

Extra activities

Hello!

Page 4

● Extra activity 1: What's it called?

Teach the following chant to the class. First they perform as a whole class and then in two groups, one group asking and the other responding. Then divide pupils into groups. They create their own versions of the chant, substituting key words. They perform for the class: one pupil giving the information and the rest of the group asking the questions.

*I've got a sister. I've got a horse.
What's she called? What's it called?
She's called Emma and she's ten. It's called Blacky and it's white.*

● Extra activity 2: Who's who?

Hand out two strips of paper to each pupil. They write the third sentence from Activity Book Activity 2 (*I've got a ...*) on one strip and the fifth (*I like ...*) on the other strip. Put pupils into groups of four. They place the strips face down on the table and mix them around. Pupils take it in turns to turn over a strip, read it aloud and guess whose it is. Each pupil gets a point for a correct guess. When they have guessed for all the sentences, make new groups of four and repeat. Remind them of the classroom language, e.g. *Yes, that's right / that's me. / Wrong!*

Page 5

● Extra activity 1: Find the number

Write the numbers *eleven* to *twenty* in words at random over the board.

Divide the class into two or three teams, depending on the size of the class.

They line up one behind the other facing the board. Give a rolled up newspaper to pupils at the front of each team. Call a number, e.g. *Fifteen*. Pupils run to hit the correct word. Award a point to the pupil who hits the right word first. The pupils go to the back of the line. Hand the newspapers to the pupils at the front of the line and continue until all the pupils have had a turn. The team with the most points is the winner.

● Extra activity 2: Spell it

Pupils close their books. Hand out photocopies of the alphabet cards from *Kid's Box Teacher's Resource Book 3*, page 80 (one copy per pupil). Pupils cut along the dotted lines to make cards.

Divide the class into pairs. Pairs put together their alphabet cards so they have one of each letter. Spell out the word *c-a-m-e-r-a*. Pupils work with their partner to arrange the alphabet cards to make the word on their desks. Monitor. Elicit spelling and write *camera* on the board for pupils to check. Pupils mix up their cards. Spell out *kite*, *monster* and *doll* for pupils to make the three words with their cards in the same way. Pairs compare their words with other pairs. Check with the class. Pupils mix up their cards. Repeat with *bike* and *lorry*. Then repeat for *helicopter*, and finally *game*, *train* and *computer*. Note: It is important for pupils to mix up their cards between the groups / pairs of words, as they only have two of each letter of the alphabet in their set of cards (so they can't arrange the letters for, e.g. *computer* and *helicopter* at the same time, as they would need three letter 'e's).

If you do not wish to use the alphabet cards, pupils do a similar activity with paper and pen. They close their books and work individually. They write numbers 1–10 down the side of the page. Spell out ten words from the lesson, e.g. 1 *d-o-l-l*, 2 *g-a-m-e*. Spell each word once. Pupils check their words in groups. Elicit one answer from each group. They must spell the word back to you. Other groups can help if the group makes a mistake.

Page 6

● Extra activity 1: Making patterns

Write the following words on the board at random: *jumping, reading, sitting, drinking, listening, eating, playing, writing, talking, kicking, hitting, painting, riding, doing, showing*. Above each word, write its infinitive. Quickly check understanding of the words.

Draw three columns on the board. At the top of one, write *write / writing*. At the top of another, write *jump / jumping*. At the top of the third, write *sit / sitting*. Put pupils into groups of three. They draw the columns in their notebooks and then place the other words in the right columns. Monitor pupils as they are working. Check with the class and elicit what's different about the spelling of each group of words.

Key: Write / writing: ride / riding

Jump / jumping: read / reading, drink / drinking, listen / listening, eat / eating, play / playing, talk / talking, kick / kicking, paint / painting, do / doing, show / showing
Sit / sitting: hit / hitting

● Extra activity 2: Jumbled questions

Display the large piece of paper with the jumbled questions / statements (see page T6, Materials required). Pupils work in pairs to unjumble them and write them correctly on a piece of paper. Give a time limit, e.g. five minutes. Pairs swap papers with other pairs. Correct as a class. Pupils correct each other's work. Make sure pupils read contractions (or not) correctly. Elicit an answer to question 10.

