard is above the correct word. Repeat with other pairs. Stop when all are correct.

Repeat.

## Page 42

### ● Extra activity 1: Toy families

Students take out their toy cards from Photocopiable 3B. Quickly review the words by saying, e.g., *Hold up the train*.

Students work in fours. They put the 24 cards face down and mix them up. Each player takes six cards and looks at them. The aim is to get four toys the same. Student 1 asks any other player for a card by saying, e.g., *Do you have a train?* Student 2 replies *Yes/No*. If he/she has, he/she hands it to Student 1. Student 2 asks for a card. When a player has a set of four, he/she puts them down on the table. The player(s) with the most sets at the end is/are the winners.

### ● Extra activity 2: TPR game

Play a TPR game with the class. Demonstrate the game. Say, e.g., *Everyone with blue eyes, stand up. Everyone with short hair, point to the window*. Continue, recycling the adjectives, face and body parts, and instructions.

## Page 43

### ● Extra activity 1: Group song

Make groups of six. Groups will need their troll stick puppets from Photocopiable 6, or give them one of the troll faces from the warmer. They choose one of the puppets in their group. They practice singing the song from Student's Book page 43 Activity 7 (CD2, 49) about their puppet and changing the words to match the colors. Select more confident groups to come and sing their song to the rest of the class. Help the groups as they are singing to the class.

### ● Extra activity 2: Guess the word

Draw six circles on the board. In each one, write the letters for a face word. Don't write them in the right order. Put students into pairs. They write the words correctly, without looking in their books. Check by asking pairs to say the word, e.g., *Mouth* and point to their mouth.

## Page 44

### ● Extra activity 1: Spin and draw a monster

Students take out their number spinners from Review Units 1–4. Display the face part flashcards (53–58). Write a number between 1 and 6 under each one. Demonstrate the game. Spin a spinner, and say the number and the face part, e.g., *Two. A nose*. Draw a nose. Spin the spinner again. Say the number and the body part, e.g., *Four. Three eyes* and draw them to continue the monster's face. If you get the same number twice, miss a turn.

Make groups of four. Students take turns spinning and drawing. The first in each group to draw the complete face is the winner.

### ● Extra activity 2: Board slap

Play *Board slap* from page 8 Extra activity 1 using some /fr/, /gr/, and /br/ words.

## Page 45

### ● Extra activity 1: Role play

Students work in groups of four. Play the CD of the story from Student's Book page 45 Activity 11 (CD2, 54) again. Groups do the actions along with the CD. More confident groups can role-play the story for the class.

### ● Extra activity 2: Puppet game

Students take out their stick puppets from Photocopiable 6 and hold them up. Play an action game. Demonstrate it first with the class. Say, e.g., *Puppets with blue hair, stand up*. Students stand up if their puppets have blue hair. Continue combining face parts and actions to give all students a chance to move, e.g., *big mouth / point to the door, small ears / sit down, red mouth / touch your nose*.

## Page 46

### ● Extra activity: Guess the sense game

Put the students into five groups, one for each sense. Give the groups the name of their sense on a piece of paper and tell them to keep it secret. In their groups, students think up things to draw to represent that sense. Students help each other with the vocabulary. A student from each group presents the pictures and says the words. The other students think in their groups and raise their hands to guess the sense the other group is describing. Repeat with the other groups.

## Page 47

### ● Extra activity: Sentence scramble

Write these sentences on the board, but mixing up the order of the words, e.g., *is cat My beautiful*:

*My cat is beautiful.*

*I feed my fish.*

*I take care of my pet.*

*I wash my horse.*

*My fish is beautiful.*

*This is my dog.*

Students write the correct sentences and raise their hands when they have the answer.

## Unit 7

## Page 48

### ● Extra activity 1: Animal mime

Students stand in a space. Play the CD of lively music. Students move around. Pause the CD. Say *Now be elephants*. Students mime elephants. Clap your hands. Students stop. Restart the CD. Students move again. Repeat for the other animals. Check students are paying close attention by saying the same animal again.

### ● Extra activity 2: Word chains

Play a word game around the class. Start the chain. Say *I have a snake*. Student 1 says *I have a snake and a giraffe*. Student 2 says *I have a snake, a giraffe, and an elephant*. Continue through two or three more students (students can use wild animals and pets). Clap your hands. Say *School things*. The next student starts a chain with school things. Repeat with other word families, e.g., face parts.

## Page 49

### ● Extra activity 1: Word shapes

Display the animal words cut in half and stuck on a large piece of paper. Say *Look at this. What animals are they?* Students work in pairs. They match the word halves. Check with the class, writing the other half in a different color from the original.

### ● Extra activity 2: Draw the animals

Draw two rows of four simple rectangular frames on the board. Number the frames in each row 1 to 4. Say *Copy these boxes. Write numbers 1, 2, 3, 4*. Students draw the frames in their notebooks.

Draw a wild animal (giraffe, crocodile, etc.) in each frame in the top row on the board. Say *Hide your notebook. Draw animals in the boxes at the top. Choose different animals*. Students draw four animals in the boxes in the top row in their notebooks. Make sure they choose animals different from yours and that they keep their pictures secret. Set a time limit of three to five minutes. While students are working, draw four animals in boxes numbered 1 to 4 (e.g., a tiger in box 1, a giraffe in box 2) on a piece of paper.

