

# Extra activities

## Unit 1

### Page 4

#### • Extra activity 1: Numbers game

Invite ten students to come to the front. Hand each one a card with a number on it. Say *Ready, set, go*. Students quickly get in a line showing the correct number sequence. Check with the class. The class counts aloud, and the students hold up their cards in turn. Repeat two or three times.

Invite nine students up and hand out nine numbers. Students get in line, and the class checks. They say which number is missing. Repeat, with a different missing number each time.

#### • Extra activity 2: Name chant

Teach the following chant to the class. Display the flashcard of Suzy Star. Point to it and chant:

*What's your name? What's your name?*

*What's your name? How old are you?*

*My name's Suzy, Suzy, Suzy.*

*My name's Suzy, and I'm four.*

Practice two or three times with the whole class. Throw a ball of paper to a student for them to answer their name and age. The next time, the student throws the ball to another student and so on. If appropriate, divide the class into three or four groups. They make large circles and repeat the chant.

### Page 5

#### • Extra activity 1: Color game

You will need space for this game. Display around the room the 11 large pieces of paper with different colors written on them or word cards from Teacher's Resource Book 2. Students stand in the middle. Divide students into four groups. Group 1 is all 1s, Group 2 all 2s, and so on. Mix the groups up again. Say, e.g., *1s to red*. 1s run to the red piece of paper. Repeat for other numbers and other colors, repeating numbers and colors to keep students active.

#### • Extra activity 2: Math bingo

Students draw a  $2 \times 2$  grid in their notebooks. They write a different number between 1 and 10 in each square. Do a practice game first. Say, e.g., *Three and four is ...* Students don't say the answer, but if they have 7 in their grids, they cross it out. Read aloud math problems until a student has crossed out all his/her numbers and shouts *Bingo!* Read aloud the math problems again to check that the students are correct. Repeat. Reuse some of the sums. Students draw a new grid with different numbers each time.

### Page 6

#### • Extra activity: Matching game

Students color the individual letters from Photocopiable 1 (see page T100) in the correct color (as in Student's Book page 6). They cut out their cards.

Students then play a matching game. They use one set of cards for each group of four. They take turns turning over the cards and saying the letters. If the letters have the same sound, e.g., /e/, then the student takes the pair. If not, then the student turns them face down again, and it's the next student's turn. Play continues until most cards are matched. Students put their alphabet cards into envelopes for use in other lessons.

### Page 7

#### • Extra activity 1: Spell it

Students take out their alphabet cards from Photocopiable 1. Tell students to choose color and number words. Students work in pairs. Make sure students can't see their partner's word. Student A "writes" a word using his/her alphabet cards, e.g., *Blue*. Student A then spells out the word for Student B, e.g., *B-l-u-e*. Student B "writes" the word using his/her letters and then says the word. Student A says *Correct* or *Not correct*. Students look and check. Students swap roles.

#### • Extra activity 2: I spy ...

Say, e.g., *I spy with my little eye something beginning with "b". It's green.* (A green book) Students take turns guessing. Help them with ideas if they are stuck. Repeat with two or three other known classroom items. If students find the game easy, then don't give the color. More able students can come to the front, whisper the word to you, and then say the prompt to the class.

### Page 8

#### • Extra activity 1: Spell the words and find the sounds

Students take out their alphabet cards from Photocopiable 1. Students work in pairs and make the words below, using the letters as you spell them. After they make each word, they write it in their notebooks. Check understanding of each one by gesture, sound, etc.

1 *snake*, 2 *hand*, 3 *face*, 4 *play*, 5 *ball*, 6 *star*, 7 *car*, 8 *game*

#### • Extra activity 2: Tic-tac-toe

Draw a  $3 \times 3$  tic-tac-toe grid on the board. In each square write a different number in letters, e.g., *Five*. Divide the class into two teams, A and B. One team is O and the other X. Teams take turns choosing a number. Ask them one of your 20 questions, e.g., *What's this color?* If the team member says the word correctly (*G-r-e-e-n*), then erase the number in the square and draw an X or an O. If they aren't correct, leave the number in the square. Teams can choose this number later (but ask a different question). The object of the game is for a team to complete a line of Os or Xs diagonally, vertically, or horizontally. The first team to do this is the winner. If neither team does it, then it's a draw. Repeat.

### Page 9

#### • Extra activity 1: Role play

Students work in groups of four, each one taking on one of the roles in the story on Student's Book page 9. Students practice their story in groups. More confident students can change some of the questions in their groups. Invite two or three groups to role-play their story for the class.

#### • Extra activity 2: Team game

Place a desk or table on either side of the room. Put a piece of paper on each table and divide each one into seven columns. Write a color at the top of each column. Do a quick demonstration on the board with the whole class. Hold up one letter card, e.g., k, and elicit where it goes (in the gray column). Divide the class into two teams. Hand out a set of cards to members of each team (some will have more than one card). They take turns going and placing their cards in the right columns on their paper. The team who correctly completes the columns first is the winner. Check with the class by putting the cards in the correct places on the board.

## Unit 2

### Page 10

#### • Extra activity 1: Team game

Divide the class into two teams. They line up facing the board. The students at the front of each team take turns asking and answering questions. They win a point for their team if their question is correct and a point if their answer is correct. The student at the front of Team A goes to the board, points to it, and says *What's this?* The student at the front of Team B answers *The board* (or *A board*). Both teams win a point. The two students go to the back of the team, and then the student at the front of Team B asks a question and the student from Team A answers. Questions can be: *What color is it? What is it? Where is the teacher?*, etc.

At the end of the game, the team with the most points is the winner.

#### • Extra activity 2: Classroom chant

Teach the following chant to the students. Add other verses for other new words. Divide the class into groups, one group for each verse, and say the chant around the class. Students can also suggest other words to include in the chant.

*Where's the window? Where is it? [look questioning]*

*There, there, there. [pointing]*

*Where's the bookcase? Where is it? [look questioning]*

*There, there, there. [pointing]*

*Where's the cupboard? Where is it? [look questioning]*

*There, there, there. [pointing]*

*Where's the board? Where is it? [look questioning]*

*There, there, there. [pointing]*

*Where's the teacher? Where is he/she? [look questioning]*

*There, there, there. [pointing]*

### Page 11

#### • Extra activity 1: Numbers and words

Divide the class into two teams. Display the number flashcards 11–20 (32–41) on the board (word side up). Teams line up facing the board. Hand a rolled-up newspaper to the first student on each team. Say a number. Students race to hit the correct word with their newspaper. The first to do it wins a point for their team. The two students go to the back of the team. Hand the newspapers to the two students at the front and continue. Repeat numbers to make it more challenging. When all students have had a turn, the team with the most points is the winner.

### Page 12

#### • Extra activity 1: How many?

Hand out Photocopiable 2 to the students. Give them their own copies if you used them in the previous lesson. Focus students on the section at the bottom where they write the numbers. Students work in pairs and take turns asking and answering about the objects in the picture, e.g., *How many desks are there? There are eighteen desks.* They write the numbers in words on the lines.

Check with the class by asking students to spell out the numbers.

**Key:** sixteen chairs, four windows, fourteen rulers, seventeen bags, five cupboards, three pictures, three bookcases, twelve erasers, fourteen pens, eleven pencils, twelve stars

#### • Extra activity 2: I spy ...

Play a game of *I spy* to review the letters of the alphabet and the school objects. Divide the class into four teams. Start the game like this: *I spy with my little eye something beginning with "b."* Students take turns guessing. The student who guesses correctly wins a point for his/her team. Repeat with other classroom words.

### Page 13

#### • Extra activity 1: Crazy sentences

Divide the class into six groups. Hand out the sentence parts (see page T13 Materials required), one sentence to each group. Each group works quickly to make their sentence/question. Check around the class. Collect the sentence parts and pass them on to the next group. Continue until all the groups have done all the sentences/questions. Ask the last group to come and stick their sentence/question on the board. Check with the class if they agree. Focus on the capital letters and the periods and question marks.

#### • Extra activity 2: Our classroom

Students work in pairs. Each pair writes two sentences about their classroom on a piece of paper, using the model from Workbook page 13 Activity 7. The sentences can both be true, both be false, or be one of each. They write the answer after each one (yes or no). They write their names on the paper.

Collect the sentences and play a class game. Read aloud statements at random. Students raise their hands to say Yes or No. Students who wrote the statements can't answer.

### Page 14

#### • Extra activity 1: Spelling game

Play the *Spelling* game with students. A student is the caller, and the class responds. Use it as a way of reviewing vocabulary from the unit, e.g.,

Student: Class responds:

*Give me a b*      *b*

*Give me an o*      *o*

*Give me an o*      *o*

*Give me a k*      *k*

*What does that spell?*      *book*

*What does that spell?*      *book*

#### • Extra activity 2: Wordsnakes

Write the wordsnake from Workbook page 14 on the board.