Key: 1 She's drinking orange juice. 2 What is Suzy doing? 3 He is riding a bike. 4 What's Lenny eating? 5 Is your friend playing baseball? 6 No, she isn't. 7 Meera is reading a book. 8 Simon's playing tennis. 9 Yes, he is. 10 What is your teacher doing?

Page 7

● Extra activity 1: Magic pocket

Show pupils your bag or your pocket. Say, e.g. *Listen. In my magic pocket I've got a red ball, a yellow pencil, a green ruler, a small book and a fat doll*. Pause. Tell pupils not to write anything down. Say *What have I got in my magic pocket?* Elicit the objects. They don't have to be in the right order. Pupils work in pairs and write a list of five things in their magic pocket / bag. They take turns to say them to the class and for the class to remember.

● Extra activity 2: Put them in order

Pupils work in pairs. Elicit the toys from the lesson and other toys the pupils know. Write them on a mind map on the board, with *Toys* in the centre. Pupils work in pairs. They copy down the toys in their notebooks, writing them in alphabetical order. Before they start, check they remember how to sequence, e.g. *ball, bike*. Check with the class by eliciting and then writing the correct list down the side of the board.

Page 8

● Extra activity 1: Find the word

Display the three colour flashcards blue, red, pink (or coloured pieces of card) around the classroom, on different walls. Pupils stand up. Say *Listen and point to the colour*. Call out a word which rhymes with one of the colours, e.g. *drink*. Pupils point to the right colour (e.g. pink). Repeat with the following words, repeating some to make it fun and challenging: *you, Ted, think, head, Sue, true, sink, bed, two*. Pupils who point to the wrong colour sit down until the end of the game. Stop when you have a small group of winners.

● Extra activity 2: My class

Using the information from each group in Activity Book page 8, Activity 11, collate the information from the tables onto the board as a bar chart. Show / remind pupils how to make a bar chart.

Pupils copy the chart into their books and colour the different bars in different colours.

Page 9

● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the four 'characters' in the story are (answerphone, cat owner, Lock, Key). Pupils decide roles in their groups. Play the CD again. Pause after each frame. Pupils repeat their section in role. Encourage pupils to say their lines with feeling. Pupils continue to practise the role play in their groups. Confident pupils can perform their role plays for the class.

● Extra activity 2: Spelling race

Display the large piece of paper with the 12 jumbled words from the unit. In pairs, pupils race to unjumble the words and write them correctly on a piece of paper. Pairs swap papers. Check by eliciting the spelling for each word as you write it on the board. Pairs check and mark another pair's work. The pairs with the most correct words are the winners.

Unit 1

Page 10

● Extra activity 1: Family game

Pupils draw their own family trees. Pupils work individually and write four statements about their family trees for others to respond to, e.g. *She's my aunt's daughter.* Working in groups of four, they take turns to place their family tree on the table and read out their statements. The other pupils individually write the answers. They get one point for each correct answer. When all four pupils have had a turn, the pupil with the most correct answers is the winner of the group.

● Extra activity 2: True or false

You will need space for this activity. Draw a line or place a piece of tape across the centre of the room. Pupils stand on one side of the line. When you say a sentence which is true, they don't move. If it's false, they jump to the other side of the line. Pupils who make a mistake are out. Continue until you have a small group of winners. Ideas for sentences: *A helicopter can fly. A bus hasn't got wheels. Planes can't fly. A bike has got two wheels. Stella's mum is Mrs Star. Simon's Grandpa Star's granddaughter. Simon hasn't got an uncle.*

Page 11

● Extra activity 1: Questions and answers

Pupils write the questions and answers from Pupil's Book Activity 6 in their notebooks.

● Extra activity 2: Chant

Teach the following chant to the pupils. They make an enclosing motion with their arms when chanting *We're all family.* Divide the class into four groups. Each group chants a verse. Groups swap verses. Repeat.