Students work in pairs. They sit facing one another, holding their notebooks up so their partner can't see. Demonstrate the language to the students. Hold up your piece of paper (hide the pictures) and say *In number 1, I have a tiger. You draw a tiger in number 1*. Students take turns, e.g., Student A says a sentence, and Student B draws the animal in the correct box. Set a time limit of five minutes.

Students look and check.

## Page 50

### ● Extra activity 1: Memory game

Place 12 classroom objects, e.g., two erasers, seven pencils (two red, two green, three yellow), and three books, where students can see them. Students look for one minute. Cover the objects with a cloth. Ask questions and students write the answers, e.g., *How many books? How many yellow pencils?* Students check in pairs. Take the cloth off for students to check.

### ● Extra activity 2: Animals

Display the wild animal flashcards (59–65) and pet flashcards (47–52). Make two teams. Place two chairs at the front, with backs facing the board. A student from each team sits on each chair. They don't look at the board. Write an animal name on the board, e.g., *Hippos*. Students in the teams shout clues to their teammates on the chairs, e.g., *They have big mouths. They have short tails. They have small ears*. The first student on the chair to guess correctly wins a point. Two new team members come to the chairs. Repeat. The team with the most points at the end is the winner.

## Page 51

### ● Extra activity: More wordsnakes

Students work individually. They use their picture dictionaries to make a wordsnake for another student in the class. Give them a limit of words to hide, e.g., six. Remind them to add extra letters to make it more difficult. Students swap wordsnakes, circle the words, and then check in pairs.

## Page 52

### ● Extra activity 1: Sound families

Display flashcards (picture side up) for all the pictures in Workbook page 52 Activity 8 around the edge of the board. Draw three large circles across the middle of the board. Place an /a/ picture in the first circle, an /e/ picture in the second circle, and an /i/ picture in the third circle.

Students work in pairs and decide what other flashcards to put in the circles to make the sound families.

Check by asking students to come and place one of the flashcards in one of the circles and to say the vowel sound. Ask the class for confirmation.

### ● Extra activity 2: Color dominoes

Photocopiable 7. Make groups of three. Hand out the domino envelopes. Each student takes six cards and colors the animals, using unusual colors and more than one color for each animal.

Students play the domino game again. They say the animal's color as they make the match, e.g., *A green and purple snake*. They play the game in the same way as before.

## Page 53

### ● Extra activity 1: Crazy animals

Show the picture of a "sniger." Tell students it's half snake and half tiger. Say, e.g., *Snigers have short legs, black and yellow bodies, long tails, and a lot of teeth, and they don't have ears*.

Show students how you made the name of the new animal from two animals. Elicit or suggest others, e.g., *Hiraffe, crocopo, telephant, girger, eleraffe*.

Students work in pairs. They invent a new animal, draw it, and write the name. Students show their animal to other pairs and describe it. More confident students show theirs to the class.

Display the pictures.

### ● Extra activity 2: Animal bingo

Play the *Bingo* game from Page 39 Extra activity 1, but using wild animals (59–65) and pets (47–52).

## Unit 8

### Page 54

#### ● Extra activity 1: Memory game

Make pairs: A and B. Place the clothes flashcards (66–71), plus *computer* (38), *crocodile* (59), *ball* (36), and *chair* (29) on the board. Write a number from 1 through 10 under each one. After 30 seconds, Student B turns to face the back of the class (so he/she can't see the board). Student A asks, e.g., *What's number 6? What color are the pants?* Student B answers. Student A keeps a score of correct answers. After one minute, clap your hands. Student B looks at the board to check. Move the flashcards. Repeat with Student B asking and Student A answering. The student with the highest score in each pair is the winner.

#### ● Extra activity 2: How many?

Make groups of four. They look at the clothes they are all wearing. Say *Count your clothes*. Point to, e.g., the skirts, and say *Count. How many skirts?* Students count the clothes in their group. Students respond, e.g., *We have two skirts. We don't have pants*.

Elicit the numbers from groups. Draw a simple grid on the board (6 for the clothes items x the number of groups) and record the numbers from each group. Comment on the information like this: *We have a lot of socks. We don't have jackets*.

### Page 55

#### ● Extra activity 1: Flashcard game

Four students come to the front. Each one chooses a clothes flashcard (from 66–71). They hold them behind their backs. Ask one student questions, e.g., *Do you have a blue T-shirt?* Continue asking until the student responds *Yes, I do*. The class asks questions of the other three students in the same way.

The students sit down. Make teams of four. Each team chooses an animal name, e.g., *Cats*. Write these on the board. One team comes to the front and takes and holds behind their backs four flashcards. A member of another team comes and asks questions, e.g., *Do you have red pants?* to guess the clothes. He/She can ask five questions. Repeat for other team members.

Scoring: One point for each grammatically correct question, five points if the student answers yes on the first question, four points if it's on the second, and so on.

Teams take turns. The team with the most points is the winner.

#### ● Extra activity 2: Snap!

Play the CD of lively music. Students skip around the room. Pause the CD. Students find a partner and take turns saying which are their favorite clothes from Workbook page 55 Activity 4. If any are the same, they shout *Snap!* Elicit from students: *Our favorite clothes are ...* Start the CD again. Students move on. Repeat.