Review with students how it works.

Students look back through the unit and choose six new words. They put their words into a wordsnake. They draw simple pictures around the snake and draw writing lines under each picture.

Students swap wordsnakes with another student, complete them and return them. Review with students the words in their snakes, e.g., *How many students have "sixteen" in their snakes?* Students raise their hands.

### Page 15

#### • Extra activity 1: Bingo

Display the school flashcards (26–31) and the number flashcards 11–20 (32–41), word and numeral side up on the board. Write a number between 1 and 16 under each one. Students draw a 2 x 2 grid in their books. They choose four items and write the corresponding number in their grids, e.g., *Board* has the number 4 under it. A student chooses *Board* and writes the number 4 in one square of the grid.

Call out the words at random. Students cross out numbers that correspond to the words. The first student to cross out all four shouts *Bingo!* Ask the student to say each word. If they are the correct words, he/she is the winner. Repeat.

### ● Extra activity 2: Spelling game

Demonstrate the activity, using the following words: *ruler, eraser*. Write them like this on the board:

rul                  ser  
era                  er

Students match the words. Elicit the spelling of each one.

Put students into pairs. Set a time limit, e.g., five minutes. Display the paper with the half words on it (see page T15 Materials required). Students match and then write the eight words. Stop students after the time limit and check the answers by asking students to spell the words to you.

**Key:** sixteen, cupboard, eleven, bookcase, fourteen, twelve, teacher, board

## Page 16

### ● Extra activity 1: Guess the fruit

Students work in pairs using their notebooks and pens. They take turns drawing pictures of fruit/animals for their partners to guess. They have to guess as their partner is drawing. The quickest to guess is the winner.

### ● Extra activity 2: Favorite fruit

Students work in small groups and do a survey of their group's favorite fruit. They draw a simple blank graph, with pictures of five or six types of fruit along the horizontal axis and numbers on the vertical axis (draw the graph on the board for students to copy if necessary). They ask questions as for Workbook Activity 1 and color the graph. Monitor and ask groups about their results as they color, e.g., *How many children like apples? How many children like lemons?*

## Page 17

### ● Extra activity 1: Conversation starter

Students work in pairs, A and B. Give one of the opening gambits from a dialog to all the Student As (i.e. to half the class). Student A reads out the phrase, e.g., *Sorry I'm late*. Student B has to reply with the correct polite response, e.g., *That's OK. Sit down*.

Collect the pieces of paper, mix them up, and give them out to Student Bs. Repeat the activity – this time Student Bs read the phrases, and Student As respond.

### ● Extra activity 2: Guess the situation

Give students pictures cut from magazines or printed from the Internet with the same social situations as the ones featured in the lesson. Students practice dialogs to match the pictures in pairs. Stick all the pictures on the board.

Call a pair of students to the front. They choose one picture (secretly) to act out in front of the class. The other students have to identify which picture the pair is acting out.

## Unit 3

## Page 18

### ● Extra activity 1: Run and touch

Divide the class into two teams. They line up, facing the board. Hand the students at the front of each team a rolled-up newspaper. Put two columns, one for each team, at the side of the board. Call out one of the words on the Toys mind map from the Warmer on page T18. The two students race to hit the word with their newspaper. The first to do it wins the word for their team. Erase the word and then ask the student to spell it for you so you can write it in his/her column at the side of the board. If they spell it correctly, they win 2 points (1 for the touch and 1 for the spelling). If they don't spell it correctly, they only win 1 point for the touch. In this case, elicit the spelling from another student. The two students go to the back of the lines. Continue the game, using the two students at the front until all the words have been

won. The team with the most points is the winner.

### ● Extra activity 2: Toy chant

Teach the following clapping chant to the students. Divide the class into two groups. The first group says the first verse, and the second group replies. Change group roles and repeat. Change toys by pointing to flashcards (picture side up) of the new toys.

*Play time! Play time!*

*Yes, it's play time!*

*Where's my robot? Where's my ball?*

*Play time! Play time!*

*Yes, it's play time!*

*Here's your robot! Here's your ball!*

## Page 19

### ● Extra activity: Picture dictation

Demonstrate the activity first on the board. Draw a 5 x 5 grid, write numbers and letters for the axes, and then draw some objects in the squares. For example, three kites (A3, B4, D2), one doll (A5), and so on. "Hide" 12 objects in this way. Students work in pairs to tell each other where their objects are.

Students draw two 5 x 5 grids in their books, one at the top of the page and one at the bottom, and number and letter the axes. Tell them all to draw and color 12 objects in the top grid. Remind them to keep it secret from their partner. Students then face one another, holding up their grids so their partner can't see them. Student A starts and says, e.g., *There are four watches*. Student B says *Where are they?* Student A says, e.g., *In B4, D2, E1, and E2*. Student B says *What color are they?* Student A answers. Student B then draws and colors them in the grid at the bottom of their page. Student A continues to give information about the grid until Student B has drawn and colored all the objects. Then they change roles. Student B describes his/her top grid, and Student A draws and colors in his/her bottom grid.

Students look at the grids and check.

## Page 20

### ● Extra activity 1: True or false

Look around the classroom and quickly prepare ten statements about students and their classroom objects/clothes (use known words), e.g., *Paul's jacket's blue. Fiona's bag's pink and white*. Make some of the statements true and some false. All the sentences should follow the model: possessive 's followed by contracted 's.

Say each sentence twice, e.g., 1. *Paul's jacket's blue*. Students write the number and then *T* for true or *F* for false. Say the sentences again. Students swap papers with a partner for the checking phase. Check with the class. Ask students to correct the false statements. Students award their friends a score out of 10 and return the papers.

### ● Extra activity 2: The Whose? game

Tell students to choose something for the game. It can be a single object (pencil) or multiple objects (pencils). If it's multiple objects, they need to put them together with string/elastic bands. Go around the class and make sure students are following instructions. Hand out the necessary string, etc.

Divide the class into two teams. Invite half of Team A to come and give you their objects. Hold up each one in turn and say *Whose is this / are these?* The student responds *It's / They're mine* each time. Play the game with Team B. Hold up or point to each of the objects in turn and say *Whose is this / are these?* Ask members of Team B in turn to answer, e.g., *It's / They're Jack's*. Team A has to keep silent. Award points for correct answers (1 for the right student, and 1 for the correct use of the 's).

Repeat with half of Team B's objects and, if time, with the remaining objects from both teams. The team with the most points is the winner.

## Page 21

### • Extra activity 1: Writing a new song

Students use the model of the song on CD 1, 39 to work in groups and write new verses for the song. Write one verse on the board and, with the help of the students, underline the words that they can change for their verse, e.g.

Whose shoes are these?

Whose shoes are these?

What? Those blue shoes?

Yes, these blue shoes.

Whose shoes are these?

They're Sheila's.

Oh!

Do a similar example for a singular object and elicit from students what the difference between the two verses is.

In their groups, students compose two new verses, one singular and one plural. Some groups perform their verses with actions for the class.

### • Extra activity 2: Who is it?

Put the four pictures of children wearing different colored clothes on the board, elicit names for each one, and write the names below the pictures.

Play simple games with the pictures, e.g.

- Start to describe a picture until students raise their hands to answer, e.g., *This student has blue shoes, a red skirt, a yellow T-shirt ...*
- Say true/false statements, e.g., *Sally has a yellow and purple T-shirt.*
- Ask, e.g., *Whose jacket is blue?* for students to respond with 's.

## Page 22

### • Extra activity 1: Whose toy is this?

Give students their envelopes with the Photocopiable 3 cards in. If not previously used, hand out the photocopies to each student. They cut and prepare the cards.

Students write the names of the characters from Student's Book page 22 Activity 10 on small pieces of paper. Put students into pairs. Student A places the objects next to the characters as he/she wishes. The student keeps it a secret from their partner by placing a book over their work. Student B then holds up a card, e.g., a truck, and says *Whose is it?* Student A looks at the allocation and tells B, e.g., *It's Sally's.* Student B places the truck next to Sally. Student B continues to ask until all the cards are next to the characters. Student A reveals the correct information and they check. Students swap roles.

### • Extra activity 2: Number game

Invite eight students to come to the front. Hand out eight of the 20 number cards at random. The students look at the numbers and stand in the right order, facing the class, holding their number cards up, e.g., *One, three, seven, eight, twelve, fourteen, seventeen, twenty.* The class checks the students are right by chanting the numbers, filling in the missing ones, e.g., *One, two, three, four, five, ...* Repeat.

