

# Grammar reference

## Pupil's Book

**1** **Who's he?**  
**This is** my brother, Simon. **He's** seven.  
**Who's she?**  
**This is** my sister, Suzy. **She's** four.  
Who's he? = Who is he?  
he's = he is  
she's = she is

**2** **How many desks are there?**  
**There are** a lot of desks.  
**Is there** a whiteboard **on** the wall?  
Yes, **there is**. / No, **there isn't**.  
**Are there** 10 desks **in** the classroom?  
Yes, **there are**. / No, **there aren't**.  
there's = there is  
there aren't = there are not

**3** **Whose is** this camera?  
**It's** Simon's.  
**Whose are** these books?  
**They're** Suzy's.  
It's Simon's. = It's Simon's camera.  
They're Suzy's. = They're Suzy's books.

**4** **Whose is that** green T-shirt?  
**It's mine**.  
**Whose socks are those?**  
**They're yours**.  
Is that dress **yours**, Suzy?  
Yes, **it is**. / No, **it isn't**.  
Are **those** socks **yours**, Simon?  
Yes, **they are**. / No, **they aren't**.  
It's mine. = It's my T-shirt.  
No, they aren't. = No, they are not.

**5** I'm  
He's / She's  
You're / They're / We're  
singing.  
**not flying**.  
What **are** you doing, Suzy?  
What's Grandpa doing?

**6** **Can I have** some chicken, please?  
**Here you are**.

**7** I love horses. **So do I**. / **I don't**.

**8** **Where's** the park?  
**It's behind / in front of / next to** the shops.  
Where are the flats?  
They're **behind / in front of / next to** the shops.  
Where's the school?  
It's **between** the café and the park.  
Where are the shops?  
They're **between** the café and the park.

**9** He's / She's  
wearing blue jeans and white shoes.  
They're  
wearing sunglasses and big hats.  
**Have** you  
**Has** he / she  
**got** a watch?  
Yes, I **have**. / No, I **haven't**.  
Yes, he / she **has**.  
No, he / she **hasn't**.  
haven't got = have not got  
hasn't got = has not got

**10** I  
**love / like / don't like**  
He / She  
**loves / likes / doesn't like**  
swimming.  
playing table tennis.  
**Do you like** reading? Yes, I **do**. / No, I **don't**.  
doesn't = does not

**11** **Would you like** a burger?  
**Would you like** some lemonade?  
**Yes, please**.  
**No, thank you. I'd like some juice**.  
I'd like = I would like

**12** **Where do you want** to go on holiday?  
**Do you want** to go to a big city?  
I **want** to go to the mountains.  
I **don't want** to go to the beach.

# Grammar reference

## Activity Book

**AB94. ACTIVITY 1.** *Order the words.*

**Key:** 1 What's his name? He's Tom. 2 Who's she? She's my teacher, Mrs Brown.

**AB94. ACTIVITY 2.** *Look and write.*

**Key:** 1 Yes, there is. 2 No, there aren't. 3 Yes, there are.

**AB94. ACTIVITY 3.** *Circle the question and answer.*

**Key:** Whose is this robot? It's Lenny's.

**AB94. ACTIVITY 4.** *Match the questions and answers.*

**Key:** 1 Whose is that red dress? It's mine. 2 Whose blue trousers are those? They're Dad's. 3 Are those blue socks yours? Yes, they are.

**AB95. ACTIVITY 5.** *Look and complete.*

**Key:** 1 I'm singing. 2 I'm not dancing. 3 You're reading. 4 He's not running. 5 She's playing tennis. 6 We're not painting.

**AB95. ACTIVITY 6.** *Circle the question and the answer.*

**Key:** Can I have some fish, please? Here you are.

**AB95. ACTIVITY 7.** *Look and write.*

**Key:** 1 So do I. 2 So do I. 3 I don't.

**AB95. ACTIVITY 8.** *Look and complete.*

**Key:** 1 It's behind the school. 2 It's in front of the hospital. 3 It's between the park and the flats.

**AB96. ACTIVITY 9.** *Write the answers.*

**Key:** 1 Yes, I have. 2 No, he hasn't. 3 Yes, she has. 4 No, I haven't.

**AB96. ACTIVITY 10.** *Look and complete.*

**Key:** 1 I love reading. 2 He likes playing badminton. 3 She doesn't like singing. 4 I don't like cooking.

**AB96: ACTIVITY 11.** *Look and complete.*

**Key:** 1 Yes, please. 2 No, thank you.

**AB96: ACTIVITY 12.** *Look and complete.*

**Key:** 1 I want to go to the beach. 2 I don't want to go to a big city.

# Teaching notes for Photocopiables

## Photocopiable 1 (Unit 1 page 6)

- Hand out copies of Photocopiable 1 (page T100), one for each pupil.
- Pupils cut the 26 letter cards out and spread them on their desks.
- Spell out some simple words for pupils to spell using the letters, e.g. say *C-a-t*. Pupils find the letters and make the word. Elicit the word *Cat*.
- Continue with other short, known words, e.g. *pen, dog, chair, eight*. Avoid words which have the same letter twice, e.g. *book*.

## Photocopiable 2 (Unit 2 page 11)

- Hand out copies of Photocopiable 2 (page T101), one for each pupil.
- Hold up your copy and show pupils where to fold the paper. Fold back the section where they write the numbers (they will do this in another lesson).
- Show pupils what they have to do. Each pupil decides on the colours for the objects and writes the name of the different colours on each line. The pupils then colour the objects in the right colour.  
Note: There are 12 colours. One of the colours can be, e.g. dark blue / dark brown / dark red.  
In pairs, pupils then take turns to ask each other how many of each item their partner can see. Start them off with an example, e.g. *How many desks are there?*  
Pupils write their names at the top of the photocopies.
- Collect the photocopies to hand out in the next lesson.

## Photocopiable 3 (Unit 3 page 19)

- Hand out copies of Photocopiable 3 (page T102) on thin card, one for each pupil.
- Pupils cut out and colour the cards. Make pairs. Pupils put the cards face down on the desk. They take it in turns to turn over two cards at random. If the cards are different, they say, e.g. *This is a brown lorry. This is an orange kite*. If the cards are the same, they say, e.g. *These are watches. This is blue and this is yellow*.
- If the two cards show the same object, the pupil keeps them. If not, the pupil turns them face down again and it's the other pupil's turn. Play continues until all the cards have been matched. The winner is the pupil with the most pairs at the end of the game.
- When they have finished playing, pupils take their own cards and put them in an envelope with their name on.

## Photocopiable 4 (Unit 4 page 25) [YLE]

- Hand out copies of Photocopiable 4 (see page T103), one for each pupil.
- Pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.
- They work in pairs, facing one another. Pupil A places the cards anywhere in the house without Pupil B seeing. Pupil A gives instructions to Pupil B, e.g. *Put the lamp in the living room next to the TV*. When Pupil B has placed all the cards in his/her house, they look and check that the items are in the same positions. They swap roles.
- When they have finished playing, pupils take their materials and put them in an envelope with their name on.

## Photocopiable 5 (Unit 5 page 35)

- Hand out copies of Photocopiable 5 (see page T104), one for each pupil. Elicit what the diagram at the top is (a family tree) and what the faces are (the people to put on the tree).

- Pupils cut out the faces and colour them in as they wish.
- Make pairs. Pupils position the faces as follows: Top line: Anna, Nelson. Middle line: Nick, Kim, Ben, Lucy. Bottom line: May, Lenny, Sam, Frank. Looking at the family trees together the children ask each other questions, e.g. *Who is Lenny's sister? Who is May's Grandma?*
- Collect the materials and put them in named envelopes at the end of the activity.

## Photocopiable 6a (Unit 6 page 41)

Note: You will need a large bucket half full of water for this activity and six real foods, e.g. an egg, a banana, a pear, a lemon, a tomato and a carrot.

- Hand out copies of Photocopiable 6a (see page T105), one for each pupil.
- Show the class the foods you have, one at a time, and elicit the word. Say, e.g. *Number 1. An egg*. Pupils write *egg* in the top left of the table, marked *1*, on the writing line. Repeat for the other five foods. Pupils write the words in each of the numbered squares in the left column (*Foods*). Make sure all the pupils write the same word for each number. Pupils draw a picture of each food in the square and colour it.
- Show pupils the bucket of water. Demonstrate *float* and *sink*, using a ruler and an eraser.
- Pupils predict what will happen to each of the six foods. They write *Yes* or *No* in the middle column (Guesses: *Yes* or *no?*) for each food.
- Invite pupils in turn to come and place one of the food objects in the water. Elicit what happens each time. Pupils write the result (*floats/sinks*) in the right-hand column (*What happens?*).
- Pupils complete the sentences at the bottom of the page. Do the first one as an example (e.g. *When you put an egg in water, it floats*).

## Photocopiable 6b (Unit 6 page 44 – see also page T44)

- Write six food words on the board. Review asking politely for food and drink. Point to, e.g. *apples* and prompt a pupil (1) to ask another pupil (2) *Can I have some apples, please?* Make a thumbs up gesture to Pupil 2. The pupil responds *Here you are* and mimes handing over the apples. Repeat with another two pupils, but pointing to a different food word. After Pupil 1 asks the question, make a thumbs down gesture to Pupil 2 who replies *No, (name). I'm sorry*. Repeat for the other food words for practice.
- Hand out copies of Photocopiable 6b (see page T106); part A to half the class, and part B to the other half. Make sure pupils know if they are A or B. Teach/check the words *customer* and *shopkeeper*. Say *Pupil A, you are the customer. Pupil B, you are the shopkeeper*. All the pupils who are 'A' look at the items on their shopping list, while all the pupils who are 'B' look at the items on sale in their shop. Monitor this reading stage and answer any questions.
- Point out the target language in the speech bubbles at the top of each worksheet. Check pupils know which lines are for the customer and which are for the shopkeeper. Drill the target language.
- Pupils work in pairs, A and B. Pupil A asks for the items on his/her shopping list. Pupil B looks at the items on sale in his/her shop. If the item is available, it should be sold. Pupil A ticks or crosses the items on his/her shopping list when he/she knows whether they are available at the shop.

- Pupils exchange roles (Pupil A becomes the shopkeeper and Pupil B is the customer). Pupils compare their worksheets at the end of the activity to check that their answers are correct.
- You could extend the activity by asking pupils in their pairs to think of the shop of their choice. The customer writes their shopping list and the shopkeeper decides what's available. Help with vocabulary as necessary. Pupils could perform their dialogues to the rest of the class, who listen and guess the type of shop that the dialogue is happening in.

### Photocopiable 7 (Unit 7 page 50)

- Write the dialogue below on the board, with words and phrases underlined as shown (these are the parts of the dialogue which pupils can change).  
A: *Can I have the sheep, please? Let's put them here, next to the cows.*  
B: *Here you are.*  
A: *I love sheep. Baa baa.*  
B: *So do I. / I don't.*  
B: *Can I have the ducks, please? Let's put them here, next to the lizards.*  
A: *Here you are.*  
B: *I love ducks. Quack quack.*  
A: *So do I. / I don't.*
- Do one or two practice dialogues in open pairs, with pupils changing the underlined words and phrases. Leave the dialogue on the board.
- Hand out copies of Photocopiable 7 (see page T107), one to each pair of pupils. They cut along the dotted line to separate the page into two sections. They also cut out the pictures at the bottom of the page and colour them.
- Pupils put the cards and the plan face up in front of them. Remind them of the dialogue on the board. They take turns to pick up an animal card and start the dialogue (e.g. *Can I have the frogs, please?*). Stress that they can make true responses/sentences about likes/dislikes (e.g. *A: I love frogs. B: I don't.*)
- Pairs can perform dialogues to the class.
- Collect the materials at the end of the activity.