### Page 56

#### ● Extra activity 1: Who is it?

Say two or three sentences to describe a student in the class, e.g., *Who is it? She has blue eyes. She has long, brown hair. She has black shoes*. Students take turns guessing. They have three guesses. If they don't guess, you win a point.

Students work in pairs. Each pair looks around and thinks of three sentences about one of the students in the class. Elicit the sentences from one of the pairs. The other students have three guesses. If they don't guess, the pair wins a point. If a pair guesses correctly, they win a point.

Continue.

#### ● Extra activity 2: Look and remember

Students look at the pictures in Workbook page 56 Activity 5 for 30 seconds. They close their books. Ask questions, e.g., *1. Does May have socks?* *2. Does Tony have a cat?* Students write the number in their notebooks and a check mark for "yes" or an X for "no."

Ask ten questions. Students exchange notebooks for checking. Ask the questions again. Elicit the correct response (*Yes, he/she does. / No, he/she doesn't.*). Students mark their friend's work.

### Page 57

#### ● Extra activity 1: Do as I do

Students each draw a large 2 x 3 grid in their notebooks. They number the squares 1–6. They work in pairs, A and B. They place their notebooks so they can't see each other's grids. Student A places his/her cards from Photocopiable 8 in the squares. Student B asks questions, e.g., *What do you have in number 2?* and then places their cards in the same place. At the end, they check to see if the cards are in the same places. Students swap, with Student B placing the cards and Student A asking.

#### ● Extra activity 2: Fashion show

Demonstrate the activity for the students. Ask a student to come up and walk in front of the class. Say *This is (name). She has black shoes* (the student does a flourish with her shoes). *She has a white shirt* (the student shows off her shirt). *She has brown hair* (the student shakes her head), etc. Repeat with another student.

Students work in groups of four. They choose one person for their fashion show. Each student chooses one sentence to say about him/her. Groups take turns doing the fashion show in front of the class. The show can be videoed.

### Page 58

#### ● Extra activity 1: Spot the sound

Display flashcards of words with the sounds /æ/, /e/, /i/, and /a/ on the board, picture side up (e.g., *cat, black, bag, pen, ten, red, fish, hippo, six, socks, doll, crocodile*). Make two or three teams. Teams line up with one person on each team at the front, closest to the board. Say *Listen and find cards with the sounds*. Say one of the sounds (e.g., /i/). The student from each team who is closest to the board has to come to the board and take one of the flashcards with that sound (e.g., the hippo). Whoever does this first gets a point for his/her team. The students who were at the front move to the back of the line. Repeat with the students who are now at the front. Continue in this way, keeping score. Replace the flashcards so that all the team members get a turn. The winning team is the one with the most points at the end of the game (or after a time limit set by you).

#### ● Extra activity 2: Matching game

Students play a matching game in groups of four, using their cards from Photocopiable 8. Students take out their six cards and place them face down on the desk. They mix the 24 cards around. The first player turns over two cards and says what they are, e.g., *Yellow socks, a red shirt*. If the cards are the same, the player keeps them. If they are different, the player turns them face down again. Play moves to the next player. Play continues until all the cards are matched. The player with the most pairs is the winner. Remind them of the game language *It's my turn / It's your turn*.

### Page 59

#### ● Extra activity 1: Role play

Students work in groups of four. Play the story from Student's Book page 59 Activity 11, CD3, 31. They speak and act along with the CD. Give them time to practice without the CD. Monitor the groups and help where necessary. More confident students can come to the front and perform.

#### ● Extra activity 2: Word halves

Display the large piece of paper with the split words on it: *jac – nts, sh – shirt, sk – ket, so – irt, pa – orts, T – cks*. Don't tell students what to do. Give them time to figure it out. As they figure it out, invite individuals to come and draw lines to make the whole word each time. Another student then comes and places the flashcard of the item next to the word.

Elicit each word from the class.



## Page 60

### ● Extra activity: Animal fill-in-the-blank

Students work in pairs to make their own fill-in-the-blank about one of the animals. They can use the model in Workbook page 60 Activity 2 to help them.

You might like to review some color and body parts vocabulary to help the students.

Check the texts and choose one or two to write on the board for the class to do together.

## Page 61

### Extra activity: Polluted or unspoiled picture?

Students work in pairs. Give each pair a picture of a place, e.g., a park, river, or forest, that is either polluted or unspoiled. Students use the language and vocabulary that they have practiced in the lesson to write two or three sentences about their picture in their notebooks.

Go around checking the sentences and then choose volunteer pairs to talk about their pictures in front of the class. Students do the talk without showing their picture and the rest of the class have to guess what the picture shows (they say *happy* or *sad*). Then the pair shows the picture.

## Review Units 5–8

## Page 62

### ● Extra activity 1: Play a game

Play one of the games from Units 5–8 with the students.

### ● Extra activity 2: Sing a song or do a chant

Choose one of the songs or chants from Units 5–8 to do with the students. Do it without the CD but with the actions.

## Page 63

### ● Extra activity 1: Guess the square

Make pairs. Students play a guessing game using the board on Student's Book page 63. Student A chooses a square without telling his/her partner which it is. He/She makes one or two sentences as a clue, e.g., *It's small and gray. It has four legs*. Student B says the word and points to the correct picture (e.g., *Mouse!*). Then they swap roles.