## Page 23

### • Extra activity 1: My favorite toy

Write the words *My favorite toy* on the board. Draw a circle around them to make them the center of a mind map. Display the toy flashcards (42–48) at the bottom of the board. Work with the class to think of the information / key words and write *What? Color? Big/Small? Where?* around the center of the mind map, drawing lines from the words to the center. Together with the class, brainstorm the questions: *What's your favorite toy? What color is it? Is it big? Is it small? Where is it?*

Demonstrate the activity to the class. Choose a more confident student. Don't ask the student the questions: the student uses the questions as a prompt, e.g., *My favorite toy is my truck. It's red and yellow. It's small. It's in the cupboard in my bedroom.* Congratulate the student and invite another student to talk about their favorite toy. Repeat.

Divide the class into groups of three. Students take turns talking to their group about their favorite toys. Monitor students as they are working and choose four or five to talk about their toys to the class at the end of the activity.

### • Extra activity 2: Dictation

Say *Let's do a spelling game. Open your notebooks. Listen and write.* Dictate the new toy words to the class. They write them in their notebooks. Students swap books and correct each other's work. Ask students to spell the words aloud for the class to check.

## Unit 4

## Page 24

### • Extra activity 1: Anagrams

Write the following words as anagrams on the board: *Shoes, computer, camera, bookcase*, plus four of the new words from the lesson and two rooms. Students work in pairs. They race to unscramble the words and write them correctly. Check by asking one pair to spell a word aloud and another to write it on the board.

### • Extra activity 2: Action song

Teach the class the following nursery rhyme with actions:

*Hickory dickory dock,*

*The mouse ran up the clock.*

(fingers of right hand running up left arm)

*The clock struck one – DONG!*

*The mouse ran down.*

(fingers of right hand running down left arm)

*Hickory dickory dock.*

*Tick tock, tick tock.*

(move head from left to right)

Do the song as a round. Divide the class into three groups. Group 1 starts. When they start the third line, Group 2 starts the first line. When they start the third line, Group 3 starts the first line.

## Page 25

### • Extra activity 1: True or false

Students work in pairs. They use the model from Student's Book page 25 Activity 4 and take turns saying sentences about the pictures that are true or false. Their partner says either *True* or *False*. If it's false, the partner corrects the sentence. Elicit sentences from the class.

## Page 26

### • Extra activity 1: Mine or yours?

Students use CD 1, 52 dialog to create mini role plays. Write the dialog on the board and underline the words they can change, e.g.

*Whose T-shirt is that?*

*It's mine!*

*Whose black pants are those?*

*They're yours, Grandpa.*

Elicit possible options. Pairs prepare their role plays and volunteers perform them for the class.

### ● Extra activity 2: Which one?

Hand out Photocopiable 4 (page T103) to each student. If not used in the previous lesson, students cut along the dotted line to separate the two sections. They color the objects at the bottom of the page and then cut out the six cards.

Make pairs. Each pair needs one copy of the house and two sets of cards. Students place the objects in pairs (two lamps, two rugs, etc.). They take turns giving instructions and carrying them out, e.g., Student A points to the lamps and says *Put the blue one in the sitting room. Put the red one in the bedroom.* They continue until all the objects are in the rooms.

Collect the materials at the end of the activity.

## Page 27

### ● Extra activity 1: Creating a class song

Display the large piece of paper with the words of the song from Student's Book page 27 Activity 7. Elicit why words are underlined (students can change these words to make their own song). Make groups of four. Students work in groups and create a verse for the song. Select four groups to perform their verses with mime one after another for the class. Repeat with another four groups.

### ● Extra activity 2: Initial letters

Write the following words at random on the board: *Bag, shoes, ruler, jacket, bookcase, pencil, rug, lamp, mirror, couch.* Students work in pairs to write the list in their books in alphabetical order. Elicit and check with the class. Repeat with another ten words if appropriate.

## Page 28

### ● Extra activity 1: Word sounds

Display the three pieces of paper with the words written at the top (*hippo, snake, bee*) and number them 1, 2, 3. Divide the class into three groups. Each group (students can subdivide into pairs) focuses on one sound/paper for two minutes. They think of as many words as they can with that sound. They can use their books for reference. Say *Stop.* Groups move on to the next sound. Repeat until all three groups have brainstormed words for all three sounds. Elicit words from all three groups for each sound and write the correct ones on the papers. Congratulate the groups who got the most correct words for each sound.

### ● Extra activity 2: This one or that one?

Hand out Photocopiable 4 to each student. If not used in the previous lessons, students cut along the dotted line to separate the two sections. They color the objects at the bottom of the page and then cut out the six cards.

Make pairs. Students will only need the cards (12 for each pair). Students place them face down on the desk, taking one card out and hiding it under a book. Some of the cards are close to them and some farther away. Students take turns turning over one card and saying (if it's their partner's), e.g., *It's a lamp. This one's yours.* Students say *mine* if it's their own. The student either hands the card to the partner or keeps it, depending on whose it is. Play continues until all the cards are turned over. Students then say which card is missing and whose it is.

## Page 29

### ● Extra activity 1: Tic-tac-toe

Draw a 3 x 3 grid on the board and write numbers 1–9 at random in the grid. Make two teams: A and B. Students close all their books. Team A chooses a number. Ask them a question about the story on Student's Book page 29 Activity 12. If they answer correctly, draw an O in the square. Repeat for Team B and draw an X if they give a correct answer. Continue, with teams taking turns choosing and answering. The first team to make a row of Os or Xs is the winner.

### ● Extra activity 2: My house

Hand out Photocopiable 4 to each student. If not used in the previous lessons, students cut along the dotted line to separate the two sections. They color the objects at the bottom of the page and then cut out the six cards.

Students work individually. They stick the house in their notebooks and then stick each card in or next to one of the rooms. They write a sentence about each card, e.g., *There's a blue lamp next to the TV in the living room.* Monitor students as they are working. They say each sentence to you before they write it.

## Page 30

### ● Extra activity 1: Guessing game

Play a guessing game. Describe one of the objects from the lesson or a different known object in the classroom. Students have to guess what it is, e.g., *This is small and blue. You talk to your friends with it. What is it?* Students raise their hands to answer (*phone*). Students work in pairs to play the guessing game or alternatively volunteers describe objects for the class to guess.

### ● Extra activity 2: Origami model

Find a different origami pattern for your students to make another simple object. Alternatively, students try making one of the objects from Student's Book page 30 Activity 1, e.g., the kite or the couch.

## Page 31

### ● Extra activity 1: Recycled model

Students work in pairs to make an object of their choosing from recycled/reused materials. They can draw the object or make it using real-life everyday objects. Ask the questions from the lesson *What do you have? What are you making/doing?* Students say the materials they have and what they are making.

### ● Extra activity 2: Memory chain

Start a chain by saying *I reuse plastic bottles.* A student continues by saying *I recycle plastic bottles and paper.* The chain goes on around the class. When students run out of ideas, start a new chain with *I don't recycle ...*

## Page 32

### ● Extra activity 1: Spelling game

Students play in groups of three or four. They choose someone to write for the group. Display a selection of flashcards from Units 1 through 4 (picture side up). In their groups, students decide how the words are spelled, and the chosen student writes them on a piece of paper. Set a time limit if you wish. Elicit the words, letter by letter, and write them on the board for groups to check their work. The group with the most correctly spelled words wins.

### ● Extra activity 2: Play a game

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

## Page 33

### ● Extra activity 1: Board slap

Display the 12 flashcards you've chosen from flashcards 26–53 (word side up) on the board. Make two teams. Teams line up behind each other. Hand each student at the front of the teams a rolled-up newspaper. Call out one of the words on a flashcard. Students run to hit it with the newspaper. The first to do so wins a point for their team. The students go to the back. Hand the newspapers to the new students at the front and repeat, calling another word. Make the game more fun by occasionally calling words that aren't on the board. Award points to the student who doesn't run.

● **Extra activity 2: Sing a song or do a chant**  
Sing one of the songs or do a chant from Units 1–4 with the class.

## Unit 5

### Page 34

● **Extra activity 1: Family webs**

Draw a circle in the middle of the board and write the word *Family* in the middle. Draw eight lines coming from the web. Students suggest words to add to the web. Accept correct ones and write them around the mind map: *cousin, brother, sister, mother/mom, father/dad, baby, grandfather/grandpa, grandmother/grandma*. Students copy the mind map into their notebooks.

● **Extra activity 2: Family song**

Teach the Family song to students, e.g., to the tune of *Frère Jacques*. They repeat as a class. Divide the class into two groups. Groups take turns saying each verse. Divide the class into three groups and singing the song as a round (Group 1 starts; Group 2 starts when Group 1 starts line 3; Group 3 starts when group 2 starts line 3).

Brother, sister,                                   Grandma and grandpa,  
Mother, father.                                   Baby, cousin Frank.  
There they are, there they are.               They're all here. They're all here.