### Photocopiable 8 (Unit 8, page 56)

- Hand out copies of Photocopiable 8 (see page T108), one for each pupil. They cut along the dotted lines to separate the three sections. They cut out the small pictures at the bottom of the page and colour them.
- Elicit the names of the items in the pictures. Pupils point.
- Pupils put the town map on their desks. Say *Listen and put the places in the right position.*  
Read out the eight sentences on the worksheet.
- Pupils check in pairs. Read the sentences again. Check with the class by drawing the answer key quickly on the board:

Flats				
Shoe shop	Furniture shop	Hospital	Toy shop	Park
Bus				
Pet shop	Café	Fruit shop	Flower shop	Café
		Flats	Grandpa's flat	

### Photocopiable 9 (Unit 9, page 65)

- Hand out copies of Photocopiable 9 (see page T109), one for each pupil. They cut the page into two. Then they carefully cut out the boy and the girl and put them to one side.
- Pupils take out their crayons. Say *Listen*. Read the instructions to the class:  
*Colour the dress pink. Colour the shirt yellow.*  
*Colour the skirt purple. Colour the T-shirt orange.*  
*Colour the jeans blue. Colour the hat white.*  
*Colour the trousers green. Colour one jacket red.*  
*Colour two shoes brown. Colour one jacket grey.*  
*Colour two shoes black.*

- Give pupils time to finish the colouring. They cut out the clothes, including the tabs. They dress the girl and the boy as they wish.
- In pairs, pupils take turns to describe what the boy and girl are wearing, e.g. *Look! She's wearing a purple skirt, brown shoes, a yellow shirt and a grey jacket.*

### Photocopiable 10 (Unit 10, page 72)

- Hand out copies of Photocopiable 10 (see page T110), one for each pupil. They cut to separate parts A and B.
- Focus pupils on A. Elicit the three questions at the bottom: *What's your name?* etc. Pupils work in pairs. They take turns to ask each other the questions and to complete the information in the table.
- Pupils then cut out the ID card in B and make one for their friend. They write the information (as on Pupil's Book page 72) and decorate it as they wish. They hand the ID card to the pupil they have written about. Pupils display their ID cards on their desks.

### Photocopiable 11 (Unit 11, page 79)

- Hand out a copies of Photocopiable 11 (see page T111), one for each pupil. They either make a card for Simon's birthday, for someone in the class (if you have pupils with birthdays that week/month) or for someone in their family.
- Pupils cut out the birthday card. They complete the text (*To (name) Love from (name)*) and then fold the card down the dotted line at the centre. They decorate the outside of the card, using coloured tissue paper, glitter, etc. More confident pupils can write on the front of the card as well.
- Display the birthday cards. If appropriate, pupils give their card to the person they made it for.

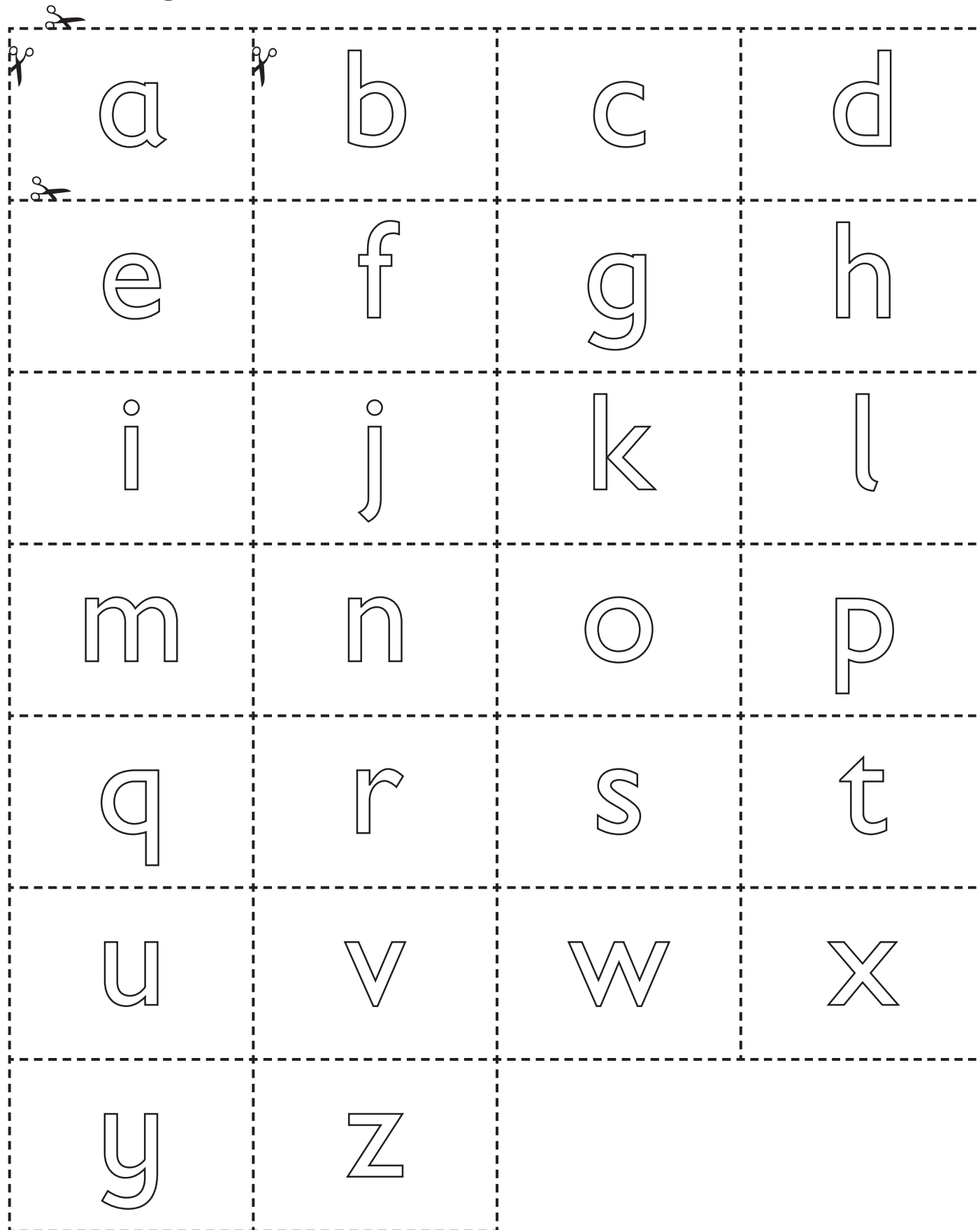
### Photocopiable 12a (Unit 12, page 86)

- Make groups of four. Hand out copies of Photocopiable 12a (see page T112), one for each group, plus four different coloured counters and a coin.
- Explain the game. Pupils take turns to spin the coin. If the coin lands on 'heads' they move one space, if it is 'tails' they move two. They do what the prompts require on the square on the game board: spell / make a question (on the squares with a question mark and a reply) / make a sentence (on the squares with words and picture clues) / complete a sentence or phrase (on the squares with dotted lines). Check understanding of *Miss a turn, Go forward two spaces*.
- Pupils play the game in their groups. They decide if their friends' answers are correct. Monitor and help check answers and resolve any disputes. The first pupil in each group to reach the 'Finish' square is the winner. If they have time, pupils can colour the game board.

### Photocopiable 12b (Unit 12, page 88 – see also page T88)

- Tell the class that they are going to play dominoes. Ask pupils to gather around one table and teach/check the rules with a set of cards from Photocopiable 12b (page T113). Each player has an equal number of dominoes. One domino is placed facing upward on the table. The first player matches the picture or word(s) on one of their dominoes with the same word(s) or picture already placed on the table. Play continues round the table in this way until one player uses all his/her dominoes. He/She is the winner.
- Divide the class into groups of three or four pupils. Hand out a set of domino cards from Photocopiable 12b to each group. Teach the verb to *deal*. Ask one member of each group to deal the cards. Pupils take it in turns to lay a card face up on the table. The player to the left asks, e.g. *Do you like fishing?* The player answers truthfully *Yes, I do. / No, I don't*. Play continues. The first player to get rid of all their cards is the winner.
- You could extend the activity by asking each group to prepare a set of domino cards based on their favourite words from *Kid's Box 2*.

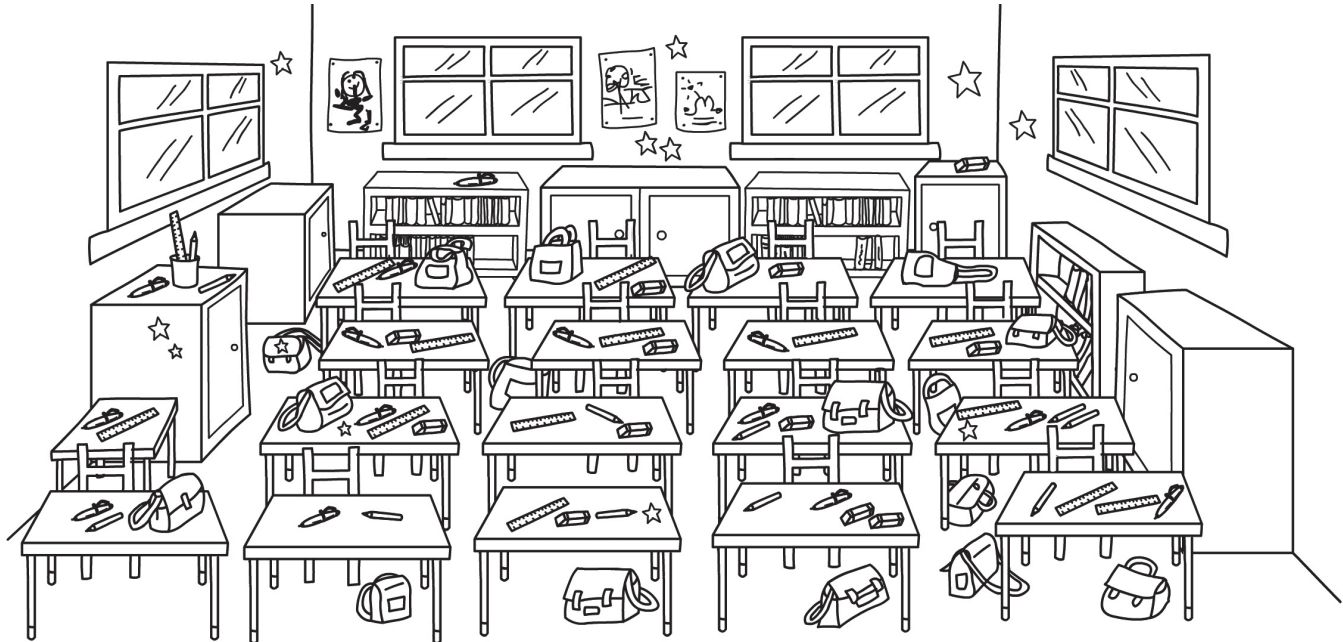
# Photocopiable 1



# Photocopiable 2

Name: .....

Choose, write and colour.



Colour the desks .....

Colour the chairs .....

Colour the windows .....

Colour the rulers .....

Colour the bags .....

Colour the cupboards .....

Colour the pictures .....

Colour the bookcases .....

Colour the erasers .....

Colour the pens .....

Colour the pencils .....

Colour the stars .....

Fold here

Fold here

Now ask and write. How many?