### ● Extra activity 2: Consequences

Prepare sheets with text and lines as shown below and photocopy one for each student:

1. It's \_\_\_\_\_ (color).

2. It has a \_\_\_\_\_ (big/small) head.

3. It has \_\_\_\_\_ (four/two/no) legs.

Make groups of three. Each student needs a pencil. Hand out the sheets you have prepared. Say *Write. Then fold. Write. Then fold. It's a secret!* Each student completes the first sentence with a word. They fold the paper so their friend can't see and pass it to the left. Continue until all the sentences are complete and students get their original paper back. Students unfold the paper and take turns reading the description of their animal to the rest of the group.

## Unit 9

## Page 64

### ● Extra activity 1: Group game

Demonstrate the game. Six students come to the front. Make a group of seven, including yourself. Elicit an action from the class, e.g., *Ride a bike*. Mime riding a bike. Say a student's name in the group and another action, e.g., *Maria, play tennis*. "Maria" mimes playing tennis and then says the name of another student in the group and another action. Repeat for all the actions, encouraging

students to name each other at random (not in order around the circle) and to repeat some of the actions.

In groups, students play the game.

### ● Extra activity 2: Mime game

Show the action flashcards (72–78), word side up, quickly to students. Choose two students. One mimes the action; the other says it. Repeat. Use the flashcards more than once and include as many students as you can. Display the flashcards, word side up, and point to each one. Students chorus the action.

## Page 65

### ● Extra activity: Whisper game

Make four teams. Teams line up, facing the board. Whisper a different action to the first member of each team, e.g., *Swim. Play the piano*, etc. Say *Ready, set, GO!* The first member of each team whispers the action to the next member and so on to the end of the line. The student at the end runs to the front and mimes the action. Elicit what the actions are from the members of the team. Award points for the correct mime and for the correct phrase. The student from the back comes to the front of the team. Repeat. The team with the most points at the end is the winner.

## Page 66

### ● Extra activity 1: Can you or can't you?

Photocopiable 9a. Students need only the picture cards. Make groups of four. Students put the 24 cards face down in front of them. Student A turns over a card and places it next to him/her and says, e.g., *I can swim* or *I can't swim*. Student A says to one of the group *Can you?* The student answers *Yes* or *No*. Student B turns over a card and does the same. Play continues until all cards have been turned over.

Say to one group *Tell me about* (group member, e.g., *Peter*). *Can he swim?* "Peter" doesn't reply. The other group members answer. Check other groups in the same way. Students put their cards back into their envelopes.

### ● Extra activity 2: Class survey

Draw a 6-column x 2-row grid on the board. Write one action from Workbook page 66 Activity 5 for each column. Write *can* next to the first row and *can't* next to the second. Make groups of six. Students report the numbers for their group for each activity, e.g., *Six can swim. Three can't ride a bike*. Write the totals, e.g., 25, in the grid. Circle two actions: one that most students can do and one that most students can't.

## Page 67

### ● Extra activity 1: Can you?

Ask a student *Can you swim?* The student replies, e.g., *Yes, I can*. This student then asks another student a question about what they can do, and the activity continues around the class. Encourage students to ask each other at random (not in desk order). Focus students on the use of the strong form of *Can* in questions and responses, e.g., *Can you swim?* *Yes, I can.*, and the weak form in statements, e.g., *I can ride a bike*.

### ● Extra activity 2: Place the cards

Students take out copies of Photocopiable 9a. They need only the word cards. Draw a simple 6 x 2 grid on the board for them to copy. Along the top, write the numbers 1–6. At the side, write *Can* next to the top row and *Can't* next to the bottom row. Say six sentences, e.g., 1. *I can't swim*. 2. *I can ride a bike*. 3. *I can't play the guitar*. 4. *I can't play basketball*. Students listen and place the cards in the right place on their grids. Make sure you say the sentences at normal speed, so that *can* sounds very short. They check in pairs. Check with the class, using the flashcards.

Students play the game in pairs, taking turns placing cards in their grid and saying sentences about them for their partner to listen to and place. Remind them to sit facing one another, hiding their books so their partner can't see.



## Page 68

### ● Extra activity 1: How many words?

Make teams of four or five. Students have their books closed. Each team chooses someone to write. Students in their teams think of as many words with the sound *l* as they can, and one person writes them on a piece of paper. Set a time limit for the game. When the time is up, the team with the most correct words wins. See how many words the class can think of working together – elicit the words from the winning team and write them on the board; then ask the other teams to come up and write down words they thought of that the winning team didn't write. Examples of words with *l* are: *look, listen, yellow, purple, blue, black, table, pencil, ball, basketball, doll, family, ugly, long, clean, beautiful, old, crocodile, elephant, animal, leg, tail, play.*

Do not allow words where the letter *l* is silent or forms part of a vowel sound (e.g., *walk, talk*), as the game is about sounds not spelling.

### ● Extra activity 2: Clapping game

Display the action flashcards (72–78) on the board at random. Review them by asking around the class, e.g., *Can you swim? Can you ride a bike?*

Teach the following chant to the class. Pause after *can/play/ride* in the first two lines of each verse. During the pause, clap twice loudly. In the chorus, start very quietly and then get louder and louder.