### Page 35

● **Extra activity: My family tree**

Note: Only use this activity if you are sure it won't be distressing for any of your students.

Using the family tree on Student's Book page 35 as a model, students draw their own family tree in their notebooks and label it.

In pairs, they talk about their families, e.g., *This is my mother. This is my cousin, Juan. He's a baby.*

### Page 36

● **Extra activity 1: Match the words**

Write the following words across the board in one color: *Running, hitting, jumping, getting, sleeping, throwing, catching, flying, cleaning*. Write these in another color: *Run, hit, jump, get, sleep, throw, catch, fly, clean*. Make sure the verbs, e.g., *hit/hitting* are not next to each other. Students come in turn and draw a line to match the verbs (*run–running*). If appropriate, invite students to notice the spelling (double letters for *running, hitting, getting*).

● **Extra activity 2: Draw and write**

Students choose one of the verbs from Student's Book page 36 Activity 6. They draw a picture in their notebooks of themselves doing something and label it, e.g., flying a kite and write underneath *I'm flying a kite*.

### Page 37

● **Extra activity 1: Silent bingo**

Review the seven food words: *Orange, banana, apple, chocolate, ice cream, cake, burger*, using the flashcards or the pictures. Display them (picture side up) on the board. Elicit the spelling of the food words and write them in a list down the side of the board, not next to the right pictures. Students draw a 2 x 2 grid in their books. They choose four foods and write one food word in each square. Hold up a picture in turn. Don't say the word. If it's the food a student has, he/she crosses out the word. The first student to cross out all four is the winner. Check the words and spelling back from the student. Repeat.

● **Extra activity 2: Song role play**

Make groups of eight. If there are extra students, spread them over the other groups. Review the song from Student's Book page 37 Activity 7 with the class. Groups decide who is who (there are eight characters). Choose a confident student to be the singer in each group (the boy). Groups practice the song: "the boy" sings and the others in the group mime as he/she says the lines about them. Invite more confident groups to come and perform their song role play to the class.

### Page 38

● **Extra activity 1: The one that doesn't belong**

Write the following on the board:

<i>mother, brother, father, sister ball, chair, small, board</i>	<i>throw, run, fun, sun catch, watch, lamp, rug hit, eat, sit, kick</i>
--	---

Students work in pairs to find the word that has a different sound each time. Check with the class by asking pairs to say the words clearly.

**Key:** sister, chair, eat, throw, watch

● **Extra activity 2: Egg and spoon race**

You will need space for this activity. Ten students take part in the first race. Mark out a Start line and a Finish line. The ten students line up at the start with their Ping-Pong balls on their spoons. Say *Ready, set, go!* Students race to get to the Finish without dropping their ball and without holding it on the spoon. The first three to finish go to the next round. Repeat in groups of ten for the other students, choosing the first three each time. Repeat the race with the three best from each "heat." This time, the first to reach the Finish line (without dropping or holding) is the winner.

### Page 39

● **Extra activity 1: Role play**

Students work in groups of five, each one taking on one of the roles in the story from CD 2, 16. Students practice their story in groups. More confident students can change some of the actions in their groups. Invite two or three groups to role-play their story to the class.

● **Extra activity 2: Make the family**

Students play the *Family* game again. See the instructions for Photocopiable 5 (pages T98 and T104).

## Unit 6

### Page 40

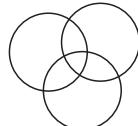
● **Extra activity 1: Run and touch**

Display all the food flashcards (word side up) over the board: *bread, water, milk, juice, chicken, eggs, fries, rice, chocolate cake, oranges, bananas, apples, burgers, fish, ice cream*. Make two teams. They line up, facing the board. Hand a rolled-up newspaper to one member of each team. Call out, e.g., *Eggs*. Students race to hit the egg word with their papers. The first to do so wins a point for their team. Repeat.

### • Extra activity 2: Food diagram

Write the words *Breakfast*, *lunch*, *dinner* on the board. Elicit what the Star family has for each one (breakfast – bread and milk, lunch – eggs and fries, dinner – chicken and rice) and elicit what students have. Some of the words can be in L1.

Write all the known food words on the board: *Bread*, *water*, *milk*, *juice*, *chicken*, *eggs*, *fries*, *rice*, *potatoes*, *carrots*, *pears*, *lemons*, *meat*, *chocolate cake*, *oranges*, *bananas*, *apples*, *burgers*, *ice cream*, *fish*. Draw three large interlocking circles like this:



Label one *Breakfast*, one *Lunch*, and one *Dinner*. Do an example with the class. Say *When do we have milk?* Students respond (e.g., breakfast, lunch, and dinner). Write *milk* in the space where the three circles meet. Repeat for two or three other words.

Students work in groups of four. They draw a large diagram on a large piece of paper and write the foods for the different meals. Display, discuss, and compare the diagrams.

## Page 41

### • Extra activity: Class songs

Students work in groups, each group taking a meal from the song in CD 2, 21. They create a verse for the song, based on other foods for the meal. They use the structure of the song to help them, e.g.

*It's morning. It's morning.*

*We're having breakfast with our mom.*

*Eggs and milk, eggs and milk.*

*It's morning. It's morning.*

Students perform their new verses for the class. Vote for the one the class likes best.

## Page 42

### • Extra activity 1: Can I have ... ?

Students each draw small pictures of the following: bread, milk, juice, fries. They cut them out.

Students stand up, holding their pictures. Play the CD of lively music. Students move around the room. Stop the CD. Students find partners and take turns asking for one of the four foods, e.g., *Can I have some milk, please?* They reply *Here you are* and hand the paper to their friend. Play the music. Students move on. Stop the music and repeat. Students ask a new partner. If their partner does not have the food picture any more, they say *No, (name). I'm sorry.* Repeat.

### • Extra activity 2: Consequences

Review the sequence of the conversations from Workbook page 42 Activity 5:

- 1 *Can I have \_\_\_\_\_?*
- 2 *Which \_\_\_\_\_ – apple or orange / bananas or pears / milk or water?*
- 3 *\_\_\_\_\_ , please.*
- 4 *Here you are.*

Students work in groups of four. Each student takes a piece of paper. They keep it secret from their group. Say 1. Students each write a request at the top of their paper. They fold the paper down to hide the request and pass it to the left. Say 2. Students each write a question for line 2. They fold the paper down and pass it to the left. Repeat for 3 and 4. Students take back the paper they started with. Students unfold their conversations and read them. Groups read aloud the best/silliest ones to the class.

## Page 43

### • Extra activity 1: Creating stories

Students use the model story from Student's Book page 43 Activity 8 to write their own texts. Students can copy the same text and just change the pictures and the names. Stronger students can change the meal and more of the text if they wish. Students swap texts in groups and "read" each other's to the rest of the group.

### • Extra activity 2: My favorite school meal

Students draw a picture of their favorite meal from the school cafeteria and label it. Display the drawings on the walls.

## Page 44

### • Extra activity 2: Anagram game

Display the food flashcards 58–65 and 94 and Flashcards 92–96 from Level 1 (picture side up). Students work individually. They choose a word and write an anagram of it on a small piece of paper. They fold the paper. Collect the papers. Redistribute the papers to other students. They solve the anagrams and put the paper next to its picture. Count which word most students chose.

## Page 45

### • Extra activity 1: Spelling

Say *Listen and then write.* Dictate the new food words: *Bread*, *water*, *milk*, *juice*, *chicken*, *eggs*, *fries*, *rice*, one after another, saying each one twice. Students write the words. They swap papers. Check with the class by eliciting the spelling for each one and writing them on the board. Students correct each other's work.

### • Extra activity 2: What's for lunch?

Students each write on a piece of paper what they want for lunch, e.g., *Some chicken, some fries, and some milk.* They write the food and the drink (they can look at the story on Student's Book page 45 to help them). Make groups of four. Give a student in each group a list of food they can have, e.g., write *Milk, orange juice, carrots, meat, chocolate cake* on a piece of paper. Write different menus for each group. The other students in a group take turns asking about one of the foods they want for lunch, e.g., *Can I have some milk, please?* The student with the paper says *Yes, here you are* if they can (i.e., it's on their menu) and *No, I'm sorry* if they can't (it's not on the menu). Students take turns asking and finding out what they can have.

## Page 46

### • Extra activity 1: Food diagram

Make teams of four to six students. Draw three circles on the board and start writing the names of food from plants in the first one. The first student to say the correct category (*plants*) gets a point for his/her team. Teams write as many other foods as they can to add to the "plants" category. Teams get a point for every correct word, and whichever team writes the most correct words gets an extra point.

Repeat the activity with food from animals. Count up the points to find a winning team. Do the last category (food from trees) together. Encourage students to come to the board and write the words themselves.