.....*eighteen*..... desks

..... chairs

..... windows

..... rulers

..... bags

..... cupboards

..... pictures

..... bookcases

..... erasers

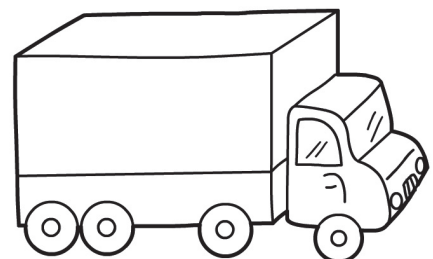
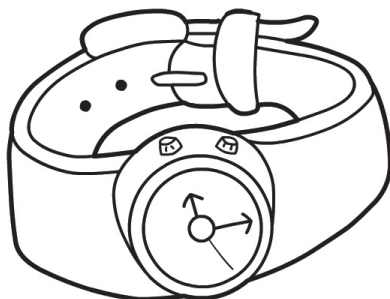
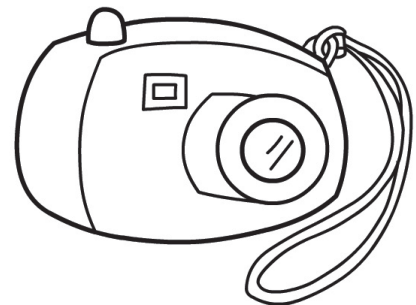
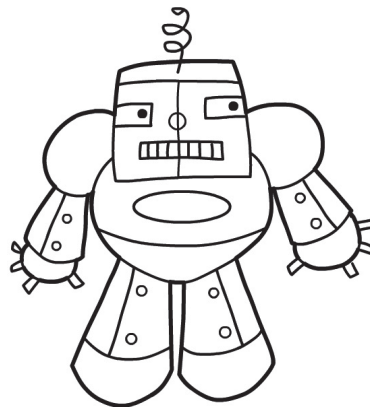
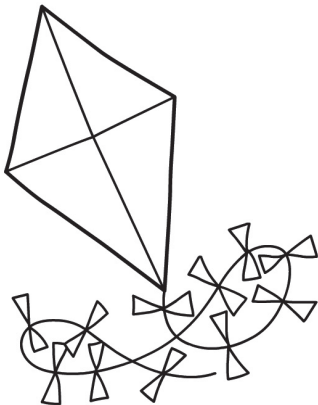
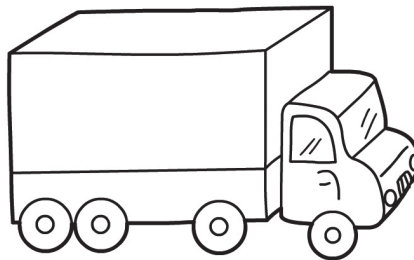
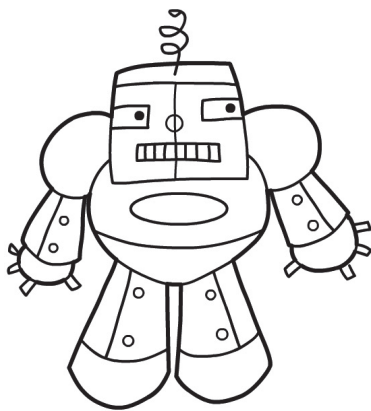
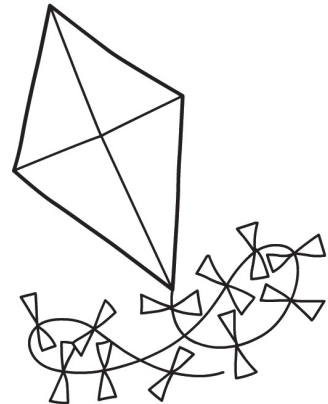
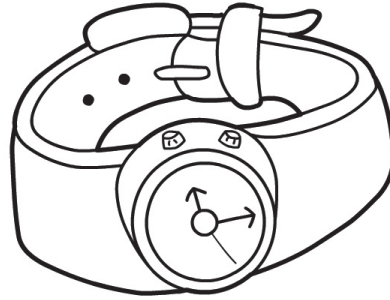
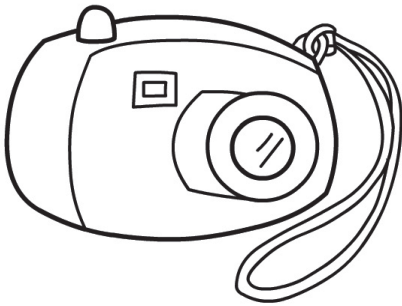
..... pens

..... pencils

..... stars

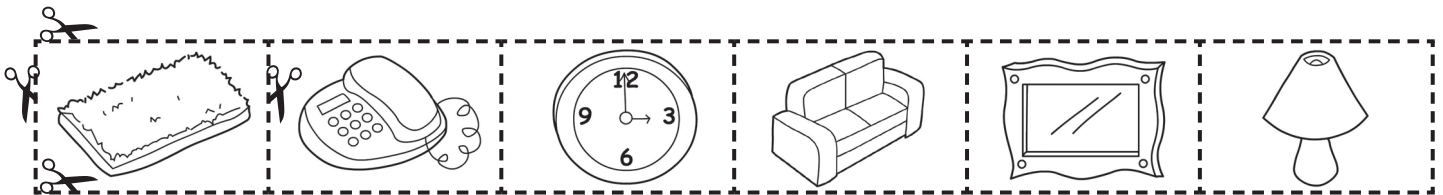
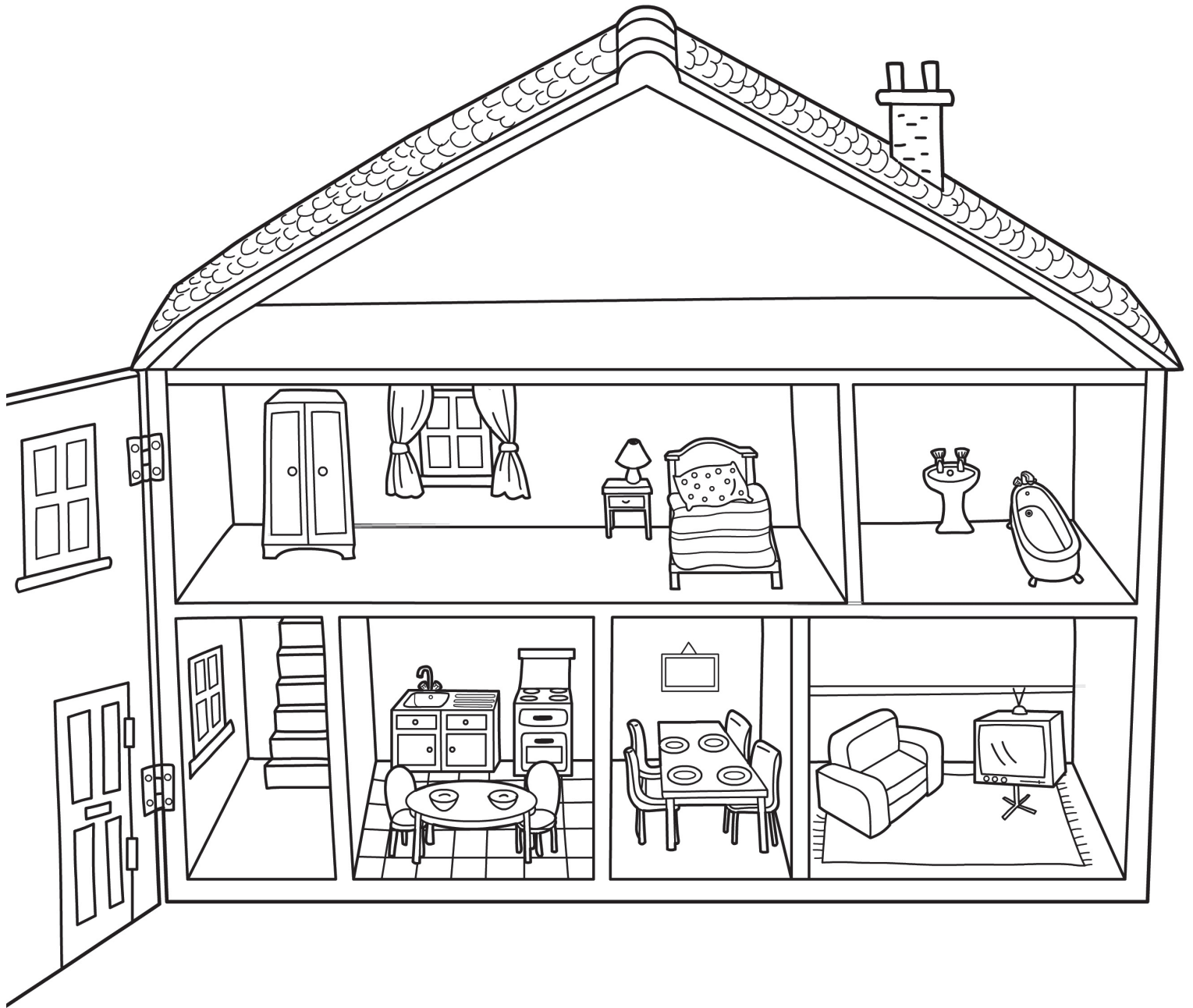
# Photocopiable 3

Name: \_\_\_\_\_



# Photocopiable 4

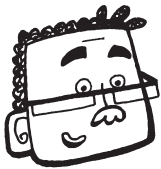
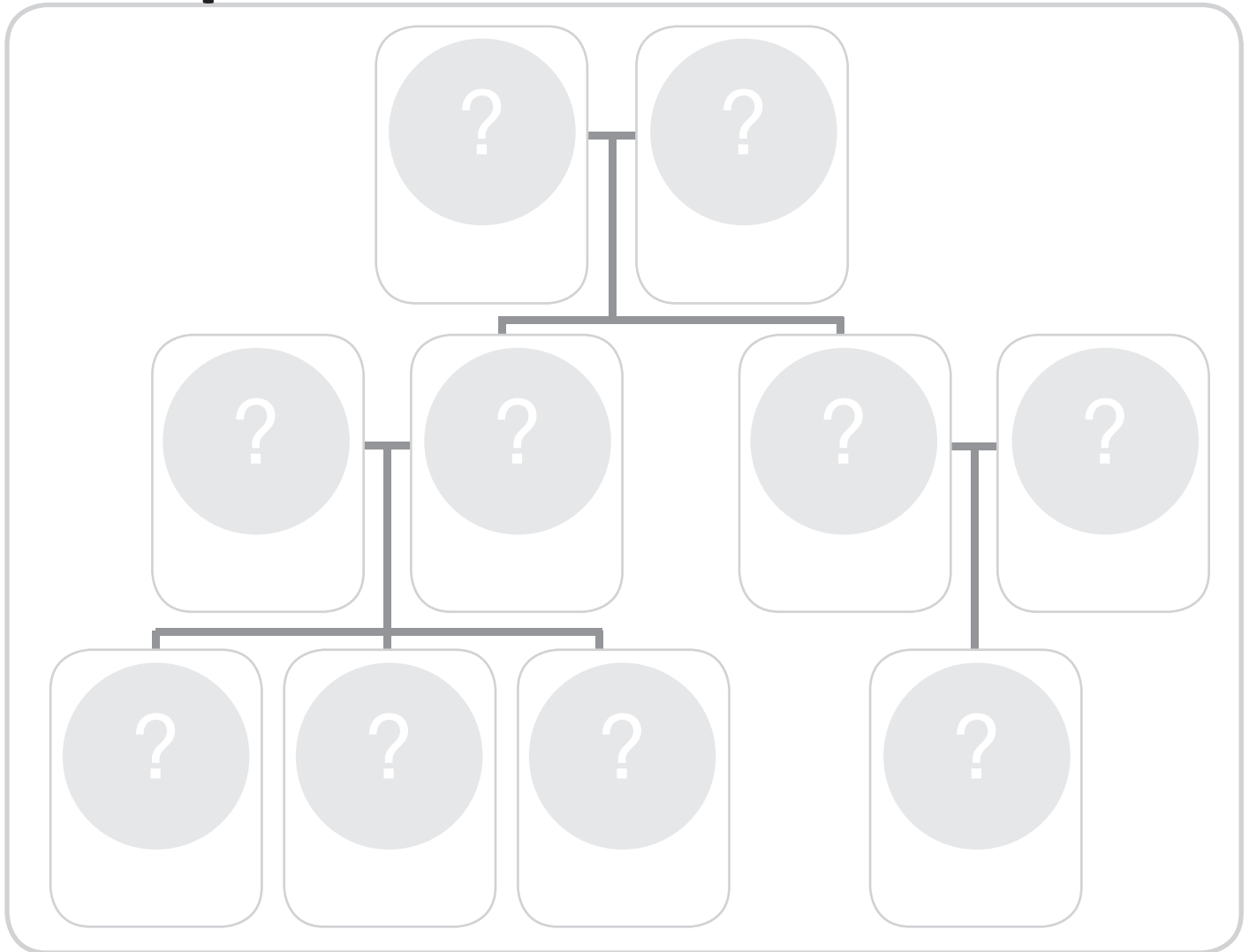
Name: .....