<i>Uncles, aunts, parents, children, We're all family. Yes, we are. We've got grandparents, One, two, three, four. We've got grandparents, Yes, we have.</i>	<i>Sons and daughters, mums and dads, We're all family. Yes, we are. They've got grandchildren, One, two, three, four. They've got grandchildren, Yes, they have.</i>
--	---

Page 12

● Extra activity: Catch and say

Demonstrate the activity first. Say, e.g. *I've got an apple.* Pupil A says, e.g. *I want to eat it!* Pupil A makes another statement, e.g. *I've got a camera.* Pupil B says, e.g. *I want to take a photo!* Make groups of 6–8 pupils. Each group stands in a circle. Give a scrunched up ball of paper to one pupil in each group. This pupil starts. He / she makes a statement using *I've got* and throws the ball to another

pupil in the group. This pupil responds making a statement with *I want to.* The same pupil then makes another statement using *I've got* and throws the ball to another pupil in the circle. The game continues in the same way.

Page 13

● Extra activity 1: My family

Pupils write at least two of their sentences from Pupil's Book Activity 12 in their notebooks. They draw a picture to match the description.

● Extra activity 2: Spelling game

Draw a 3 x 3 grid on the board and stick a coloured square in each one. Pupils close their books. Make two teams: A and B. Team A choose a colour. They must spell it correctly. If they do, remove the colour and place a X in the square. If they don't, leave the colour in the square. Repeat for Team B, but draw a O in the square for them. The first team to get a line of X or O is the winner.

Page 14

● Extra activity 1: Bingo!

Write the following activities on the board: *watching TV, cleaning the house, taking photos, listening to music, playing games, riding your bike, eating chocolate, drinking milk.* Next to each one, draw a simple symbol, e.g. a TV for watching TV, a camera for taking photos. Pupils draw a 2 x 2 grid in their books and choose four activities they like doing. They draw one symbol in each square. Say, e.g. *Do you like cleaning the house?* Pupils with the symbol say *Yes, I do* and cross it out. Continue until a pupil has crossed out all four and shouts *Bingo!* Check back by asking the winning pupil what he / she likes doing, e.g. *I like cleaning the house. I like listening to music.* Repeat.

● Extra activity 2: Stop!

Pupils work in groups of four, using the picture from Activity Book Activity 10. Demonstrate the activity for the class. One pupil starts describing the picture and makes a deliberate mistake. The pupil in the group who hears it says *Stop!* and continues the description. He / she makes a deliberate mistake and another pupil calls *Stop!* The game continues. Pupils each get a point for calling *Stop!* when there is a mistake and lose a point for calling *Stop!* when there isn't. Check the winner(s) from each group.

Page 15

● Extra activity 1: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, lady). Do the role play as for page 9 Extra activity 1.

● Extra activity 2: Guess who

Hold one of the family flashcards so the class can't see it. Describe the person in the picture, e.g. *It's a man. He's got straight hair. He's got brown hair.* Pupils guess by putting up their hands. The pupil who guesses correctly comes to the front, chooses a family flashcard and describes it in the same way (hidden from the class). Repeat with all the family flashcards.

Page 16

● Extra activity 1: Listen and draw

Do a picture dictation for the class. Say *Listen and draw.* Slowly read the following description, pausing for pupils to draw and colour: *This is a portrait. It's a man. I can only see his head. He's twenty years old. He's got short curly hair. He's got a big nose. He's got green eyes. He's wearing a blue scarf. His mouth is small. He looks happy.* Pupils compare their pictures in pairs and small groups.

● Extra activity 2: Self-portrait

Pupils draw a self-portrait. Tell them to draw their picture in secret. They write their name on the back. Set a time limit of five minutes. Display the self-portraits around the classroom. Pupils

walk around the classroom and try to identify their classmates. Show one of the portraits. The pupil who drew it doesn't say who it is. Elicit sentences about the picture (e.g. *He's got dark hair. He's happy. He's wearing a blue sweater.*) and guesses from the rest of the class (e.g. *It's Victor*). Repeat with different portraits.