### • Extra activity 2: True or false

Students work in pairs. One student writes down/says incorrect sentences about food, e.g., *Eggs are from trees.* Their partner corrects the sentences as in the lesson, e.g., *No, eggs are from animals.* Go around the class checking. Choose confident individuals to come to the front and say their sentences, which the class can correct together.

## Page 47

### • Extra activity 1: Make a dialog

Students work in small groups to make up a dialog between e.g., a child and his/her mom about a meal (as in the listening activity in the Student's Book). Students use language such as *Can I have ... ? Here's your breakfast/lunch/dinner. Are your hands clean? That's a good (dinner)*. While students are writing the dialog down, go around checking and correcting. Make sure the language sounds natural.

Two students from each group come to the front to act out their dialog and the class says which meal it is or you draw the meal on the board as they speak.

### • Extra activity 2: Your favorite meal

Students draw three blank plates in their notebook and ask a different student about his/her favorite food for breakfast, lunch, and dinner, e.g., *What's your favorite food for breakfast?* They draw the food described. Go around checking the pairs.

## Unit 7

### Page 48

#### • Extra activity 1: Farms and zoos

Divide the board in half horizontally. Display all the animal flashcards at the top (word side up) at random. Divide the bottom half vertically and write *Zoo* on one side and *Farm* on the other. Elicit from students one animal for the zoo and one for the farm, e.g., *Tiger* and *Duck*. Make pairs. Give students thinking time to decide where to put the other animals. Tell them that some can go in both. Pairs take turns taking a flashcard and putting it in the right column. They check with the class if it's correct. Add your feedback if necessary.

Students copy the two columns of words into their books, complete with headings.

**Key:** Farm: cow, duck, goat, sheep, spider, cat, dog, horse, mouse, bird

Zoo: lizard, spider, fish, bird, crocodile, elephant, hippo, giraffe, snake, tiger, monkey

#### • Extra activity 2: Where is it?

A student goes out of the room. Hide an animal flashcard, e.g., *tiger*, under the table. The student comes back. Say *Where's the tiger?* The student says, e.g., *Is the tiger in the desk?* The class answers *No*. Prompt the student by saying, e.g., *Bookcase, table*. When the student guesses correctly, another student goes out and the class hides another animal flashcard. Make sure the class practices *on, in, next to, under*.

### Page 49

#### • Extra activity 1: Write a verse for the song

Students work in groups of about four. They choose an animal that makes a noise and a room and write a verse for it, following the model of the song in CD 2, 34. Monitor and help or advise. Groups perform their verses to the class. Students write their verse on large paper and draw a group picture to illustrate it. Display the pictures on the wall.

#### • Extra activity 2: Scrambled words

Choose eight animals (ones from the lesson and ones from the previous lessons) and write their names in scrambled letters on the board. Students work in pairs and unscramble the words. Elicit the spelling and write the words correctly. Each pair then chooses another animal word and writes it in scrambled letters in their notebook. Pairs take turns coming to the board and writing their scrambled word. The pair to guess first then takes a turn.

## Page 50

### • Extra activity: Guessing game

Use the animal flashcards for a guessing game. Secretly look at one flashcard. Give the class one clue about it, e.g., *You can find it in a zoo*. Students take turns guessing, e.g., *Is it a tiger?* Answer *No, it isn't*. The student who guesses becomes the caller. Repeat as a whole class or make three groups and divide the flashcards into three.

## Page 51

#### • Extra activity 1: Class chant

Display the pictures/flashcards for the foods in Student's Book page 51 Activity 7 on the board. Divide the class into eight groups by their favorite food. The groups will be of different sizes. Number the groups 1–8. Say *Group 1* (they chose watermelon). They stand and say in chorus *I love watermelon*. They sit. Other students in the class who like it, too, stand up together and say *So do I*. They sit. Students in the class who don't like it stand and say *But I don't* and sit. Continue group by group by calling out *Group 2* ... *Group 3* ... etc. Make sure you "conduct" the students so that all stand/speak/sit at the same time.

#### • Extra activity 2: Whispering game

Display about 12 food flashcards (word side up) on the board (or use word cards from Teacher's Resource Book 2). Make two teams. They line up, one behind the other, facing the board. Whisper a different food word to each student at the front of the teams. Each student whispers the word to the next student in line until it reaches the back. The student at the back runs to the front and takes the flashcard. If the flashcard matches the word whispered, the team wins a point. Replace the flashcard. The student from the back comes to the front of the line. Repeat.

## Page 52

#### • Extra activity 1: Ten little frogs

Do a finger rhyme and teach the chant below. Students hold up both hands to show the ten frogs (ten fingers). Each time a frog runs away, they hide a finger, until all are hidden. As the frogs come back, they show their fingers again.

*There are ten green frogs on the farm today.*

*One jumps up and runs away.*

*There are nine green frogs on the farm today.*

*One jumps up and runs away.*

*There are eight ...*

*etc. until ...*

*There is one green frog on the farm today.*

*It jumps up and runs away.*

*There are no green frogs on the farm today.*

*But wait ... Look ... Oh! A frog!*

*One frog, two frogs, three frogs (etc.), nine frogs, ten frogs!*

*There are ten green frogs on the farm today.*

*And they're here to stay. Hooray!*

#### • Extra activity 2: Animals on the farm

Hand out Photocopiable 7 to each student (see pages T99 and T107). If not used previously, students cut to separate the two sections and then cut out and color the eight cards at the bottom of the page. If used previously, hand pairs one set to prepare as above. When they have prepared the set, hand them another set that was prepared in the previous lesson.

Students glue their animals where they want in the picture.

They stick the picture to a piece of paper and write ten sentences about the animals (depending on how they colored them), e.g., *There are seven green and blue lizards. They have long tails.*

## Page 53

### • Extra activity 1: Finger rhyme

Teach students a finger rhyme:

*This little girl is going to bed,*

(place right forefinger in left hand)

*Down, down, down she puts her head.*

(fold left hand over right forefinger)

*Wraps herself in the covers tight,*

(blink eyes as if just opening)  
(unfold left hand from right forefinger)

*This is how she sleeps all night.*

*Morning time! She opens her eyes,*

(open left fist and quickly raise right forefinger,

*Throws the covers to the side.*

wiggle it and move hand as if walking)

*She jumps up to start the day,*

*Ready for school, ready for play.*

(open left fist and quickly raise right forefinger,

wiggle it and move hand as if walking)

### Extra activity 2: Wordsnakes

Display all the animal flashcards on the board (word side up). Pairs choose six animal words from the board to make a wordsnake. They write it on paper. Pairs swap wordsnakes with pairs. They solve each other's wordsnakes and write the words under the snakes.

## Unit 8

### Page 54

#### • Extra activity 1: Memory game

Students look at the picture on Student's Book page 54 for one minute. They close their books. Make ten statements about the picture, e.g., *Grandpa's jacket is red.* Students write Yes or No in their notebooks from memory. Students look and check. Check with the class. They correct the incorrect statements.

#### • Extra activity 2: Mime story

You will need space for this activity. Students walk around the room. Say, e.g., *You're in the town. You're in the street. Look at the stores.* (Students mime looking around.) *There's a shoe store. Oh! Some beautiful shoes!* (Students look excited.) *Oh, look! There's Suzy with Grandpa. Say "Hi."* (Students say *Hi.*) *They're in the café. Sit down.* (Students sit down.) *Have a drink of milk.* (Students mime drinking.)

### Page 55

#### • Extra activity 1: How many?

Display the large piece of paper with the eight sentences (see page T55 Materials required). Students copy the sentences into their notebooks, completing them with the correct word. They check in pairs. Check with the class. Students take turns reading the sentences aloud.

**Key:** 1 children, 2 man, 3 women, 4 child, 5 woman, 6 babies, 7 men, 8 baby

#### • Extra activity 2: Corner game

You will need space for this activity. Whisper one of the words from the box in Workbook page 55 Activity 4 to each student. If you have more than 24 students, whisper the same word to two students (in different parts of the classroom). Make sure students understand and remember their words. Demonstrate the game first for practice. Point to each corner of the room in turn. Say *This is the red corner. This is the blue corner. This is the yellow corner. And this is the green corner.* Say *Fruit to the red corner.* The students who are fruit run to the red corner. Say, e.g., *Toys to the yellow corner.* The "toy" students go there. Continue, moving groups from corner to corner, repeating groups to make the game more fun.

## Page 56

#### • Extra activity: Giving instructions

Students work in groups of six. They write instructions for another group as in Workbook page 56 Activity 6 (*You're Jill. You're sitting behind Tom.*). Groups take turns giving instructions to other groups, and the groups sit as instructed.