# Photocopiable 5

Name: \_\_\_\_\_



Nick



Kim



Ben



Lucy



Anna



May



Lenny



Sam



Frank



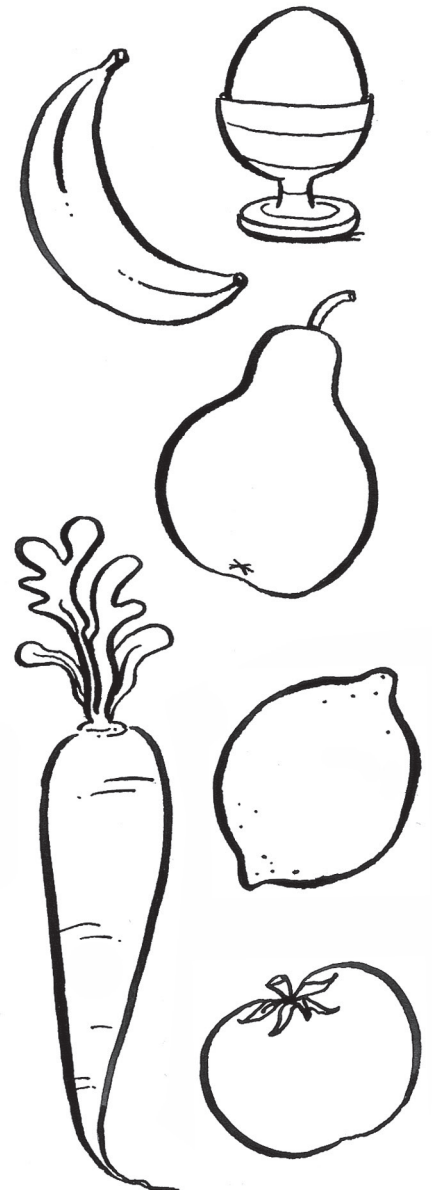
Nelson

# Photocopiable 6a

## Floating and sinking

Name: .....

Foods	Guesses: Yes or no?	What happens?
1 .....	.....	.....
2 .....	.....	.....
3 .....	.....	.....
4 .....	.....	.....
5 .....	.....	.....
6 .....	.....	.....



### Floats or sinks?

- 1 When you put ..... in water, it .....
- 2 When you put ..... in water, it .....
- 3 When you put ..... in water, it .....
- 4 When you put ..... in water, it .....
- 5 When you put ..... in water, it .....
- 6 When you put ..... in water, it .....

# Photocopiable 6b

Name: .....

## A

Can I have some bread, please?

Here you are.

Can I have some lemons, please?

No, I'm sorry.

### Your shopping list

- bread
- lemons
- apples
- meat
- oranges
- potatoes
- carrots

### Your shop



## B

Can I have some bread, please?

Here you are.

Can I have some lemons, please?

No, I'm sorry.