Elicit other actions to complete the verses and chant the new verses with the class (*can ... read, write, play the piano/basketball/tennis, ride an elephant*).

<i>I can ... swim.</i>	<i>I can ride ... a bike.</i>
<i>I can ... draw.</i>	<i>I can ride ... a horse.</i>
<i>Yes, I can. Yes, I can.</i>	<i>Yes, I can. Yes, I can.</i>
<i>Yes, I can. Yes, I can.</i>	<i>Yes, I can. Yes, I can.</i>

*I can play ... soccer.*  
*I can play ... the guitar.*  
*Yes, I can. Yes, I can.*  
*Yes, I can. Yes, I can.*

## Page 69

### ● Extra activity 1: Snap

Play a game of *Snap*, using the cards from Photocopiable 9a. Students play in pairs. Each student has 12 cards. The students take out their 12 cards, shuffle them, and hold them so that neither they nor their partner can see the cards. Students count together: 1, 2, 3. At the count of 3, they both put the top card from their pile face up on the desk. They continue like this until there is a match (two pictures the same, two phrases the same, or a matching phrase and picture). Then students shout *Snap!* The first to say it says what the cards are (e.g., *ride a bike*), and then takes all the cards in both face-up piles and puts them at the back of the cards in his/her hand. Play continues. Set a time limit for the game. The first player to win all the cards from his/her partner is the winner.

### ● Extra activity 2: Matching cards

Students take out the cards from Photocopiable 9a. They color the picture cards. They then stick the cards in their notebooks, placing the word card underneath the picture card. They write one (or two) sentence(s) under each one, e.g., *I can ride a bike. My bike is blue. I can't swim.*

## Unit 10

## Page 70

### ● Extra activity 1: Bingo

Play the *Bingo* game from Page 39 Extra activity 1, but using *bus, truck, motorcycle, helicopter, plane, boat* (79–84); *horse* (50), *car* (35), *train* (40).

### ● Extra activity 2: Ask and answer

Students use the material in Workbook page 70 Activity 1 for a game. They work in pairs and take turns asking questions about the pictures, e.g., *What color's the truck? What's yellow?* Extend to a team game. Make two teams. Members of the teams take turns asking a question of the other team. Award one point for a correct question and one point for a correct answer. The team with the most points at the end is the winner.

## Page 71

### ● Extra activity: Tongue twister

Teach the following tongue twister. Say it slowly as a class first, then go faster and faster. Make pairs. Pairs practice saying it, seeing how fast they can say it and still say it correctly.

Invite pairs to come to the front and say it to the class. Time the pairs with a stopwatch. The pair who says it fastest is the winner.

*Red truck, yellow truck*

## Page 72

### ● Extra activity 1: Run and touch

Spread the 18 flashcards (*elephant, T-shirt, pants, skirt, shoes, giraffe, snake, tiger, crocodile, jacket, hippo, socks*, plus the six amusement park ones) word side showing at random across the board. Make three or four teams. They line up, facing the board. Say one of the words, e.g., *Giraffe*. The students at the front of each team run to the board. The first to touch *Giraffe* wins it for their team. These students go to the back of the line, and it's the next students' turn. Continue until all the cards have been "won." The team with the most cards is the winner.

### ● Extra activity 2: Memory game

Display the 18 flashcards from Extra activity 1 on the board again, this time picture side showing. Students put their heads on their desks, close their eyes, and count to ten. Remove one of the flashcards. Students say which one is missing. Show them the card. Place it on the board again. Repeat, removing other flashcards.

## Page 73

### ● Extra activity 1: Amusement park

Photocopiable 10. Students play the *Amusement park* game again from page T71. This time students play in groups of four. Hand out a game board to each group of four. They also need a coin and colored game pieces.

Demonstrate the game quickly to the class. They put their game pieces on *Start*. The first player tosses the coin: heads they move one space, tails two. The student moves the game piece to the space and says what it is, e.g., *A green helicopter*. If students make a mistake, e.g., say the wrong color or the wrong ride, they miss a turn. Students take turns playing. The player who gets to *Finish* first is the winner. Remind students of game language, e.g., *It's my turn. It's your turn. That's wrong! Miss a turn.*

Collect the game boards for use in another lesson.

### ● Extra activity 2: Word families

Display about 20 flashcards (word side up) around the edges of the board from the following word families: amusement park (79–84), clothes (66–71), wild animals (59–65), school (27–32). Make sure each set is missing at least one known word. Draw four large circles. Write *Amusement park* in the center of one circle. Invite a student to come up and point to one flashcard in this set. If the class agrees, move it to the edge of the *Amusement park* circle. Let the students figure out what words go in the middle of the other circles: *Clothes, Wild animals, School*. When they tell you, write them in.

Invite students in turn to come and move one card to the correct family. When all the cards are in place, elicit one more word for each family (the card you left out).

## Page 74

### ● Extra activity 1: Pointing game

Display the cards, each showing a letter (c, f, d, n), around the room, one on each wall. Students stand up. Call out the following words (in any order): *Face, fish, five, four, foot, feet, crocodile, computer, car, clothes, door, dog, doll, draw, nine, nose, night, number*. Students point to the card with the starting letter, e.g., when you say *Face*, they point to *f*. Call out the words quickly one after another to get students moving.