Page 17

● Extra activity 1: Which portrait is it?

Pupils copy the description of their family portrait (from page T17, project) onto a separate piece of paper. Collect the descriptions of the portraits.

Display the family portraits from the project around the classroom. Hand the written descriptions out to pupils (pupils don't get their own descriptions). Pupils walk around the classroom and find the portrait to match the description they have been given. They stand by the portrait. When all pupils have found a match, check with the class. Pupils stick their descriptions under the correct portraits.

● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find key words about the topic. Elicit the words from pupils and write them on the board, checking the meaning of each one. Possible words: *portrait, self-portrait, artist, pictures, paint, paintings*. Say *We're going to start a word train*. Put the paper with the engine drawn on it on the wall. Write the new words in the first carriage, behind the engine.

Unit 2

Page 18

● Extra activity 1: Chain game

Write *Country* on the board and elicit positive things about living there, e.g. *There are lots of trees. It's quiet. I can swim in the river*. Draw a circle around *Country* and build a mind map of the ideas. Do the same for *Town*. Accept and encourage ideas from pupils. Say *I like living in the country. It's quiet*. Invite a pupil to continue (using the prompts on the board), e.g. *I like living in the country. It's quiet and I can play in the garden*. Continue the chain by asking pupils at random. Pupils can't repeat the ideas. Start another chain about *Town* in the same way.

Pupils copy the mind maps into their notebooks.

● Extra activity 2: Match the word

Display the home flashcards on one side of the board, at a height your pupils can reach. Elicit the words. Display the word cards for Unit 2 (see *Kid's Box 3 Teacher's Resource Book* page 83) on the other side of the board, in random order. Call a volunteer to the board.

Say *Make a pair*. The pupil moves the correct word card next to one of the flashcards. Check with the class. Elicit the spelling. Repeat with the rest of the flashcards.

Page 19

● Extra activity 1: Letter chant

Do a letter chant with the class, e.g.

Teacher: Give me an 'f' Pupils: f

Teacher: Give me an 'l' Pupils: l

Teacher: Give me an 'o' Pupils: o

Teacher: Give me an 'o' Pupils: o

Teacher: Give me an 'r' Pupils: r

Teacher: What have you got? Pupils: floor

Tell pupils to think of other words on the same topic. Give them time to prepare. Invite pupils in turn to the front to lead the chant. They can have the word written to help them.

● Extra activity 2: My house / flat

Pupils work individually. They copy the picture of their house / flat from Activity Book page 19 Activity 4. They label their picture. Pupils work in pairs. Pupil A reads his / her text and Pupil B looks at A's picture to check. OR Pupils work in groups of four. They place the pictures face down on the table and mix them around. Pupils turn one over. They take turns to read their texts aloud and to guess which picture is theirs.

Page 20

● Extra activity 1: Meera says ...

Play a game of 'Meera says ...' to review colours. Say, e.g. *Meera says hold up a blue pen* (pupils hold a blue pen). Say, e.g. *Point to a white sock* (pupils don't point). Continue reviewing the colours, as well as classroom objects.

● Extra activity 2: Word lines

Eight pupils come to the front of the class. Whisper a word from the unit to each pupil. They stand in a line in alphabetical order. They say their words in order and the class checks. Repeat with different pupils and some (though not all) different words.

Page 21

● Extra activity: Whisper and write

Make four teams. Teams line up facing the board. Whisper a different number between 11 and 100 to the pupils at the front of each team. Pupils whisper it back along the line and the pupil at the back comes and writes it on the board. Award 1 point for writing the number correctly (in words, not as a figure).

Pupils from the front go to the back of the line. Repeat with different numbers.

Page 22

● Extra activity 1: Nose or mouth?