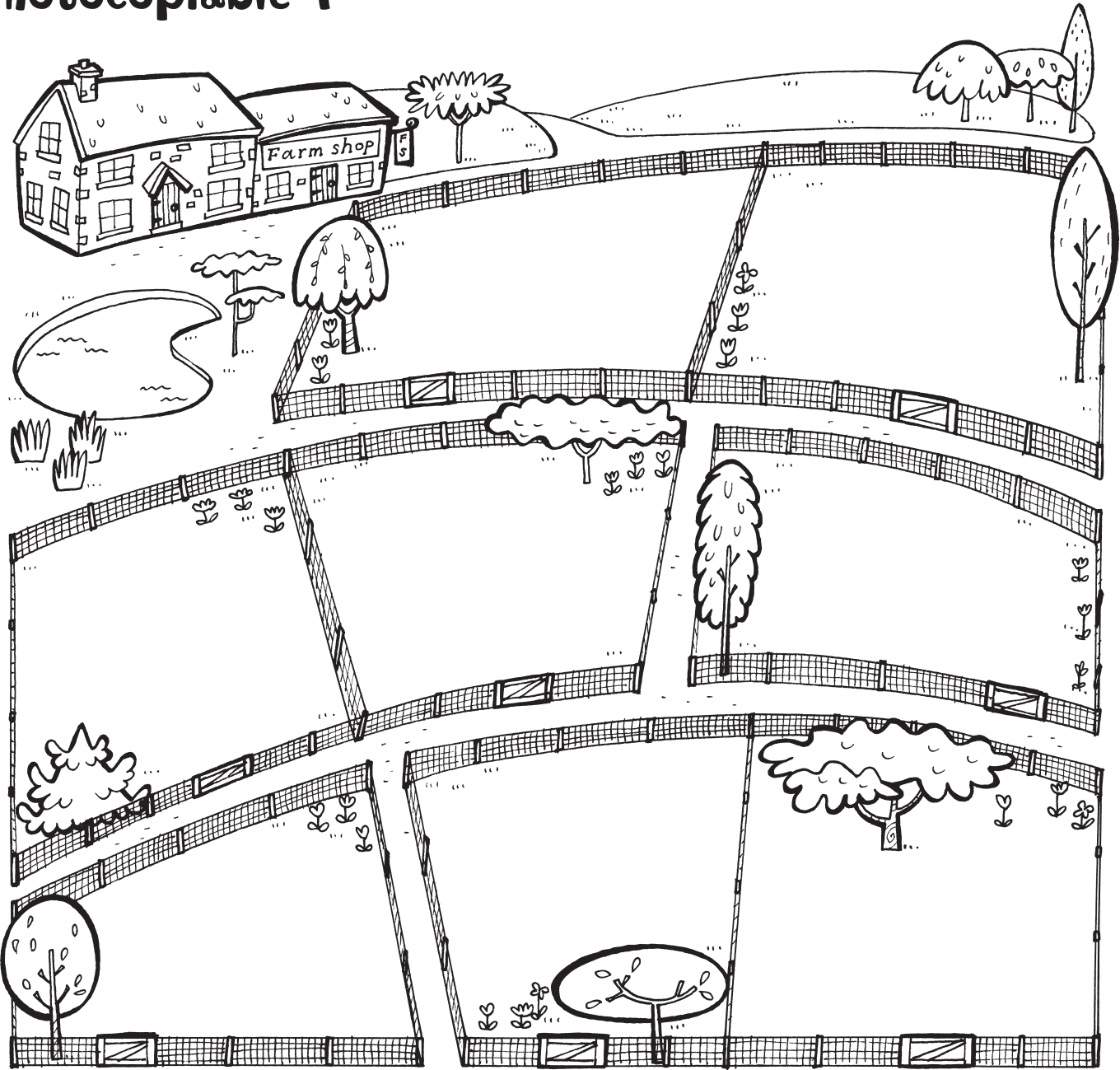
### Your shop



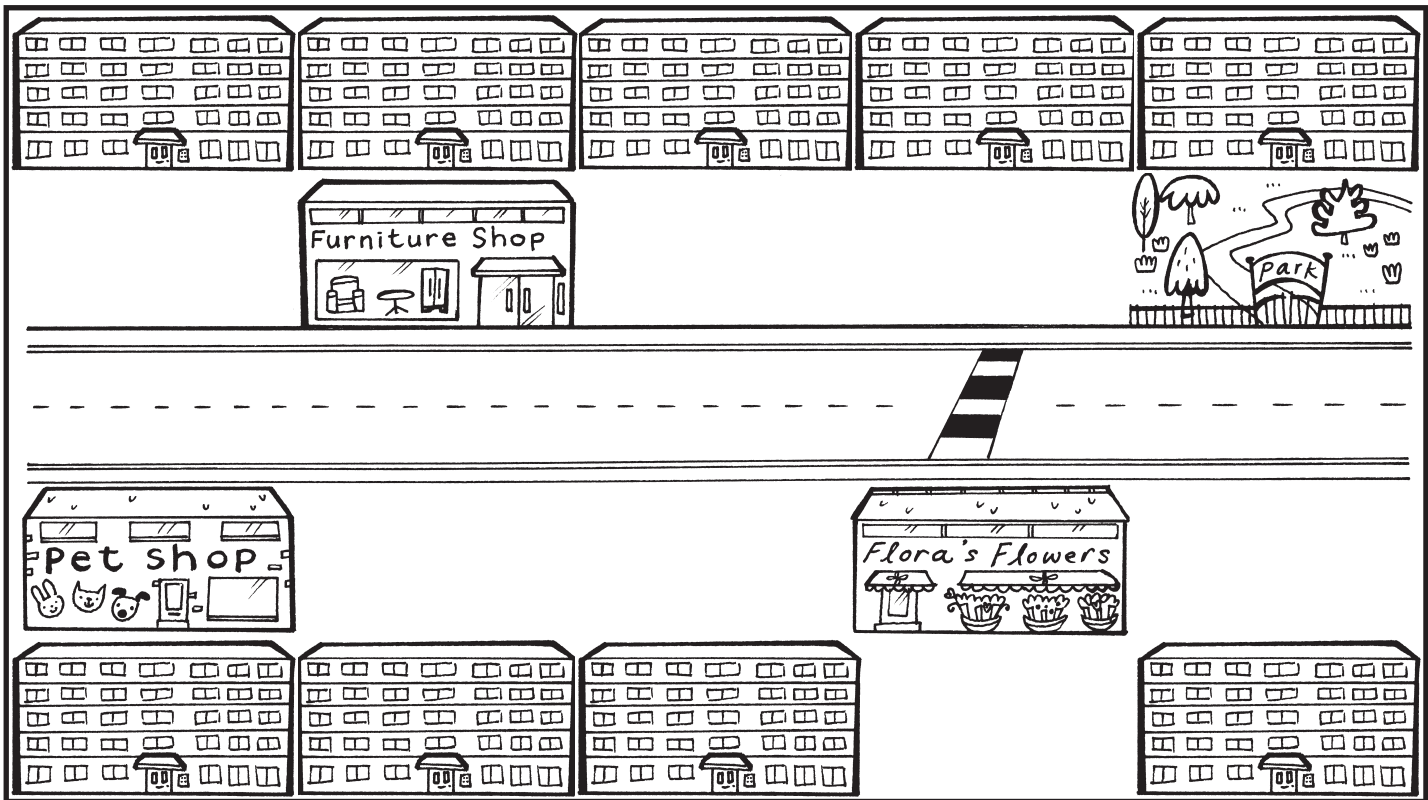
### Your shopping list

- bread
- lemons
- milk
- egg
- pears
- chicken
- rice

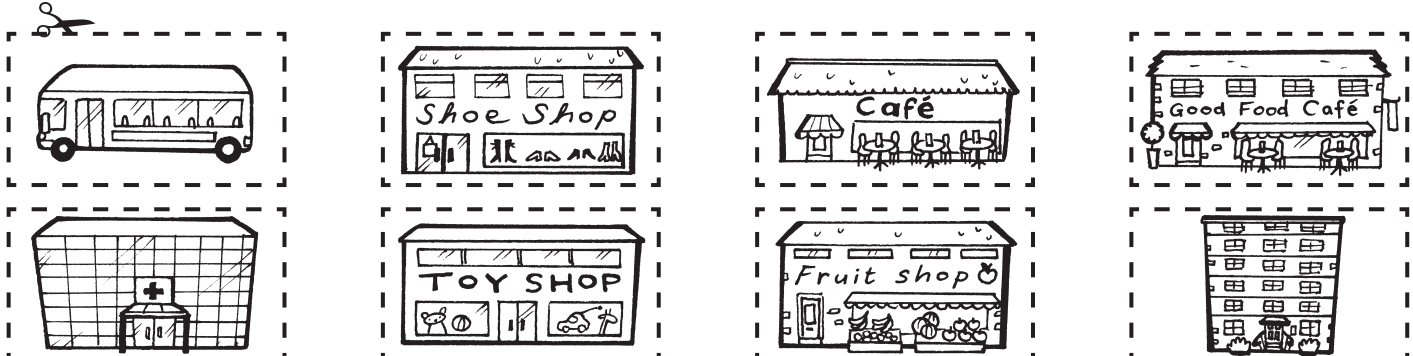
# Photocopiable 7



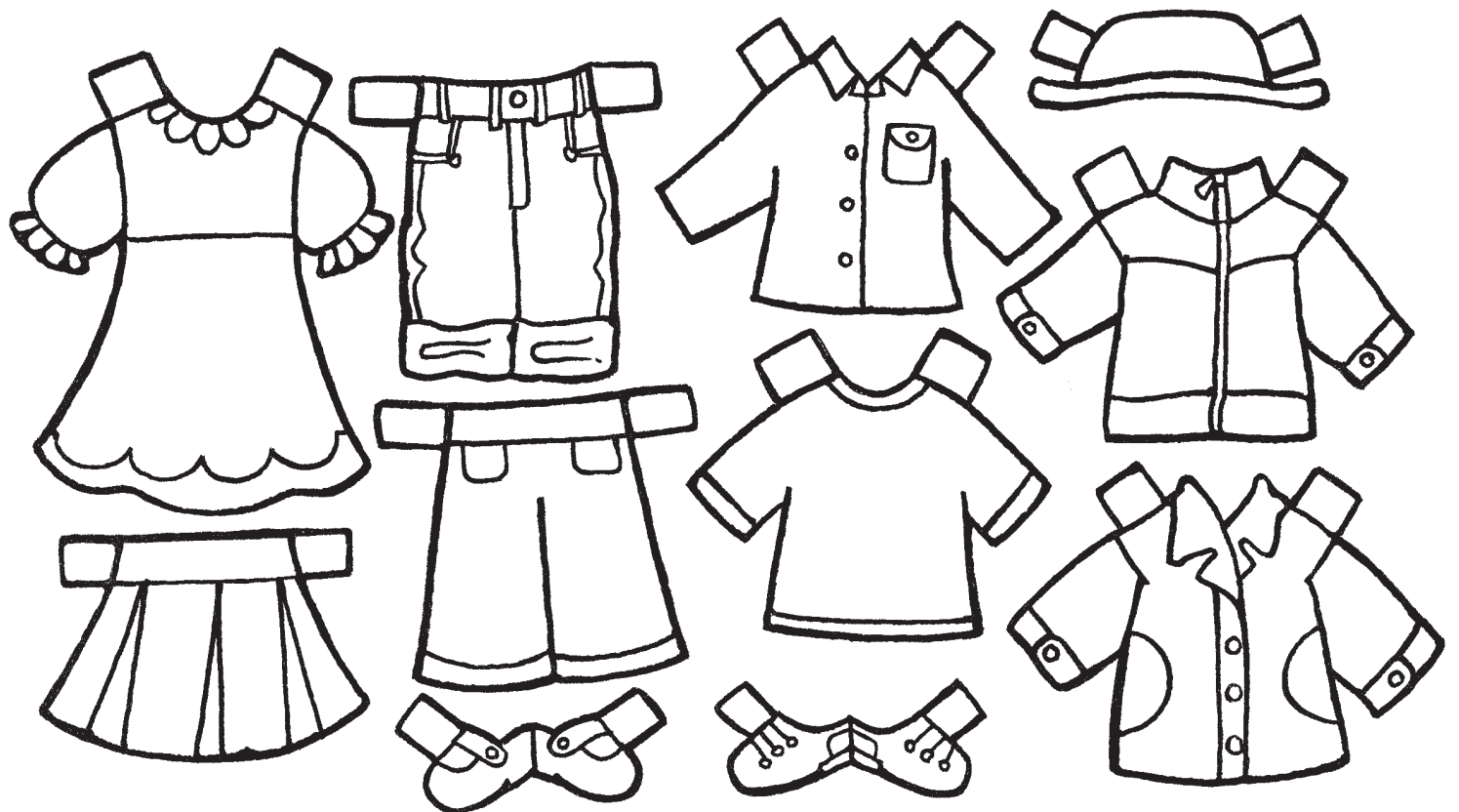
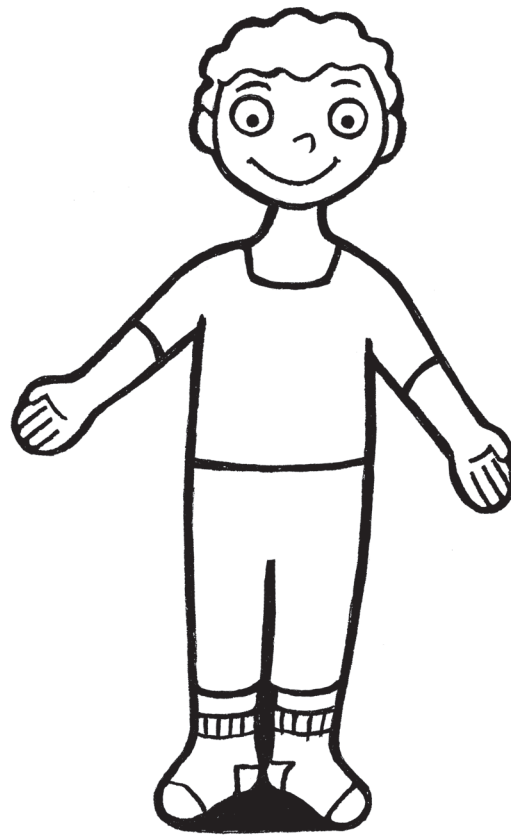
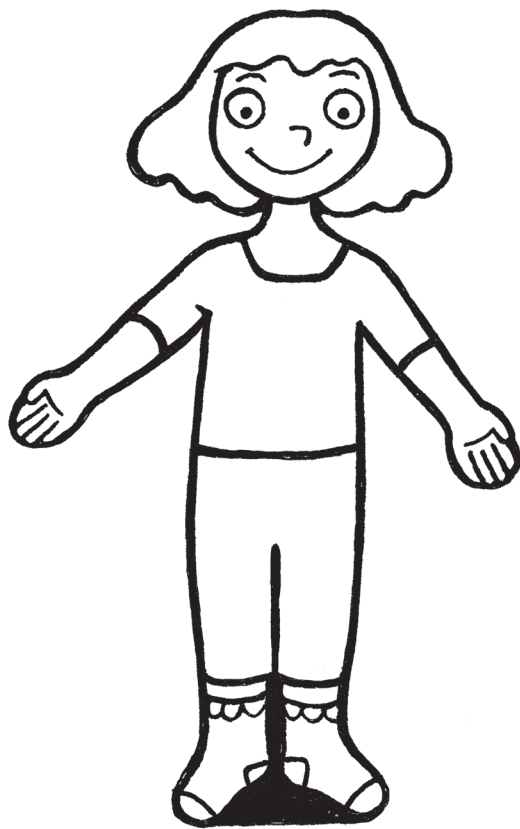
# Photocopiable 8



- 1 The toy shop is next to the park.
- 2 The hospital is between the furniture shop and the toy shop.
- 3 There is one café next to the pet shop.
- 4 The fruit shop is between the café and the flower shop.
- 5 There is a café next to the flower shop.
- 6 There is a shoe shop next to the furniture shop.
- 7 There is a bus in front of the hospital.
- 8 Grandpa's flat is behind the flower shop.



# Photocopiable 9



# Photocopiable 10

## A

Name	Likes	Dislikes

What's your name?

What do you like doing?

What don't you like doing?



## B

	<b>Name:</b> .....
	<b>Likes:</b> .....
	..... .....
<b>Dislikes:</b> .....	
.....	
.....	

# Photocopiable 11



Happy Birthday

To




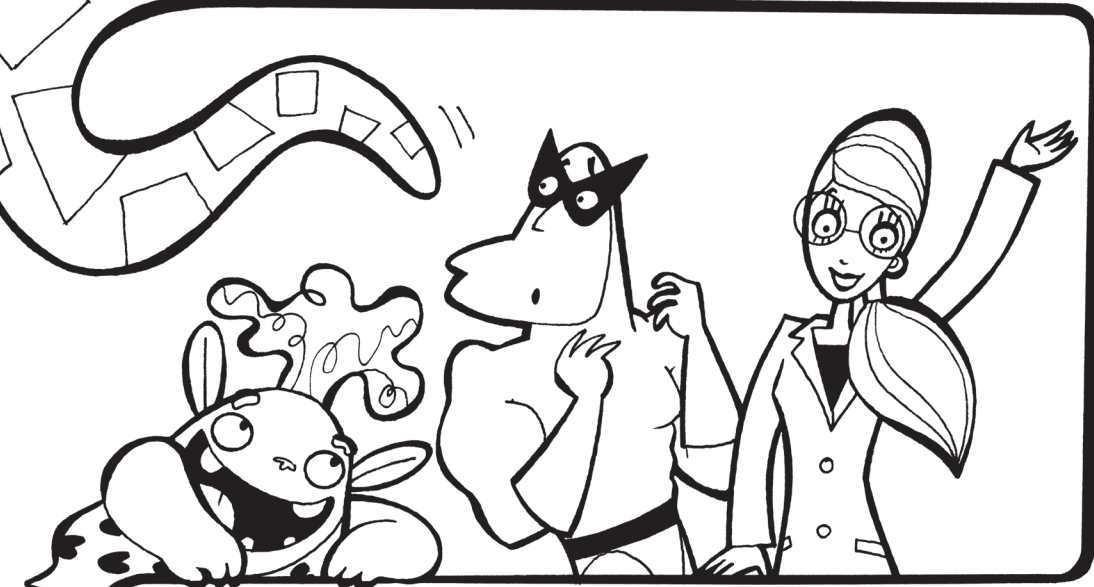






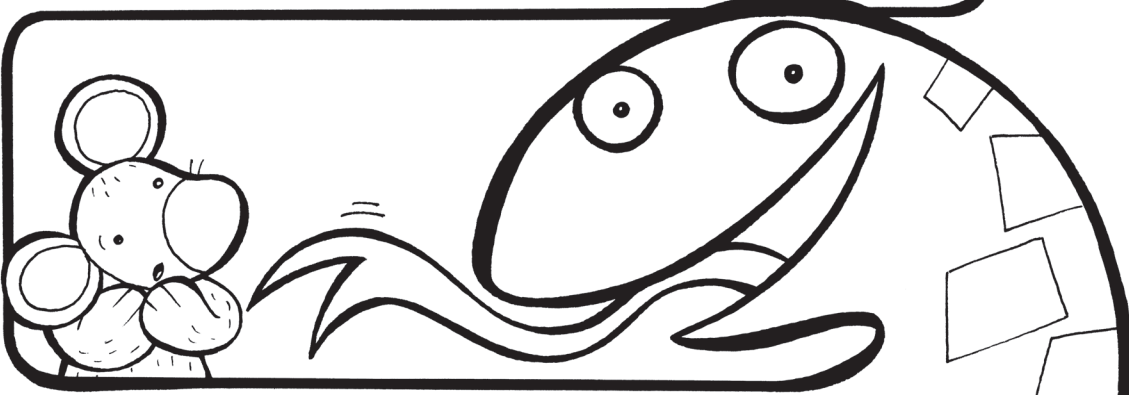



Love from

Fold here







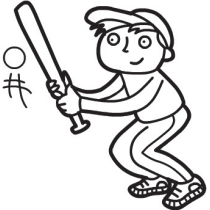


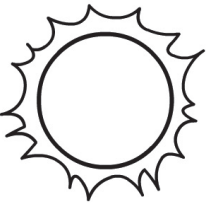

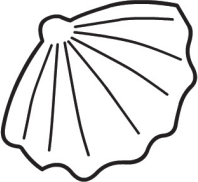



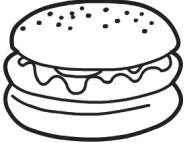


Fold here



# Photocopiable 12a

<p>20</p> <p>Finish</p>	<p>19</p> <p>On holiday. Miss a turn.</p>	<p>18</p>  <p>Spell</p>	<p>17</p> <p>?</p>  <p>They're in the bag.</p>	<p>16</p> <p>I</p> 
				<p>15</p> <p>Go forward two spaces.</p>
				<p>14</p>  <p>The girl is ..... ..... the boy.</p>
				<p>13</p>  <p>Spell</p>
<p>8</p>  <p>The doll is ..... the boxes.</p>	<p>9</p>  <p>Spell</p>	<p>10</p> <p>?</p>  <p>I've got two brothers.</p>	<p>11</p> <p>I</p> 	<p>12</p> <p>1 woman, 2 .....</p>
<p>7</p> <p>On holiday. Miss a turn.</p>				
<p>6</p> <p>I</p> 				
<p>5</p> <p>?</p>  <p>Yes, here you are.</p>	<p>4</p> <p>Go forward two spaces.</p>	<p>3</p> <p>1 child, 2 .....</p>	<p>2</p>  <p>Spell</p>	<p>1</p> <p>Start here</p>

# Photocopiable 12b

	taking photos		horse-riding		painting
	playing the guitar		fishing		playing baseball
	mountains		the sea		the sun
	beaches		shells		cities
	sausages		fries		burgers
	lemonade		water		milk

# Extra activities

## Unit 1

### Page 4

#### ● Extra activity 1: Numbers game

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

Invite nine pupils up and hand out nine numbers. Pupils 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.*

Practise two or three times with the whole class. Throw a ball of paper to a pupil for them to answer their name and age. The next time, the pupil throws the ball to another pupil, 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: Colour game

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

#### ● Extra activity 2: Sums bingo

Pupils draw a 2 x 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 ...* Pupils don't say the answer, but if they have 7 in their grids, they cross it out. Read out more of your sums until a pupil has crossed out all their numbers and shouts *Bingo!* Read out the sums again to check they are correct. Repeat. Reuse some of the sums. Pupils draw a new grid with different numbers each time.