Make four teams. One team stands up. Call ten words, one after another, at random, for the team to point. If anyone makes a mistake, it's the end of the team's turn and they win the number of points up to that try, e.g., if they make a mistake on the seventh word, then they get six points. Repeat for the other teams. The team with the most points is the winner.

### ● Extra activity 2: My favorite amusement park ride

Talk about the amusement park with students, using the pictures in Student's Book page 74 Activity 10, and elicit which ride they like best. Supply other words if necessary. Students draw a picture of a amusement park ride, color it, and write underneath, e.g., *My favorite is the blue helicopter*.

Students show and talk about their pictures to their friends. More confident students come to the front to show and talk about their pictures to the class.

## Page 75

### ● Extra activity 1: Role play

Make groups of three. Students decide roles (Monty, Maskman, Sam). Play the CD of the story from Student's Book page 75 Activity 11 (CD4, 16) again. Students act out the story along with the CD, joining in when they can. Give students time to practice their role plays in their groups. Remind them to use the pictures in the book to help them. More confident students can act out parts of the story to the class.

Ask students who their hero is: Maskman or Monty. Take a vote from the class.

### ● Extra activity 2: Star card review

Students work in pairs. They take turns choosing a star card from a previous unit of the Workbook and testing each other. One points to the words and the other says them. They help each other with words they don't remember. Monitor and help where necessary.

## Page 76

### ● Extra activity: Sports guessing game

Students work together in pairs to write descriptions for the sports on Student's Book page 76. They write, e.g., *They have a big boat. They're sitting in the boat. What are they doing?* Do the first one yourself as an example. Ask students to close their books. Choose pairs to read out their descriptions to the class. The rest of the students guess which sport they are describing (e.g., *Sailing*).

## Page 77

### ● Extra activity: Pass the ball

Make two teams with an equal number of students in each. The members of each team pass a tennis ball or an orange around. They encourage each other to pass it as fast as possible, by saying *You can do it! Come on! Great!* The first team to pass the ball all the way around to the first person wins the game.

If your students do not mind physical contact, they can play this game without using their hands, by placing the ball under their chins and passing it from person to person in this way.

## Unit 11

### Page 78

### ● Extra activity: Whispering game

Display the room flashcards (85–90) on the board. Make four teams. They line up, facing the board. Whisper the name of a different room to the first student on each team. They whisper back along the line to the end. The student at the back runs to the front and touches the flashcard of their room. The first to touch the right card – and to say the room correctly when asked – wins a point for their team. The students from the end of the lines move to the front. Repeat four or five times with other words. The team with the most points at the end is the winner.

### Page 79

### ● Extra activity 1: Matching game

Display the room flashcards (85–90), picture side up. Write the name of a room under each one, but write the wrong names, e.g., *Living room* under the kitchen picture. Say *Is this OK?* Students say *No*. Ask one student to come and swap two cards so that one is correct, e.g., so the word *Kitchen* is under the kitchen picture. Ask other students to come and do the same until all the pictures and words match.

### ● Extra activity 2: Guessing game

Hand out Photocopiable 11 to pairs of students. They prepare the materials if they did not use them in the previous lesson.

Student A puts the house on the desk. Students sit facing one another, hiding their cards so their partner can't see them. Student B chooses six cards and hands them to Student A. Student A places them in rooms in the house. Student B has ten guesses to find the objects, e.g., *The pants are in the bathroom*. After ten guesses, Student B writes the score (one point for each correct guess). Students swap roles. Student B takes the house and Student A chooses six object cards.

Students repeat. Elicit the scores from the class. The student(s) with the highest score is/are the winner(s). Collect the materials for use in another lesson.

### Page 80

### ● Extra activity 1: Sentence halves

Students close their books. Display the prepared sentence halves (see Materials required on page T80) on the board. Don't put the correct ones next to each other. Write numbers 1–6 in red next to the sentence openings and 1–6 in blue next to the sentence ends.

Students work in pairs. They write the numbers in their books to match the sentences, e.g., 1 (in red), 5 (in blue). Elicit the correct sentences. Students come to the board and move the two parts of the sentences together. Do a noticing activity, e.g., all sentences that have *-ing*.

### ● Extra activity 2: Draw and write

Students draw a picture of their friend doing an action (drawing, writing, etc.) and underneath they write *She's/He's ...-ing*. Students come to the front and show their pictures to the class and say, e.g., *This is Roberto. He's riding a bike*.

### Page 81

### ● Extra activity 1: Role play

Make groups of eight. Hand out four room cards, each with the name of a room on it, to each group. Demonstrate the activity. Four students hold the room cards. Each student decides on a mime (what they're doing in the room). The other four students ask the class, e.g., *Where's Nicola?* "Nicola" holds up her room card, e.g., *dining room*. The class responds *She's in the dining room*. The four students ask *What's she doing?* "Nicola" mimes, e.g., drawing a picture. The class responds *She's drawing a picture*.

Students work in groups to prepare their performances for the class. Encourage them to be creative and funny.

### ● Extra activity 2: Mime story

Tell the following simple story to the class. Each time they hear the word *monster*, they pull a funny face; each time they hear the word *drawing*, they have to mime drawing; each time they hear the word *eating*, they have to mime eating; each time they hear *watching TV*, they lean forward and watch a fixed spot on the wall.