### Page 57

#### • Extra activity 1: Action songs

Students work in groups of four and use the song from CD 2, 49 to generate one of their own. They practice the song together. Groups take turns singing their songs and doing the actions for the class.

#### • Extra activity 2: My town

Hand out a copy of Photocopiable 8 (see page T108) to each student. If not used in the previous lesson, students cut along the dotted lines to separate the three sections. They cut out the places at the bottom of the page and color them. Elicit the names of the places. Students stick the places where they choose and write sentences using the prepositions to describe where they are, e.g., *The fruit store's between the hospital and the park.*

### Page 58

#### • Extra activity 1: Talking about my town

Students take out Photocopiable 8 (page T108), if they stuck the stores in place in the previous lesson. If not, hand out a copy of Photocopiable 8 to each student. Students cut along the dotted lines to separate the three sections. They cut out the places at the bottom of the page and color them. Elicit the names of the places. Students stick the places where they choose.

Students work in groups of four. They take turns talking about their towns, describing where the places are. They don't show each other their towns. If another student has a place in the same position, they say *Snap!* Then that student starts to describe his/her town until another student says *Snap!* They continue until all four have described their towns. Then they look and compare.

#### • Extra activity 2: Town chant

Teach the following chant to students. They stand and point when saying *Look, there it is. Right there!* Divide the class into two groups. Each group says a verse to the other group. They swap roles.

*There's a park in my town. It's next to the stores.*

*Look, there it is. Right there!*

*Where's the park? Where's the park?*

*There it is. Right there!*

*There's a café in my town. It's between the stores.*

*Look, there it is. Right there!*

*Where's the café? Where's the café?*

*There it is. Right there!*

### Page 59

#### • Extra activity 1: Role play

Divide the class into groups of six (Maskman, Monty, Suzy, Scott, two children). Students decide their roles. Play the story from CD 2, 53 again. Stop after each frame for students to repeat in role. Students practice their story in groups. More confident groups of students can change some of the words, e.g., *Frogzilla.* Invite one or two groups to role-play their story to the class.

#### • Extra activity 2: Play a chain game

Start the chain: *In my town there are three cafés.* Student 1: *In my town there are three cafés and a hospital.* Student 2: *In my town there are three cafés, a hospital, and a park.* After Student 6, start another chain. Select students at random to continue the chain, to make sure all are listening.

## Page 60

### • Extra activity 1: Guess the animal

Students work in pairs. Student A makes an animal noise for Student B to guess the animal. Student B says, e.g., *It's a cat.*

### • Extra activity 2: Make a drum

Students make a drum using a container, covered with paper at the open end, held in place with an elastic band. They make drumsticks out of wooden sticks with cotton balls on the ends held on with small round pieces of material and rubber bands.

Alternatively, students make shakers using yogurt containers with dried pasta inside. Again the open end is covered with a paper circle held on with Scotch tape. Students decorate the instruments and play them to accompany one of the pieces of music from the lesson.

## Page 61

### • Extra activity 1: Park rules

Students work in pairs or individually. Give each pair/student a picture of a park with grass, a street with a trash can, or a street crossing with a traffic light. Students write one or two sentences about their picture with *Don't ...*, similar to the examples from the lesson (e.g., Park: *Don't walk on the grass. I can eat my lunch here.* Street: *Don't drop trash. Don't play here.* Traffic lights: *Don't cross. The light is red.*)

Students work with other pairs/individuals who have a different picture. Keeping their picture hidden, they say their sentence(s). The other pair/student guesses which place is in the picture (park, street, traffic lights).

### • Extra activity 2: School rules

Students work individually to think of some instructions that could be used around their school, e.g., *Don't run in the corridors! Listen in class! You can't play soccer indoors.* Help with new vocabulary. Students give examples to the class. Alternatively, ask students to write one true and one false instruction. The class corrects the false sentences.

## Page 62

### • Extra activity 1: Reading pictures

Copy the text from Student's Book page 62 Activity 2 on the board, but replace the pictures with flashcards of different animals/items (e.g., replace the picture of the sheep with a picture of a cat). The class reads the text aloud chorally. Invite volunteers to read it. Repeat with different flashcards.

### • Extra activity 2: Play a game

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

## Page 63

### • Extra activity 1: Board slap

Display 12 flashcards from the new words in Units 5–8 (word side up) on the board. Make two teams. Teams line up behind each other. Hand each student at the front of the teams a rolled-up newspaper. Call out one of the words on a flashcard. Students run to hit it with the newspaper. The first to do so wins a point for their team. The students go to the back. Hand the newspapers to the new students at the front and repeat, calling another word. Make the game more fun by occasionally calling words that aren't on the board. Award points to the student who doesn't run.

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

Sing one of the songs or do a chant from Units 5–8 with the class.

## Unit 9

## Page 64

### • Extra activity 1: Fashion show

Display or write the text (see page T64 Materials required). Elicit from students suggestions for changing the words underlined, to talk about a student in the class. Demonstrate with one or two students. Students work in groups and create a short text about one of them for the fashion show. They don't write it. Groups take turns giving the commentary while one (or more) of them parades in front of the class.

### • Extra activity 2: Mime and sing

Teach the chant below with actions to the tune of *Head, shoulders, knees, and toes*. As students say the words, they point to the relevant part of their body where they wear/carry the clothes/items. Each time students repeat the song, they hum one of the words, e.g., *Hat.* They still do the action (point to their head). After seven goes, they are humming everything and still pointing. They continue, bringing back a word each time until they are singing the whole song again.

*Hat, glasses, shirt, and jeans,  
Shirt and jeans.*

*Hat, glasses, shirt, and jeans,  
Shirt and jeans.*

*Dress and watch and gold purse.  
Hat, glasses, shirt, and jeans,  
Shirt and jeans.*

## Page 65

### • Extra activity: Secret messages

Students work individually and write a description of clothes, using the symbols as in Workbook page 65 Activity 3. They write the correct version on another piece of paper. They swap descriptions with their partner, and each figures out the other's message. They check, using the correct versions of each.

## Page 66

### • Extra activity 1: Game

You will need space for this activity. Brainstorm school objects with students, e.g., *Pencil, eraser, crayons, book, ruler, pencil case.* Students choose four objects and put them in their pocket/backpack. Students walk around the room. Clap and say, e.g., *Eraser.* Students make pairs and take turns asking each other *Do you have an eraser?* They answer truthfully, showing the object if they have it. Repeat with other words from the brainstorm.

### • Extra activity 2: I have ...

Students think of three things they have at home (e.g., dog, cat, yard). Elicit ideas to make sure students are using the structure *I have ... correctly.* Students draw a picture of the three things in their notebooks and write a sentence underneath as in the model in Workbook page 66 Activity 5.

## Page 67

### • Extra activity 1: Spelling bee

In your notebook, allocate numbers to the clothes that appear on the 12 flashcards, e.g., 1 = dress, 2 = hat. Don't tell the students. Make two teams: A and B. Team A chooses a number between 1 and 12. Check which clothes word the number corresponds with in your notebook, e.g., 5 = jeans, and say *Spell jeans.* A student from Team A spells it. If it's correct, award two points to Team A. If it's not, let Team B have a turn. If a student spells it correctly, award Team B one point. Continue until all the words are spelled. If a team chooses a number that's "gone," they miss a turn. Congratulate the winners.

### • Extra activity 2: Writing the results

Students write anagrams for their partner to solve, as on Workbook page 67, Activity 6.

## Page 68

### • Extra activity 1: Same or different?

Dictate the pairs of words below to students. They write a check mark if they have the same sound and an X if they don't. Dictate the words again. Stop after each pair to check with the class. If they are different, elicit one that has the same sound as the first. Words: 1 box, Monty (✓), 2 mouse, shirt, shoes, house (✓), 3 fly, play (X) – my, 4 jacket, giraffe (✓), 5 swim, hair (X) – thin, 6 hat, cake (X) – cat, 7 brown, down (✓), 8 clothes, nose (✓).

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

Show students a dark bag with eight classroom objects inside. Shake it so they can hear there are things in it. Say *What do I have? Can you guess?* Students take turns guessing, asking, e.g., *Do you have a ruler?* When they guess correctly, take the object out and put it on the desk. Continue until they guess all the objects. Put the objects back in the bag. Students work in pairs and write a list of the objects from memory. Check by eliciting the objects from students. The winners are the pairs who remembered them all.

## Page 69

### • Extra activity 1: Role play

Divide the class into groups of four (Maskman, Monty, Trevor, Marie). Students decide their roles. Play the story on CD 3, 19 again. Stop after each frame for students to repeat in role. Students practice their story in groups. More confident groups of students can change some of the words. Invite one or two groups to role-play their story to the class.