### Page 6

#### ● Extra activity: Matching game

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

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

### Page 7

#### ● Extra activity 1: Spell it

Pupils take out their alphabet cards from Photocopiable 1. Tell pupils to choose colour and number words. Pupils work in pairs. Make sure pupils can't see their partner's word. Pupil A 'writes' a word using his/her alphabet cards, e.g. *Blue*. Pupil A then spells out the word for Pupil B, e.g. *B-l-u-e*. Pupil B 'writes' the word using his/her letters and then says the word. Pupil A says *Correct* or *Not correct*. Pupils look and check. Pupils 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.) Pupils take turns to guess. Help them with ideas if they are stuck. Repeat with two or three more known classroom items. If pupils find the game easy, then don't give the colour. More able pupils 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

Pupils take out their alphabet cards from Photocopiable 1. Pupils 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: Noughts and crosses

Draw a 3 x 3 noughts and crosses 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 0 and the other X. Teams take turns to choose a number. Ask them one of your 20 questions, e.g. *What's this colour?* If the team member says the word correctly (G-r-e-e-n), then erase the number in the square and draw a X or a 0. 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 0 or X 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: Roleplay

Pupils work in groups of four, each one taking on one of the roles in the story on Pupil's Book page 9. Pupils practise their story in groups. More confident pupils can change some of the questions in their groups. Invite two or three groups to roleplay their story to 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 colour at the top of each column. Do a quick demonstration with the whole class on the board. Hold up one letter card, e.g. *k*, and elicit where it goes (in the grey 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 it in turns to go and place 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 pupils at the front of each team take turns to ask and answer questions. They win a point for their team if their question is correct and a point if their answer is correct. The pupil at the front of Team A goes to the board, points to it and says *What's this?* The pupil at the front of Team B answers *The board* (or *A board*). Both teams win a point. The two pupils go to the back of the team and then the pupil at the front of Team B asks a question and the pupil from Team A answers. Questions can be: *What colour 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 pupils. Add other verses for other new words. Divide the class into groups, one group for each verse, and say the chant around the class. Pupils 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). Teams line up facing the board. Hand a rolled up newspaper to the first pupil in each team. Say a number. Pupils race to hit the correct word with their newspaper. The first to do it wins a point for their team. The two pupils go to the back of the team. Hand the newspapers to the two pupils at the front and continue. Repeat numbers to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

### Page 12

#### ● Extra activity 1: How many?

Hand out Photocopiable 2 to the pupils. Give them their own copies if you used them in the previous lesson. Focus pupils on the section at the bottom where they write the numbers. Pupils work in pairs and take turns to ask and answer 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 pupils 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'.* Pupils take turns to guess. The pupil who guesses correctly wins a point for their 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 full stops and question marks.

#### ● Extra activity 2: Our classroom

Pupils work in pairs. Each pair writes two sentences about their classroom on a piece of paper, using the model from Activity Book 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 out statements at random. Pupils put up their hands to say Yes or No. Pupils who wrote the statements can't answer.

### Page 14

#### ● Extra activity 1: Spelling game

Play the Spelling game with pupils. A pupil is the caller and the class responds. Use it as a way of revising vocabulary from the unit. e.g.

Pupil:	Class responds:
<i>Give me a b</i>	<i>b</i>
<i>Give me an o</i>	<i>o</i>
<i>Give me an o</i>	<i>o</i>
<i>Give me a k</i>	<i>k</i>
<i>What does that spell?</i>	<i>book</i>
<i>What does that spell?</i>	<i>book</i>

#### ● Extra activity 2: Wordsnakes

Write the wordsnake from Activity Book page 14 on the board. Review with pupils how it works.

Pupils 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. Pupils swap wordsnakes with another pupil, complete them and return them. Review with pupils the words in their snakes, e.g. *How many pupils have got 'sixteen' in their snakes?* Pupils put their hands up.

### Page 15

#### ● Extra activity 1: Bingo

Display the school flashcards (26–31) and the number flashcards 11–20 (32–41), word and numeral side on the board. Write a number between 1 and 16 under each one. Pupils 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 pupil chooses *Board* and writes the number 4 in one square of the grid.

Call out the words at random. Pupils cross out numbers which correspond to the words. The first pupil to cross out all four shouts *Bingo!* Ask the pupil 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

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

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

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

## Page 16

### ● Extra activity 1: Guess the fruit

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

### ● Extra activity 2: Favourite fruit

Pupils work in small groups and do a survey of their group's favourite 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 pupils to copy if necessary). They ask questions as for Activity Book Activity 1 and colour the graph. Monitor and ask groups about their results as they colour, e.g. *How many children like apples? How many children like lemons?*

## Page 17

### ● Extra activity 1: Conversation starter

Pupils work in pairs, A and B. Give one of the opening gambits from a dialogue to all the Pupil As (i.e. to half the class). Pupil A reads out the phrase, e.g. *Sorry I'm late*. Pupil 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 Pupil Bs. Repeat the activity – this time Pupil Bs read the phrases and Pupil As respond.

### ● Extra activity 2: Guess the situation

Give pupils pictures cut from magazines or printed from the internet with the same social situations as the ones featured in the lesson. Pupils practise dialogues to match the pictures in pairs. Stick all the pictures on the board.

Call a pair of pupils to the front. They choose one picture (secretly) to act out in front of the class. The other pupils 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 pupils 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 pupils 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 pupil to spell it for you so you can write it in their 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 pupil. The two pupils go to the back of the lines. Continue the game, using the two pupils 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 pupils. 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) 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. Pupils work in pairs to tell each other where their objects are.

Pupils 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 colour 12 objects in the top grid. Remind them to keep it secret from their partner. Pupils then face one another, holding up their grids so their partner can't see them. Pupil A starts and says, e.g. *There are four watches*. Pupil B says *Where are they?* Pupil A says, e.g. *In B4, D2, E1 and E2*. Pupil B says *What colour are they?* Pupil A answers. Pupil B then draws and colours them in the grid at the bottom of their page. Pupil A continues to give information about the grid until Pupil B has drawn and coloured all the objects. Then they change roles. Pupil B describes his/her top grid and Pupil A draws and colours in his/her bottom grid.

Pupils look at the grids and check.

## Page 20

### ● Extra activity 1: True or false

Look around the classroom and quickly prepare ten statements about pupils 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. *I. Paul's jacket's blue*. Pupils write the number and then T for true or F for false. Say the sentences again. Pupils swap papers with a partner for the checking phase. Check with the class. Ask pupils to correct the false statements. Pupils award their friends a mark out of 10 and return the papers.

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

Tell pupils 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 pupils 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 pupil 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 must keep silent. Award points for correct answers (1 for the right pupil, 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

Pupils 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 pupils, underline the words that they can change for their verse, e.g.

Whose are these shoes?

Whose are these shoes?

What? Those blue shoes?

Yes, these blue shoes.

Whose are these shoes?

They're Sheila's.

Oh!

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

In their groups, pupils 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 coloured 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 pupils put up their hands to answer, e.g. *This pupil's got blue shoes, a red skirt, a yellow T-shirt ...*
- Say true/false statements, e.g. *Sally's got a yellow and purple T-shirt.*
- Ask, e.g. *Whose jacket is blue?* for pupils to respond with 's.

## Page 22

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

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

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

### ● Extra activity 2: Number game

Invite eight pupils to come to the front. Hand out eight of the 20 number cards at random. The pupils 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 pupils 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 favourite toy

Write the words *My favourite toy* on the board. Draw a circle around them to make them the centre 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? Colour? Big/small? Where?* around the centre of the mind map, drawing lines from the words to the centre. Together with the class, brainstorm the questions: *What's your favourite toy? What colour is it? Is it big? Is it small? Where is it?*

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

Divide the class into groups of three. Pupils take it in turns to talk to their group about their favourite toys. Monitor pupils 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. Pupils swap books and correct each other's work. Ask pupils to spell out the words 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. Pupils work in pairs. They race to unscramble the words and write them correctly. Check by asking one pair to spell a word out 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.*

*The clock struck one – DONG!*

*The mouse ran down.*

(fingers of right hand running up left arm)

(nod head forward)

(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

Pupils work in pairs. They use the model from Pupil's Book page 25 Activity 4 and take turns to say sentences about the pictures which 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?

Pupils use CD 1, 52 dialogue to create mini roleplays. Write the dialogue on the board and underline the words they can change, e.g.

*Whose T-shirt is that?*

*It's mine!*

*Whose black trousers are those?*

*They're yours, Grandpa.*

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

### ● Extra activity 2: Which one? [YLE]

Hand out Photocopiable 4 (page T103) to each pupil. If not used in the previous lesson, pupils cut along the cutting line to separate the two sections. They colour 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. Pupils place the objects in pairs (two lamps, two mats, etc.). They take turns to give instructions and to carry them out, e.g. Pupil 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 Pupil's Book page 27 Activity 7. Elicit why words are underlined (pupils can change these words to make their own song). Make groups of four. Pupils 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 over the board: *Bag, shoes, ruler, jacket, bookcase, pencil, mat, lamp, mirror, sofa.* Pupils 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 (pupils can sub-divide 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 pupil. If not used in the previous lessons, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.

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

### Page 29

#### ● Extra activity 1: Noughts and crosses

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. Pupils close all their books. Team A choose a number. Ask them a question about the story on Pupil's Book page 29 Activity 12. If they answer correctly, draw a 0 in the square. Repeat for Team B and draw a X if they give a correct answer. Continue, with teams taking turns to choose and answer. The first team to make a row of 0 or X is the winner.

### ● Extra activity 2: My house

Hand out Photocopiable 4 to each pupil. If not used in the previous lessons, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.

Pupils 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 pupils 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. Pupils have to guess what it is e.g. *This is small and blue. You talk to your friends with it. What is it?* Pupils put their hands up to answer (*phone*). Pupils 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 pupils to make another simple object. Alternatively, pupils have a go at making one of the objects from Pupil's Book page 30 Activity 1, e.g. the kite or the sofa.

### Page 31

#### ● Extra activity 1: Recycled model

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

#### ● Extra activity 2: Memory chain

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

### Page 32

#### ● Extra activity 1: Spelling game

Pupils play in groups of three or four. They choose someone to write for the group. Display a selection of flashcards from Units 1 to 4 (picture side). In their groups, pupils decide how the words are spelled and the chosen pupil 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) on the board. Make two teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled up newspaper. Call out one of the words on a flashcard. Pupils run to hit it with the newspaper. The first to do so wins a point for their team. The pupils go to the back. Hand the newspapers to the new pupils 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 pupil 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. Pupils suggest words to add to the web. Accept correct ones and write them around the mind map: *cousin, brother, sister, mother/mummy, father/daddy, baby, grandfather/grandpa, grandmother/ grandma*. Pupils copy the mind map into their notebooks.

- **Extra activity 2: Family song**

Teach the Family song to pupils, e.g. to the tune of *Frère Jacques*. They repeat as a class. Divide the class into two groups. Groups take turns to say each verse. Divide the class into three groups and sing 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).