Story:

*The old monster is a happy monster. He's in the kitchen. Guess what the monster's doing. Is he eating? No, he isn't. Is he watching TV? No, he isn't. Is he drawing? Yes, he is. The old monster's drawing a picture of a fish. Look! Oh, no! What's the monster doing? He's eating the picture of the fish. What a silly monster!*

## Page 82

### ● Extra activity 1: Pointing game

Play the game from Page 74 Extra activity 1, using the following words (in any order): *Face, fish, five, four, foot, feet, goat, girl, guitar, grandma, grandpa, gray, green, horse, helicopter, hand, happy, hair.*

### ● Extra activity 2: Tic tac toe

Students look at the pictures in Workbook page 82 Activity 8 for one minute. Say *Stop. Close your books and put them in your bags.* Divide the class into two teams. Draw a 3 x 3 grid on the board. One team is X; the other O. Write numbers 1–9 in the squares. The first team, e.g., the X team, chooses a number in a square, e.g., 2. Ask question 2 below. They have to answer it correctly. If they do, erase the 2 and draw an X. If they don't, then leave the 2 for another turn. Then the other team has a turn. Repeat, with teams taking turns until one of the teams has a line of X or O or the grid is full.

Use the following (or your own) questions:

1. *Where's the crocodile?* (In the bathroom)
2. *What's the lion doing?* (Listening to music)
3. *What's the hippo doing?* (Reading)
4. *What's the tiger eating?* (A fish)
5. *Where's the tiger?* (In the kitchen)
6. *What's the crocodile doing?* (Taking a bath)
7. *Is the lion sitting on a chair?* (No, a couch)
8. *Is the crocodile happy?* (Yes, it is)
9. *Where's the hippo?* (In bed/In the bedroom)

## Page 83

### ● Extra activity 1: Role play

Make groups of four. Students decide who is who from the story in Student's Book page 83 Activity 11. Play the story again (CD4, 33). They act out the story along with the CD.

### ● Extra activity 2: Room dictation toward

Hand out Photocopiable 11 to pairs of students. They prepare the materials if they did not use them for page 79 Extra activity 2.

Do a dictation about the objects and the rooms in the house. Say, e.g., *This is my house. In the kitchen, I have a jacket, a guitar, and, oh, my pet bird. In the dining room, I have ...*, etc. Pairs place the objects in the rooms. The pair(s) with the most correct objects in the correct rooms is/are the winners.

## Unit 12

## Page 84

### ● Extra activity 1: Guessing game

Display the eight foods (flashcards 91–96 and pictures of an orange and a fish) on the board. Write a number between 1 and 10 under each one. Demonstrate the game for the class. Stick a small piece of paper on the board and secretly write a number under it corresponding to one of the foods. Students take turns guessing, e.g., *Is it an orange? Is it some cake? Is it a banana?* Answer *No, it isn't* until they guess correctly, and then say *Yes, it is.*

Students then play the game in pairs. Student A writes a number where Student B can't see it. Student B then tries to guess what the food is. Students swap roles. They repeat the game several times.

### ● Extra activity 2: Board slap

Play *Board slap* from page 8 Extra activity 1 using the six food flashcards (91–96).

## Page 85

### ● Extra activity 1: Making groups

Note: You will need a large empty space, such as a gymnasium, for this game.

Hand each student a flashcard. (Choose the flashcards so that they form initial letter groups, e.g., c: *cake, car, crocodile*; b: *ball, blue, banana*.) Give them time to check with their friends what it is (if they can't remember). Demonstrate the game, e.g., point to a corner and say *All /c/ words here*. Students with an initial letter "c" run to the corner. Repeat for other initial letters and other actions, e.g., *Sit down, jump up, stand up, freeze*. Students change cards. Continue with different instructions for the groups.

### ● Extra activity 2: Guessing game

Demonstrate the game for the students first. Say *I'm thinking, I'm thinking. Can you guess? It's yellow ... and you can eat it*. Students take turns guessing (*banana*). Do another example that is not so easy, e.g., *I'm thinking, I'm thinking. Can you guess? We have a lot of them in the classroom. They're young and ...* (students). Continue, revising adjectives, structures, and vocabulary from the units. More confident students can take turns giving the clues.

## Page 86

### ● Extra activity 1: Likes and dislikes

Hand out a set of Photocopiable cards from Unit 3 (toys) and Unit 8 (clothes) to each pair of students. They put them face up on the desk and review the words. Student A says, e.g., *I like dolls. I don't like computers*. Student B moves the doll card to a "like" pile and the computer card to a "don't like" pile. They continue until all the cards are in two piles. Then they spread out the cards again and swap roles.

### ● Extra activity 2: How many ... ?

Students work in groups of six. They look at all the group's sentences from Workbook page 86 Activity 6 and count up the foods they dislike and like. Draw a simple 2 x 4 grid on the board, food words along the top, *like* and *dislike* at the side. Collect the information like this. Ask each group, e.g., *How many students in your group like fish? How many students in your group don't like fish?* Collate the information on the board. Repeat for the other foods.