Pupils stand up. Say *Listen and point. Nose or mouth?* Exaggerate the vowel sounds in *nose* and *mouth* as you speak. Repeat the instruction. Then say *coat*. Encourage pupils to point to their nose. Say *Nose. Coat. They have the same sound*. Say *Listen and point. Nose or mouth?* again. This time say the word *clown*. Pupils point to their mouth (encourage them to do so if they don't). Say *Clown. Mouth. They have the same sound*.

Say more words from the lesson with the sound /ɔʊ/ or /aʊ/, e.g. *boat, yellow, goat, brown, coat, flower, town, cow, snow, out, window, cloud, throw, house, down*. Pupils point to their nose or their mouth each time, according to the vowel sound.

● Extra activity 2: Board slap

Write the numbers *twenty, thirty*, etc. in words at random over the board. Point to each word and elicit the number from pupils. Make three or four teams. They line up one behind the other facing the board. Give a rolled up newspaper to the first pupil in each team. Call out a number, e.g. *Sixty*. The first pupil to hit it with their paper wins a point for their team. Repeat. Don't erase the numbers already called – use them again to make the game more fun. The team with the most points is the winner.

Pupils go back to their desks. Elicit the number for each word and write it underneath, e.g. *sixty – 60*.

Pupils copy the numbers and the words into their notebooks.

Page 23

● Extra activity 1: Read and draw

Pupils draw a picture of the monster in the basement, as Mrs Potts describes it. They add their own features and then write a description. Confident pupils read their descriptions to the class and show their pictures.

● Extra activity 2: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, Mrs Potts). Do the role play as for page 9 Extra activity 1.

Page 24

● Extra activity 1: Reorder the words

Write the following mixed up sentences from Pupil's Book page 24, Activity 1 on the board:

1 tree I live a house in

2 got bedroom a My window hasn't

3 I living centre city love the in

4 my any There near aren't house streets

Pupils work in pairs. They reorder the words and write the correct sentences in their notebooks. Check with the class. Invite pupils to write the correct sentences on the board. Ask pupils if the sentences are true or false for them.

Key: 1 I live in a tree house. 2 My bedroom hasn't got a window.

3 I love living in the city centre. 4 There aren't any streets near my house.

● Extra activity 2: Consequences

Write these prompts on the board: 1 where I live (city / country), 2 my house (flat / house), 3 number of rooms, 4 number of people in my family, 5 pets. Elicit an example for each one (e.g. I live in the country. I live in a flat. It's got one room. There are five people in my family. We've got a dog.).

Pupils work in groups of six. Each pupil needs a piece of paper. Tell pupils all to write a sentence, in secret, at the top for prompt 1. They fold the paper down so the sentence is hidden and pass the paper to their right. Without looking, pupils then write a sentence for 2. The game continues until the pupil who started their paper receives it back. Pupils then read their 'stories' aloud to their groups. Some will be logical; some will be funny. Ask for volunteers to read some of their stories to the class.

Page 25

● Extra activity 1: My dream house

Pupils work in small groups. Each pupil shows the picture of their dream house from the Pupil's Book project and explains the key features of the house (without reading directly from their text).

● Extra activity 2: Word train

Play Word train as for page 17 Extra activity 2. Possible words: houseboat, tree house, castle, flat, room, city, country, street, road.

Review Units 1 and 2

Page 26

● Extra activity: Sing a song

Sing one of the songs or chants from Units 1 and 2 with the class.

Page 27

● Extra activity: Play a game

Play one of the team games from Units 1 and 2 with the class.

Unit 3

Page 28

● Extra activity 1: Clocks

Show pupils your clock. Set and reset the hands and elicit the time. Hand out the plates, clips and card. Pupils cut out the hands, write the numbers on the plate and attach the hands. In pairs, they take turns to set their clocks and say *What's the time?* Pupils write their names on their clocks. Put them in a safe place.

● Extra activity 2: Mime

Pupils take turns to come and mime their daily routines. Pupils do the complete mime. Then the class says the actions in the right order, e.g. *Lara wakes up. Then she has a shower ...* The pupil who mimed says *Wrong* if the class make a mistake.