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

### 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 pupils.

Using the family tree on Pupil's Book page 35 as a model, pupils 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 colour: *Running, hitting, jumping, getting, sleeping, throwing, catching, flying, cleaning*. Write these in another colour: *Run, hit, jump, get, sleep, throw, catch, fly, clean*. Make sure the verbs, e.g. *hit/hitting* are not next to each other. Pupils come in turn and draw a line to match the verbs (*run—running*). If appropriate, invite pupils to notice the spelling (double letters for *running, hitting, getting*).

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

Pupils choose one of the verbs from Pupil'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) 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. Pupils 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 pupil has, he/she crosses out the word. The first pupil to cross out all four is the winner. Check the words and spelling back from the pupil. Repeat.

- **Extra activity 2: Song roleplay**

Make groups of eight. If there are extra pupils, spread them over the other groups. Review the song from Pupil's Book page 37 Activity 7 with the class. Groups decide who is who (there are eight characters). Choose a confident pupil to be the singer in each group (the boy). Groups practise 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 roleplay to the class.

### Page 38

- **Extra activity 1: Odd one out**

Write the following on the board:

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

Pupils 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 pupils take part in the first race. Mark out a starting line and a finishing line. The ten pupils line up at the start with their ping pong balls on their spoons. Say *Ready, steady, go!* Pupils race to get to the finish without dropping their ping pong 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 pupils, choosing the first three each time. Repeat the race with the three best from each 'heat'. This time, the first to reach the finishing line (without dropping or holding) is the winner.

### Page 39

- **Extra activity 1: Roleplay**

Pupils work in groups of five, each one taking on one of the roles in the story from CD 2, 16. Pupils practise their story in groups. More confident pupils can change some of the actions in their groups. Invite two or three groups to roleplay their story to the class.

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

Pupils 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**

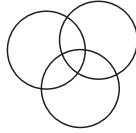
Display all the food flashcards (word side) over the board: *bread, water, milk, juice, chicken, eggs, chips, rice, chocolate cake, oranges, bananas, apples, burgers, fish, ice cream*. Make two teams. They line up, facing the board. Hand a rolled up newspaper to one member of each team. Call out, e.g. *Eggs*. Pupils 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 have for each one (breakfast – bread and milk, lunch – egg and chips, dinner – chicken and rice) and elicit what pupils have. Some of the words can be in LI.

Write all the known food words on the board: *Bread, water, milk, juice, chicken, eggs, chips, 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?* Pupils respond (e.g. breakfast, lunch and dinner). Write *milk* in the space where the three circles meet. Repeat for two or three other words.

Pupils 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

Pupils 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 mum.*

*Eggs and milk, eggs and milk.*

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

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

### Page 42

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

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

Pupils stand up, holding their pictures. Play the CD of lively music. Pupils move around the room. Stop the CD. Pupils find partners and take turns to ask 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. Pupils move on. Stop the music and repeat. Pupils 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 Activity Book 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.*

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

### Page 43

#### ● Extra activity 1: Creating stories

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

#### ● Extra activity 2: My favourite school meal

Pupils draw a picture of their favourite meal from the school canteen 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). Pupils work individually. They choose a word and write its anagram on a small piece of paper. They fold the paper. Collect the papers. Redistribute the papers to other pupils. They solve the anagrams and put the paper next to its picture. Count which word most pupils chose.

### Page 45

#### ● Extra activity 1: Spelling

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

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

Pupils each write what they want for lunch on a piece of paper, e.g. *Some chicken and chips and some milk*. They write the food and the drink (they can look at the story on Pupil's Book page 45 to help them). Make groups of four. Give a pupil 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 pupils in a group take turns to ask about one of the foods they want for lunch, e.g. *Can I have some milk, please?* The pupil 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). Pupils take turns to ask and find out what they can have.

### Page 46

#### ● Extra activity 1: Food diagram

Make teams of four to six pupils. Draw three circles on the board and start writing the names of food from plants in the first one. The first pupil 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 pupils to come to the board and write the words themselves.

#### ● Extra activity 2: True or false

Pupils work in pairs. One pupil 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 dialogue

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

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

### ● Extra activity 2: Your favourite meal

Pupils draw three blank plates in their notebook and ask a different pupil about their favourite food for breakfast, lunch and dinner e.g. *What's your favourite 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) at random. Divide the bottom half vertically and write *Zoo* on one side and *Farm* on the other. Elicit from pupils one animal for the zoo and one for the farm, e.g. *Tiger* and *Duck*. Make pairs. Give pupils thinking time to decide on where to put the other animals. Tell them that some can go in both. Pairs take turns to come and take a flashcard and put it in the right column. They check with the class if it's correct. Add your feedback if necessary.

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

### Page 49

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

Pupils work in groups of about four. They choose an animal (which 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. Pupils write their verse on large paper and draw a group picture to illustrate it. Display the pictures on the wall.

#### ● Extra activity 2: Jumbled words

Choose eight animals (ones from the lesson and ones from the previous lessons) and write their names in jumbled letters on the board. Pupils work in pairs and unjumble the words. Elicit the spelling and write the words correctly. Each pair then chooses another animal word and writes it in jumbled letters in their notebook. Pairs take turns to come to the board and write their jumbled 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*. Pupils take turns to guess, e.g. *Is it a tiger?* Answer *No, it isn't*. The pupil 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 Pupil's Book page 51 Activity 7 on the board. Divide the class into eight groups by their favourite 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 pupils in the class who like it too stand up together and say *So do I*. They sit. Pupils 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 pupils so that all stand/speak/sit at the same time.

#### ● Extra activity 2: Whispering game

Display about 12 food flashcards (word side) 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 pupil at the front of the teams. Pupils whisper the word one to another until it reaches the back. The pupil 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 pupil 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. Pupils 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 ... Ah! 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 pupil (see pages T99 and T107). If not used previously, pupils cut to separate the two sections and then cut out and colour 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 which was prepared in the previous lesson.

Pupils 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 coloured them), e.g. *There are seven green and blue lizards. They've got long tails.*

## Page 53

### ● Extra activity 1: Finger rhyme

Teach pupils a finger rhyme:

<i>This little girl is going to bed,</i>	(place right forefinger in left hand)
<i>Down, down, down she puts her head.</i>	
<i>Wraps herself in the covers tight,</i>	(fold left hand over right forefinger)
<i>This is how she sleeps all night.</i>	
<i>Morning time! She opens her eyes,</i>	(blink eyes as if just opening)
<i>Throws the covers to the side.</i>	(unfold left hand from right forefinger)
<i>She jumps up to start the day,</i>	
<i>Ready for school, ready for play.</i>	(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). 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

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

#### ● Extra activity 2: Mime story

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

### Page 55

#### ● Extra activity 1: How many?

Display the large piece of paper with the eight sentences (see page T55 Materials required). Pupils copy the sentences into their notebooks, completing them with the correct word. They check in pairs. Check with the class. Pupils take turns to read 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 Activity Book page 55 Activity 4 to each pupil. If you have more than 24 pupils, whisper the same word to two pupils (in different parts of the classroom). Make sure pupils 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 pupils who are fruit run to the red corner. Say, e.g. *Toys* to the yellow corner. The 'toy' pupils go there. Continue, moving groups from corner to corner, repeating groups to make the game more fun.

## Page 56

### ● Extra activity: Giving instructions

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

### Page 57

#### ● Extra activity 1: Action songs

Pupils work in groups of four and use the song from CD 2, 49 to generate one of their own. They practise the song together. Groups take turns to sing their songs and do the actions for the class.

#### ● Extra activity 2: My town

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

### Page 58

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

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

Pupils work in groups of four. They take turns to talk about their towns, describing where the places are. They don't show each other their towns. If another pupil has a place in the same position, they say *Snap!* Then that pupil starts to describe his/her town until another pupil 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 pupils. 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 shops.*

*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 shops.*

*Look, there it is. Right there!*

*Where's the café? Where's the café?*

*There it is. Right there!*

### Page 59

#### ● Extra activity 1: Roleplay

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

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

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

## Page 60

### ● Extra activity 1: Guess the animal

Pupils work in pairs. Pupil A makes an animal noise for Pupil B to guess the animal. Pupil B says, for example, *It's a cat.*

### ● Extra activity 2: Make a drum

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

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

## Page 61

### ● Extra activity 1: Park rules

Pupils work in pairs or individually. Give each pair/pupil a photo of a park with grass, a road with a bin or a street crossing with a traffic light. Pupils 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 rubbish. Don't play here.* Traffic lights: *Don't cross. The man is red.*)

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

### ● Extra activity 2: School rules

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

## Page 62

### ● Extra activity 1: Reading pictures

Copy the text from Pupil'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 read 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) on the board. Make two teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled up newspaper. Call out one of the words on a flashcard. Pupils run to hit it with the newspaper. The first to do so wins a point for their team. The pupils go to the back. Hand the newspapers to the new pupils 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 pupil 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 pupils suggestions for changing the words underlined, to talk about a pupil in the class. Demonstrate with one or two pupils. Pupils work in groups and create a short text about one of them for the fashion show. They don't write it. Groups take it in turns to give the commentary and for one (or more) of them to parade 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 pupils say the words, they point to the relevant part of their body where they wear/carry the clothes/items. Each time pupils 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 handbag.*

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

### Page 65

#### ● Extra activity: Secret messages

Pupils work individually and write a description of clothes, using the symbols as in Activity Book page 65 Activity 3. They write the correct version on another piece of paper. They swap descriptions with their partner and each works 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 pupils, e.g. *Pencil, eraser, crayons, book, ruler, pencil case*. Pupils choose four objects and put them in their pocket/bag. Pupils walk around the room. Clap and say, e.g. *Eraser*. Pupils make pairs and take turns to ask each other *Have you got an eraser?* They answer truthfully, showing the object if they have it. Repeat with other words from the brainstorm.

#### ● Extra activity 2: I've got ...

Pupils think of three things they have at home (e.g. dog, cat, garden). Elicit ideas to make sure pupils are using the structure *I've got ...* correctly. Pupils draw a picture of the three things in their notebooks and write a sentence underneath as in the model in Activity Book 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 pupils. Make two teams: A and B. Team A chooses a number between *1* and *12*. Check what clothes word the number corresponds with in your notebook, e.g. *5 = jeans*, and say *Spell jeans*. A pupil from Team A spells it. If it's correct, award two points to Team A. If it's not, let Team B have a try. If a pupil spells it correctly, award Team B one point. Continue until all the words are spelt. If a team chooses a number that's 'gone', they miss a turn. Congratulate the winners.

● **Extra activity 2: Writing the results**

Pupils write anagrams for their partner to solve, as on Activity Book page 67, Activity 6.

**Page 68**

● **Extra activity 1: Same or different?**

Dictate the pairs of words below to pupils. They write a tick if they have the same sound and a cross if they don't. Dictate the words again. Stop after each pair to check with the class. If they are different, elicit one which 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) – mat, 7 brown, down (✓), 8 clothes, nose (✓).

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

Show pupils a dark bag with eight classroom objects inside. Shake it so they can hear there are things in it. Say *What have I got? Can you guess?* Pupils take turns to guess, asking, e.g. *Have you got 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. Pupils work in pairs and write a list of the objects from memory. Check by eliciting the objects from pupils. The winners are the pairs who remembered them all.

**Page 69**

● **Extra activity 1: Roleplay**

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

● **Extra activity 2: Fashion show**

You will need space for this activity. Pupils 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 got a yellow lizard on the front. Your jeans are small, but they look great! On your feet you've got pink shoes. Oh, and your hair. It's a lovely ... purple!*

**Unit 10**

**Page 70**

● **Extra activity 1: How do you spell it?**

Write the following on the board:

\_\_ d \_\_ n \_ o \_ / t \_ \_ \_ \_ \_ e \_ \_ i \_ / \_ o \_ k \_ y / \_ \_ i \_ \_ i \_ \_ /  
\_ a \_ \_ e \_ b \_ \_ \_ / \_ a \_ e \_ a \_ \_

Pupils 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, table tennis, hockey, painting, basketball, baseball

● **Extra activity 2: Slap the sports and the hobbies**

Display the following flashcards on the board (picture side): *badminton, table tennis, hockey, painting, basketball, baseball, football, 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 pupils at the front of each team. Say, e.g. *Sport.* The pupils 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, table tennis, hockey, basketball, baseball, football, tennis

Hobbies: painting, playing the guitar, playing the piano, taking photos

Both: swimming, riding a bike

**Page 71**

● **Extra activity 1: Describing the picture**

Display the flashcards for *hockey, baseball, basketball, table tennis, badminton* on the board. Pupils choose a sport, draw one or two players and colour their kit. Monitor pupils 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 ...* Pupils work in groups of four and describe their pictures to their friends. Pupils write a description under their pictures, using the prompts on the board.