### • Extra activity 2: Fashion show

You will need space for this activity. Students walk around the room. Tell them they are at a fashion show. Speak as if giving a commentary. They mime and show off their clothes.

Commentary: *Today is the fashion show. You're wearing a beautiful hat with a big red flower on it. Your T-shirt is green, and it has a yellow lizard on the front. Your jeans are small, but they look great! On your feet you have pink shoes. Oh, and your hair. It's a beautiful ... purple!*

## Unit 10

## Page 70

### • Extra activity 1: How do you spell it?

Write the following on the board:

—d—n\_o\_ / P—g—o\_g / f\_e l—o\_k\_y/  
—i—i—/ \_a\_e\_b—/ \_a\_e\_a—

Students work in pairs to remember the spelling of the hobby words. They don't look in their books at first. Encourage them to try, using the sounds to help them. Elicit from the class. Pairs help other pairs. Complete the words as they spell them out.

**Key:** badminton, Ping-Pong, field hockey, painting, basketball, baseball

### • Extra activity 2: Slap the sports and the hobbies

Display the following flashcards on the board (picture side up): *badminton, Ping-Pong, field hockey, painting, basketball, baseball, soccer, tennis, the guitar, the piano, swim, ride a bike*, plus the picture of the camera. Say *Some are sports and some are hobbies and some are both. Talk to your friend and decide.* Make two teams. They line up one behind the other, facing the board. Give a rolled-up newspaper to the students at the front of each team. Say, e.g., *Sport*. The students run to touch a sport. Elicit from the class if they are correct (they don't have to touch the same one). If they are, award a point to each team. Remove the two flashcards and repeat for *Hobby*. Continue calling *Sport/Hobby* at random.

**Key:** Sports: *badminton, Ping-Pong, field hockey, basketball, baseball, soccer, tennis*

Hobbies: *painting, playing the guitar, playing the piano, taking pictures*

Both: *swimming, riding a bike*

## Page 71

### • Extra activity 1: Describing the picture

Display the flashcards for *field hockey, baseball, basketball, Ping-Pong, badminton* on the board. Students choose a sport, draw one or two players, and color their kit. Monitor students as they are working and supply words, e.g., *bat, stick, racquet, net*, as necessary. Write them on the board. Supply prompts on the board for the speaking part of the activity: *In this picture this player is wearing ... and this player is wearing ... They are holding ...* Students work in groups of four and describe their pictures to their friends. Students write a description under their pictures, using the prompts on the board.

### • Extra activity 2: Freeze!

You will need space for this activity. Students move around the room. Say *Painting. Freeze!* Students stand still in a painting pose. Walk around and look at the students. They can't move. Clap. Students move around again. Repeat for other sports and hobbies.

## Page 72

### • Extra activity: Categories

Write the following words in random order on the board: *red, blue, purple, green, brown, dog, cat, fish, mouse, dress, shirt, shoes, jeans, painting, taking pictures, playing the piano, cooking, swimming*.

Students work in pairs and put the words into categories and then give you the word for each set (e.g., colors). Check with the class.

**Key:** Sets are *colors, pets, clothes, hobbies*.

## Page 73

### • Extra activity 1: Write and draw

Students use the model in Student's Book page 73 Activity 6 to write a verse about themselves, using hearts, etc. instead of the words. They don't have to make it rhyme. They illustrate their texts as in the Student's Book. Display them on the wall.

### • Extra activity 2: Bingo game

Display the hobby/sport flashcards (picture side up) on the board. Write a number under each one (1–13). Students draw a 2 x 2 grid in their notebooks, choose four hobbies/sports and write the corresponding number in the grid. Call out the hobbies/sports at random. If students have the corresponding number, they cross it out. The first student to cross out all four and to say the four hobbies/sports correctly is the winner.

## Page 74

### • Extra activity 1: Read, choose, and chant

Display the chant on page T74 (Materials required) written on a large piece of paper. Students read it in pairs and decide which words to choose. Cross out the wrong word on the paper. Elicit from them why they choose the words (they rhyme). Teach actions to go with the rhyme, e.g.

Do you like mice?	(shape of a mouse with hands)
Mice are nice.	(stroking mouse)
They have big heads,	(one hand each side of head, wide apart)
And little legs.	(hands close one above the other)
My mouse lives next door,	(pointing next door)
At number four.	(drawing four in the air)
His windows are blue,	(drawing shape of windows with hands)
And there are two.	(mime counting one, two)

### • Extra activity 2: Draw and write

Students use the model in Workbook page 74 Activity 9 to write a text about themselves. In place of the pictures in the box, they draw a picture on the line to represent the word, e.g., *Hi. I'm Geraldo. Now, I'm at (picture of school). I'm ...*

Students swap texts and "read" each other's.

## Page 75

### • Extra activity 1: Role play

Divide the class into groups of four (Maskman, Monty, Trevor, Marie). Students decide their roles. Play the story on CD 3, 32 again. Stop after each frame for students to repeat in role. Students practice their story in groups. More confident groups of students can change some of the actions in the story. Invite one or two groups to role-play their story to the class.

### • Extra activity 2: ID cards

Hand out a copy of Photocopiable 10 to each student (see page T110).

If they didn't make the ID cards before, they cut to separate A and B. Focus students on A. Elicit the three questions at the bottom: *What's your name?*, etc. Students work in pairs. They take turns asking each other the questions and completing the information in the chart. Students then cut out the ID card and make one for their friend. They write the information and decorate it as they wish. They hand the ID card to the owner.

Make groups of six. Students hold their ID cards so that the others can't see. The first student says a sentence using *like* or *don't like*, e.g., *I like riding horses*. The other students guess if it's true or false (i.e. if it's on their ID card or not). The student to the left then makes a statement (*I like / don't like ...*). Play continues around the circle. Encourage students to say true as well as false things and to say silly things.

## Page 76

### • Extra activity 1: Your own Venn diagram

Students work in pairs to draw their own Venn diagrams. They can use their own ideas for the categories, but suggest topics that use vocabulary from the book, such as Animals/Brown things (the Venn diagram categories would be: brown things / brown animals / animals) or Food/Green things (the Venn diagram categories would be: green things / food / green food).

Students write sentences about their diagram as in Workbook, Activity 2. Go around the class checking. A confident pair then draws their Venn diagram on the board, and the rest of the class writes some sentences about it. Students read their sentences to the class to check.

### • Extra activity 2: Language diagram

Say *Draw a Venn diagram*. The two categories are English words, [your students' language] words. Say some known English words, some of which are different from your students' language and some of which are the same. Students write the words from their own language in one section of the diagram, the different English words on the other side of the diagram, and words that are common to both languages in the central section (some examples that might be the same in your students' language are: *leader, star, jeans, robot, computer*).

Students check in pairs and work together to write the English words correctly. Correct as a class, making a diagram on the board and adding more words to each category.

## Page 77

### • Extra activity 1: Miming game

Students work in pairs. Student A mimes playing a sport. Student B guesses which sport it is and says a rule associated with the sport, e.g., *Soccer. You can kick the ball*. Then students swap roles. When they are confident with this game, volunteers can come to the front to mime for the class to guess.

### • Extra activity 2: Sport anagrams

Write anagrams of words from the lesson on the board for students to solve, e.g., *bounce* = ueobnc.

## Unit 11

## Page 78

### • Extra activity 1: Tic-tac-toe

Draw a 3 x 3 grid on the board. Write a number in each square. Write numbers 1–9 in your notebook and write a food word next to each one. It's a secret. Make two teams: A and B. A is the Os and B is the Xs. A starts. They choose a square and say the number in it, e.g., *5, please*. Hold up the food flashcard (picture side up), but don't say the word. A student from Team A spells the word. If it's correct, put an O in the square. If it's not, Team B has a turn. If they spell it correctly, put an X in the square. Then it's Team B's turn. Continue until one team has a line of Os or Xs or the grid is full.

### • Extra activity 2: The one that doesn't belong

Write the following vocabulary sets on the board: *toys, food, furniture, drinks, sports, town, household objects, rooms*. Students work in pairs. They create five lines like those in Workbook page 78 Activity 2. Remind them to use other words in the sets, not just the ones already used. Encourage students to be creative. Pairs swap with pairs and find the different word in each line. They check with each other. Monitor and help solve any disputes.

## Page 79

### • Extra activity: Follow the instructions

Invite a group of nine students to the front. Set out nine chairs in a 3 x 3 grid. Sit Students 7 and 6 in their chairs (see Key below). Give instructions to students on where to sit, using *next to, between, in front of, behind*. The first time they listen only. When you finish the instructions, they sit in the right place. Read the instructions again and check with the class. Repeat.

Text:

- S1 / name is behind S7 / name.
- S3 / name is behind S6 / name.
- S3 / name is in front of S8 / name.
- S5 / name is next to S1 / name.
- S9 / name is in front of S5 / name.
- S2 / name is between S4 / name and S6 / name.