## Page 87

### ● Extra activity: Chain game

Demonstrate the game first for the class. Say *On my plate I have two bananas*. Student 1 says, e.g., *On my plate I have two bananas and some cake*. Students 2 says, e.g., *On my plate I have two bananas, some cake, and five apples*.

Students play in groups of six. They take turns starting the chain. The chain runs for six students. Students can't repeat the food in a chain.

## Page 88

### ● Extra activity 1: Pictograms

Review with students the foods they like and dislike.

Students work individually. They write a sentence as in Student's Book page 88 Activity 10, drawing two pictures for their likes and two for their dislikes. Remind them they can also include animals, sports, clothes, etc.

Students display their pictograms for the class to read.

### ● Extra activity 2: Spelling game

Students work in pairs. They choose one object, draw a picture of it, and write the letters in scrambled order on the pictures. Make this a review activity by giving pairs different units in the book to work from. They color their pictures and cut them out. Collect the pictures.

Put four pairs together to make groups of eight. Place four pictures face down on their tables (make sure you give groups new pictures, not the ones pairs did). Each pair needs a pencil and paper. Say *Ready, set, go*. They turn over one picture. Each pair races to write the letters of the word in the correct order on their paper. The first pair to do it correctly wins a point. They repeat for the other three pictures, doing one at a time.

Monitor the groups to make sure there is no cheating.

## Page 89

### ● Extra activity 1: Class food train

Each student writes and draws their favorite food on a large piece of paper, e.g., if a student likes chocolate and oranges, they write and draw *chocolate* on one piece of paper and *oranges* on the other.

You will need space to do this activity. Students line up behind you to make the food train. Start moving slowly like a train, hold up one picture and say the word twice. Repeat for the other picture. The student behind you then does the same, and on down the line. The train snakes around the room as students say their words. If you have a big class, you can have three or four trains snaking around the room at the same time.

### ● Extra activity 2: Spell it

Optional: *Primary Reading Box 0.3*, Spell it. You will need to teach or elicit the new words before the students play the game: *milk*, *water*, *bread*, *juice*.

## Page 90

### ● Extra activity 1: Can you remember?

Hold up Student's Book page 90 and point to the painting by Giuseppe Arcimboldi. Write the following description on the board: *It's a man. His head is food. His hair is grapes. His face is an apple*. Read the description aloud. Say the first sentence and gesture that you want the students to repeat. Do the same with the rest of the sentences. Have students say the whole description in chorus several times. Now erase three key words from the description (e.g., *man*, *food*, *face*). Point to the beginning of the description and invite the class to say the whole thing, replacing the missing words from memory. Erase three more words (e.g., *head*, *grapes*, *apple*) and have students say the whole description again. Continue in this way, removing more and more words. See if the class can say the whole paragraph from memory. Ask volunteers to say the paragraph on their own. Give them lots of praise if they can do this.

### ● Extra activity 2: Picture dictation

Draw the outline of a face on the board (no features, no ears, no hair). Say *Copy*. Students draw the outline in their notebooks. Say *Listen and draw a face. It's my friend. Her name is Flora Food*. Read the following description line by line, pausing to give students time to draw each feature:

*This is Fiona. Fiona Food. Her nose is a watermelon.*

*Her eyes are oranges.*

*Her mouth is a banana.*

*Her ears are fish.*

*Her hair is burgers.*

Students compare their pictures in pairs or small groups.

## Page 91

### Extra activity 1: Activity mime game

Hand the toothbrushes, bars of soap, and apples to six random students in the class. Play the music CD. Students pass the items to the student on their left. They keep passing them around until the music stops. When the music stops, students who are holding an object stand up and mime either brushing their teeth (if they are holding a toothbrush), washing their hands (if they are holding a bar of soap), or washing an apple (if they are holding an apple). In turn, ask the students doing the action *What are you doing?* They reply, e.g., *I'm washing an apple*. Start the music again and repeat the game.

### Extra activity 2: Clean or wash?

Write the words *the bathroom*, *your hands*, *your shoes*, *pears*, *grapes*, *the kitchen*, *apples* on the board. Then draw two columns, one with the word *clean* at the top and one with the word *wash*. Say *Read the words. Clean or wash? Copy and write*. Students copy the table in their notebooks and work in pairs to put the words into the correct columns. Check answers with the class.

Key: clean – the bathroom, your shoes, the kitchen; wash – your hands, pears, grapes, apples

## Review Units 9–12

## Page 92

### ● Extra activity 1: Word families

Play a game with the class. Select three or four flashcards from each of the following groups: colors, face, toys, pets, wild animals, food, amusement park, school. Display them, picture side showing, on the board. Divide the class into groups of four. Tell groups to work quietly so the others don't hear. Call out, e.g., *Number 1. Pets*. Students in the groups write the name of a pet from the board on paper. Continue calling numbers and word groups. There will be eight in all.

Students swap their papers with another group. Check with the class by eliciting the flashcards for each word family and moving them into a group on the board.

The group(s) with the most correct answers is/are the winners.

### Extra activity 2: Play a game

Play one of the games from Units 9–12 with the class.

## Page 93

### ● Extra activity 1: Play a game

Play one of the games from the book with the class.

### ● Extra activity 2: Sing a song or do a chant

Sing one of the songs or do a chant from Units 9–12 with the class.