● **Extra activity 2: Freeze!**

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

**Page 72**

● **Extra activity: Categories**

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

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

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

**Page 73**

● **Extra activity 1: Write and draw**

Pupils use the model in Pupil'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 Pupil's Book. Display them on the wall.

● **Extra activity 2: Bingo game**

Display the hobby/sport flashcards (picture side) on the board. Write a number under each one (1-13). Pupils 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 pupils have the corresponding number, they cross it out. The first pupil 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. Pupils 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.

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

### ● Extra activity 2: Draw and write

Pupils use the model in Activity Book 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. *Hello. I'm Geraldo. Now, I'm at (picture of school). I'm ...*

Pupils swap texts and 'read' each other's.

## Page 75

### ● Extra activity 1: Roleplay

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

### ● Extra activity 2: ID cards

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

If they didn't make the ID cards before, they cut to separate A and B. Focus pupils on A. Elicit the three questions at the bottom: *What's your name?*, etc. Pupils work in pairs. They take turns to ask each other the questions and to complete the information in the table. Pupils 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. Pupils hold their ID cards so that the others can't see. The first pupil says a sentence using *like* or *don't like*, e.g. *I like riding horses*. The other pupils guess if it's true or false (i.e. if it's on their ID card or not). The pupil to the left then makes a statement (*I like / don't like ...*). Play continues around the circle. Encourage pupils to say true as well as false things, and to say silly things too.

## Page 76

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

Pupils work in pairs to draw their own Venn diagrams. They can use their own ideas for the categories but suggest topics which 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).

Pupils write sentences about their diagram as in Activity Book, Activity 2. Go around the class checking. A confident pair then draw their Venn diagram on the board and the rest of the class write some sentences about it. Pupils 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 pupils' language] words. Say some known English words, some of which are different from your pupils' language and some of which are the same. Pupils 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 which are common to both languages in the central section (some examples which might be the same in your pupils' language are: *leader, star, football, jeans, robot, computer*).

Pupils 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

Pupils work in pairs. Pupil A mimes playing a sport. Pupil B guesses which sport it is and says a rule associated with the sport, e.g. *Football. You can kick the ball*. Then pupils 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 pupils to solve, e.g. *bounce = ueobnc*.

## Unit 11

## Page 78

### ● Extra activity 1: Noughts and crosses

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 are Os and B are Xs. A starts. They choose a square and say the number in it, e.g. *5, please*. Hold up the food flashcard (picture side), but don't say the word. A pupil from Team A spells the word. If it's correct, put a O in the square. If it's not, Team B has a turn. If they spell it correctly, put a 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: Odd one out

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

## Page 79

### ● Extra activity: Follow the instructions

Invite a group of nine pupils to the front. Set out nine chairs in a 3 x 3 grid. Sit Pupils 7 and 6 in their chairs (see Key below). Give instructions to pupils 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:

*P1 / name is behind P7 / name.*

*P3 / name is behind P6 / name.*

*P3 / name is in front of P8 / name.*

*P5 / name is next to P1 / name.*

*P9 / name is in front of P5 / name.*

*P2 / name is between P4 / name and P6 / name.*

Key:

P5 P1 P8

P9 P7 P3

P4 P2 P6

## Page 80

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

Write dialogue 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. Lots, please.*

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

B: *What would you like?*

C: *Some lemonade, please.*

B: *Here you are.*

Elicit from pupils how to change the words underlined (other foods/drinks). Invite three confident pupils to demonstrate the roleplay to the class. Make groups of three. Pupils take the roles of A, B or C. They change the dialogue as they wish and practise it. More confident pupils can swap roles and repeat the dialogue. Pupils perform their dialogues to the class.

### ● Extra activity 2: Birthday parties

Tell pupils it's their birthday party and they can choose the food they'd like. Brainstorm ideas with pupils, making sure they use *I'd like ...* Pupils 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

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

### ● Extra activity 2: Spelling

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

## Page 82

### ● Extra activity 1: Making menus

Show some sample menus. Elicit foods and drinks there are in cafés. Hand out some card, one piece for each pair of pupils. 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 out the following sentences from the story on Pupil's Book page 83. Pupils 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 to sing a verse. Still in groups, pupils write a verse for a pupil in the group. They perform it for the class. If it's one pupil's birthday that day, the class create and perform a verse for him/her.

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

*Let's have cake and ice cream,*

*Hoorah, hoorah, hoorah!*

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

*Let's have pens and pencils,*

*Hoorah, hoorah, hoorah!*

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

*Let's have fries and burgers,*

*Hoorah, hoorah, hoorah!*

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

*Let's have sausages and lemonade,*

*Hoorah, hoorah, hoorah!*

## Unit 12

### Page 84

#### ● Extra activity 1: Board slap

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

#### ● Extra activity 2: Wordsnakes

Pupils use the words from the Warmer on page T84 and the new holiday 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. Pupils move around the room. Say *Ah, you're picking up shells. They are very small and pretty. Put them in your bag. Now you're swimming in the sea*, etc. Add other activities from the lesson for pupils to mime.

#### ● Extra activity 2: Make a postcard

Talk about holidays with pupils. Elicit where they like going and what they like doing. Show a holiday postcard and elicit what the picture is. Hand out the pieces of card. Pupils draw a picture for the front of their postcard. Monitor and help pupils, making sure it's not too complicated. Make groups of four. Pupils 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 holiday-type music. Pupils walk/skip/run around the room. Pause the CD. Pupils make pairs and take turns to ask and answer, using the model: *Where do you want to go on holiday? I want to go to ...* Start the music again. Pupils move on. Repeat.

## Page 87

### ● Extra activity 1: Picture chants

Pupils work in groups of four and write a chant on a large piece of paper, using the model in Pupil'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

Pupils look at the picture in Pupil'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 shop is next to the fruit shop. There are two frogs in the toy shop.* If the sentence is false, pupils put their hand over their mouth. If it's true, they nod their heads. Pupils 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 over the board, not in pairs: *big, small, beautiful, ugly, clean, dirty, old, young, old, new.* Make three teams. They line up, one pupil behind the other, facing the board. Hand a rolled up newspaper to the first pupil in each team. Call out, e.g. *Clean.* Pupils run to hit the opposite (*dirty*). The first one to hit it wins a point for their team. The pupils go to the back of the lines. Continue with the other words, repeating some to make it more fun.

### ● Extra activity 2: About me

Pupils choose three or more answers from Activity Book 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: Roleplay

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

### ● Extra activity 2: Revision game

Pupils play the Revision 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. Pupils 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 squared paper. Pupils 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?* Pupils compare their maps in pairs or small groups.

## Page 91

### ● Extra activity 1: Write a postcard

Pupils imagine a 'helping' holiday they would like to go on and write and draw a postcard. Use the photos from magazines/the internet to give pupils ideas and help them with vocabulary.

### ● Extra activity 2: Write about it

Show 5 or 6 pictures of people helping others/animals and pass them around the class for pupils to look at them carefully. Pupils 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 pupils come to the front and read one of their sentences. Pupils say the number of the picture/photo which matches the sentence.

## Page 92

### ● Extra activity 1: Do an activity

Pupils 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) on the board. Make three teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled up newspaper. Call out one of the words on a flashcard. Pupils run to hit it with the newspaper. The first to do so wins a point for their team. The pupils go to the back. Hand the newspapers to the new pupils 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.



# Thanks and Acknowledgements

**The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.**

t = top, c = centre, b = below, l = left, r = right

p.16 (orange): Shutterstock/Maks Narodenko; p.16 (banana): Shutterstock/brulove; p.16 (apple): Shutterstock/Roman Samokhin; p.16 (pear): Shutterstock/Andrey Eremin; p.16 (pineapple): Shutterstock/Alex Staroseltsev; p.16 (lemon): Shutterstock/topseller; p.17 (t): Thinkstock; p.31 (t): Thinkstock; p.31 (1): Thinkstock/iStockphoto; p.31 (2): Shutterstock/Sergey Karpov; p.31 (3): Shutterstock/Aron Brand; p.31 (4): Shutterstock/Feng Yu; p.31 (bl): Shutterstock/Picsfive; p.31 (bc): Shutterstock/Skylines; p.31 (br): Shutterstock/Quang Ho; p.32 (11): Shutterstock/Iwona Grodzka; p.32 (12): Shutterstock/K. Miri Photography; p.32 (13): Shutterstock/DenisNata; p.32 (14): Shutterstock/Luis Carlos Torres; p.32 (15): Shutterstock/Masalski Maksim; p.32 (16): Shutterstock/terekhov igor; p.32 (17): Shutterstock/Nikuwka; p.32 (18): Alamy/Graham Morley; p.32 (19): Alamy/Mike Stone; p.32 (20): Shutterstock/Mostphotos; p.46 (tl): Alamy/Christine Whitehead; p.46 (tc): Shutterstock/Paul Cowan; p.46 (tr): Shutterstock/Nattika; p.46 (bl): Shutterstock/Diana Taliun; p.46 (bc): Shutterstock/Nattika; p.46 (br): Shutterstock/Maks Narodenko; p.47 (t): Thinkstock; p.60 (1): Shutterstock/agrosse; p.60 (2): Shutterstock/IbajaUsap; p.60 (3): Shutterstock/Aleksandr Kurganov; p.60 (4): Shutterstock/Eduard Kyslynsky; p.60 (5): Shutterstock/Menno Schaefer; p.60 (6): Shutterstock/mexrix; p.61 (t): Thinkstock; p.71 (a): iStockphoto/valda; p.71 (b): iStockphoto/RapidEye; p.71 (c): iStockphoto/TAPshooter; p.71 (d): iStockphoto/valdecasas; p.71 (e): iStockphoto/padnpen; p.71 (f): iStockphoto/Oksana Struk; p.76 (wool): Shutterstock/OlyaSenko; p.76 (tl): Shutterstock/Againststar; p.76 (tc): Shutterstock/Karkas; p.76 (tr): Shutterstock/tarasov; p.76 (cl): Shutterstock/Eric Isselee; p.76 (c): Shutterstock/Mitrofanova; p.76 (cr): Shutterstock/Ruslan Kudrin; p.76 (bl): Shutterstock/LeshaBu; p.76 (bc): Shutterstock/Maksym Bondarchuk ; p.76 (br): Shutterstock/Chiyacat; p.77 (t): Thinkstock; p.91 (t): Thinkstock; p.91 (1): Getty Images/Ben Osborne/Stone; p.91 (2): Corbis/Richard T. Nowitz; p.91 (3): Corbis/Ariel Skelley.

Commissioned photography on pages 7, 8, 14, 22, 28, 30, 35, 38, 44, 52, 58, 74, 82, 88, 90 by Trevor Clifford Photography.

**The authors and publishers are grateful to the following illustrators:**

Andrew Hennessey; Beatrice Costamagna, c/o Pickled ink; Chris Garbutt, c/o Arena; Lucía Serrano Guerrero; Andrew Hennessey; Kelly Kennedy, c/o Syvlie Poggio; Rob McKlurkan, c/o The Bright Agency; Melanie Sharp, c/o Syvlie Poggio; Marie Simpson, c/o Pickled ink; Emily Skinner, c/o Graham-Cameron Illustration; Lisa Smith; Gary Swift; Lisa Williams, c/o Syvlie Poggio;

**The publishers are grateful to the following contributors:**

Carrie Lewis: editor  
Louise Edgeworth: picture research and art direction  
Wild Apple Design Ltd: page design  
Blossberry: additional design  
Lon Chan: cover design  
John Green and Tim Woolf, TEFL Audio: audio recordings  
Songs written and produced by Robert Lee, Dib Dib Dub Studios.