Key:

- S5    S1    S8
- S9    S7    S3
- S4    S2    S6

## Page 80

### • Extra activity 1: Would you like ... ?

Write dialog prompts on the board, like this:

A: *What would you like to eat? Would you like a burger or a sausage?*

B: *I'd like a sausage, please.*

A: *Here you are.*

B: *Thanks.*

C: *Can I have a sausage and a burger, please?*

B: *Here you are. Would you like some fries, too?*

C: *Yes, I'd love some. A lot, please.*

C: *Can I have a drink, please?*

B: *What would you like?*

C: *Some lemonade, please.*

B: *Here you are.*

Elicit from students how to change the underlined words (other foods/drinks). Invite three confident students to demonstrate the role play to the class. Make groups of three. Students take the roles of A, B, or C. They change the dialog as they wish and practice it. More confident students can swap roles and repeat the dialog. Students perform their dialogs for the class.

### • Extra activity 2: Birthday parties

Tell students it's their birthday party and they can choose the food they'd like. Brainstorm ideas with students, making sure they use *I'd like ...* Students each draw a party table and then write sentences underneath, e.g., *For my birthday party I'd like to eat sausages and rice, and I'd like to drink water.*

## Page 81

### • Extra activity 1: Our song

Students work in groups of five. Using the information from Extra activity 2 in the previous lesson, if appropriate, they create their own song, each student contributing one line. They use the model in CD 3, 43. Display the food flashcards on the walls to give students ideas. Groups take turns performing their own songs for the class.

### • Extra activity 2: Spelling

Choose ten food words for students to write down in their notebooks. Say each word twice. Students swap notebooks and correct each other's. Check spelling by eliciting from students and writing the words on the board as they spell them aloud.

## Page 82

### • Extra activity 1: Making menus

Show some sample menus. Elicit foods and drinks that are found in cafés. Hand out some cardboard, one piece for each pair of students. They decide on the foods and drinks (set a limit, e.g., six foods and four drinks). They draw lines in pencil on the menu card to help them with writing the food and drink. They add design to the menus, e.g., flowers, plates, knives, and forks. Display the menus around the class and vote for the yummiest.

### • Extra activity 2: Using menus

Make groups of four. Groups use one menu from Extra activity 1. One person is the waiter, and the others are the customers. The waiter takes all the orders. They change roles and repeat.

## Page 83

### • Extra activity 1: Who said it?

Read aloud the following sentences from the story on Student's Book page 83. Students call out who said which one.

*Let's make her a pencil cake! (Trevor)*

*Let's have burgers and fries to eat! (Maskman)*

*Now, let's make the cake. (Monty)*

*Happy birthday, Marie! (Trevor, Maskman, Monty)*

*Would you like to come to the café with me? (Marie)*

### • Extra activity 2: Chant

Teach the chant below to the class. Divide the class into four groups. Groups take turns singing a verse. Still in groups, students write a verse for a student in the group. They perform it for the class. If it's one student's birthday that day, the class creates and performs a verse for him/her.

*It's Marie's birthday, hooray, hooray!*

*Let's have cake and ice cream,*

*Hooray, hooray, hooray!*

*It's Trevor's birthday, hooray, hooray!*

*Let's have pens and pencils,*

*Hooray, hooray, hooray!*

*It's Maskman's birthday, hooray, hooray!*

*Let's have fries and burgers,*

*Hooray, hooray, hooray!*

*It's Monty's birthday, hooray, hooray!*

*Let's have sausages and lemonade,*

*Hooray, hooray, hooray!*

## Unit 12

## Page 84

### • Extra activity 1: Board slap

Write the words from Workbook page 84 Activity 1 on the board. Write them at random (not next to each other as in the Workbook). Make three teams. They line up, one behind the other, facing the board. Hand a rolled-up newspaper to the first student on each team. Call out one of the pairs of words, e.g., *She*. Students run to hit the word. The first to do so wins a point for their team. The students at the front go to the back of the teams. Repeat for the other words (11 tries in all).

### • Extra activity 2: Wordsnakes

Students use the words from the Warmer on page T84 and the new vacation words to make a wordsnake. They work in pairs and choose at least eight words. They swap wordsnakes with another pair and find the words. Pairs check with each other.

## Page 85

### • Extra activity 1: Listen and mime

You will need space for this activity. Students move around the room. Say *Oh, you're picking up shells. They are very small and pretty. Put them in your bag. Now you're swimming in the ocean, etc.* Add other activities from the lesson for students to mime.

### • Extra activity 2: Make a postcard

Talk about vacations with students. Elicit where they like going and what they like doing. Show a vacation postcard and elicit what the picture is. Hand out the pieces of cardboard. Students draw a picture for the front of their postcard. Monitor and help students, making sure it's not too complicated. Make groups of four. Students talk to their friends about their pictures.

## Page 86

### • Extra activity: Mingling activity

You will need a big space for this activity. Play a CD of vacation-type music. Students walk/skip/run around the room. Pause the CD. Students make pairs and take turns asking and answering, using the model: *Where do you want to go on vacation? I want to go to ... Start the music again. Students move on. Repeat.*

## Page 87

### • Extra activity 1: Picture chants

Students work in groups of four and write a chant on a large piece of paper, using the model in Student's Book page 87 Activity 6. They write the words and then draw pictures. Display the chants on the wall. Groups stand next to their chant. Say, e.g., *Everyone move two chants to the left.* Groups move to the left. They look at the new chant. Ask one or two groups to say the new chant. Repeat. Elicit two more chants from groups.

### • Extra activity 2: True or false

Students look at the picture in Student's Book page 87 Activity 7 for 30 seconds. They close their books and stand up. Say six true/false sentences about the picture, one by one, e.g., *The shoe store is next to the fruit store. There are two frogs in the toy store.* If the sentence is false, students put their hands over their mouth. If it's true, they nod their heads. Students who respond incorrectly sit down for the rest of the game. Congratulate the group of winners at the end.

## Page 88

### • Extra activity 1: Big or small?

Write the following words at random on the board, not in pairs: *big, small, beautiful, ugly, clean, dirty, old, young, old, new.* Make three teams. They line up, one student behind the other, facing the board. Hand a rolled-up newspaper to the first student in each team. Call out, e.g., *Clean.* Students run to hit the opposite (*dirty*). The first one to hit it wins a point for his/her team. The students go to the back of the lines. Continue with the other words, repeating some to make it more fun.

### • Extra activity 2: About me

Students choose three or more answers from Workbook page 88 Activity 9. They draw pictures to illustrate them in their notebooks and write the relevant sentences underneath, e.g., *My kitchen is small.*

## Page 89

### • Extra activity 1: Role play

Divide the class into groups of four. Students decide their roles (Marie, Trevor, Maskman, Monty). Play the story on CD 4, 14. Stop after each frame for students to repeat in role. Students practice the story in groups. More confident groups can change some of the words/dialogs. Invite one or two groups to perform their role plays for the class.

### • Extra activity 2: Review game

Students play the Review game again. See Photocopiable 12a (page T112).

## Page 90

### • Extra activity 1: Map questions

Stick a very large map with grid lines on the board with features such as mountains, trees, beach, etc. drawn on. Students write questions about the map to ask a partner. Go around listening and checking the questions and answers.

### • Extra activity 2: Make a map

Hand out grid paper. Students make their own maps for a guessing game. Give them a list of items to place on their maps. Then ask about the maps, e.g., *Where is the (beach)? Where are the mountains?* Students compare their maps in pairs or small groups.

## Page 91

### • Extra activity 1: Write a postcard

Students imagine a "helping" vacation they would like to go on and write and draw a postcard. Use the pictures from magazines/the Internet to give students ideas and help them with vocabulary.

### • Extra activity 2: Write about it

Show five or six pictures of people helping others/animals and pass them around the class for students to look at them carefully. Students work in pairs to write sentences about the pictures, similar to the ones in the lesson (e.g., *They're in the mountains. They're helping a snake.*) Stick the pictures on the board in numerical order. Confident students come to the front and read one of their sentences. Students say the number of the picture that matches the sentence.

## Page 92

### • Extra activity 1: Do an activity

Students do any one of Photocopiable activities 1–12b.

### • Extra activity 2: Play a game

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

## Page 93

### • Extra activity 1: Board slap

Display 12 flashcards from the new words in Units 9–12 (word side up) on the board. Make three teams. Teams line up behind each other. Hand each student at the front of the teams a rolled-up newspaper. Call out one of the words on a flashcard. Students run to hit it with the newspaper. The first to do so wins a point for his/her team. The students go to the back. Hand the newspapers to the new students at the front and repeat, calling another word.

### • 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.