Page 29

● Extra activity 1: What's the time, Mr Wolf?

You'll need a large space for this activity. Demonstrate the activity. One pupil (Mr Wolf) stands at one end of the room, facing the wall. The other pupils line up at the other end of the room. They creep forward so Mr Wolf doesn't hear. The aim is to reach Mr Wolf. Mr Wolf keeps turning round. When he does, the pupils freeze. A pupil asks *What's the time, Mr Wolf?* Mr Wolf responds, e.g. *It's eight o'clock* and turns back to the wall. One time Mr Wolf responds *It's dinner time!* and runs to catch one of the pupils. Repeat with a new Mr Wolf.

● Extra activity 2: Set the time

Hand out the clocks from the previous lesson. If you didn't use them, see page 28 Extra activity 1 for instructions on how to make them.

Put pupils into groups of four. Each pupil secretly writes a list of six different times. One pupil calls out the different times, and the others set the time on their clocks. The first pupil each time to do it correctly wins a point. At the end of the game, the pupil in each group with the most points is the winner.

Page 30

● Extra activity 1: About me

Draw the following grid on the board. Elicit more actions and days / times and add them to the table. Elicit example sentences from pupils and write them on the board.

I	<i>always</i>	<i>watch TV</i>	<i>after school.</i>
	<i>sometimes</i>	<i>do my homework</i>	<i>before school.</i>
	<i>never</i>	<i>go to the park</i>	<i>on Sunday mornings.</i>

In their notebooks, pupils write six true sentences about what they do. Monitor and support if necessary.

● Extra activity 2: How often?

You will need space for this activity. Pupils stand up. Point to one corner of the classroom and say *Never*. Point to another corner and say *Sometimes*. Point to a third corner and say *Always*. Alternatively, stick large cards with the words *never*, *sometimes*, *always* on the walls in the appropriate corners if you wish. Call out an activity, e.g. *I go swimming on Tuesdays*. Pupils run to the corner which is true for them. Repeat with other activities on different days of the week.

Page 31

● Extra activity: Team quiz

Divide the class into two teams. Draw a 3 x 3 grid on the board and number the squares 1–9. Teams take turns. Team A chooses a number. Read out the appropriate question below. If they answer correctly, put a X in the square. Team B chooses another number. Read out the appropriate question. Put a O in their square if they answer correctly. The first team to get a line is the winner.

Questions (answers in brackets for your reference):

1 How many days are there in a week? (seven)

2 Which two days are the weekend? (Saturday and Sunday)

3 Which days do we have English? (answer will depend on your pupils' timetable)

4 Which day comes before Saturday? (Friday)

5 Which two days have got eight letters? (Thursday and Saturday)

6 Spell 'Thursday'. (Pupils spell the word aloud)

7 Which day has got seven letters? (Tuesday)

8 Which days do you have Maths? (answer will depend on your pupils' timetable)

9 Which day comes after Wednesday? (Thursday)

Page 32

● Extra activity 1: True or false

This activity follows on from the class survey (Pupil's Book page 32, Activity 15). Pupils work in groups of four. Each pupil needs two small pieces of paper. They write *True* on one and *False* on another. For the game, pupils use the sentences they wrote about their friends in their notebooks for Pupil's Book Activity 15, but they don't show them to the other pupils. They take turns to say one of the sentences from their notebook: they can read it as it is (true) or they can change the adverb to make it a false sentence. The other pupils put down a true or false card. The pupil then reveals the correct answer.

Pupils who predicted correctly win a point. Play continues around the group.

● Extra activity 2: My day

Pupils use the model from Activity Book Activity 12 to write a pictogram text about themselves. Display the texts around the room in groups. Pupils move around and read each other's work.

Page 33

● Extra activity 1: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, Johnny). Do the role play as for page 9 Extra activity 1.

● Extra activity 2: Interview

Pupils work in pairs. They write a list of questions they would ask Lock and Key if they could interview them. Elicit some examples and write them on the board, e.g. *Do you like your job? What's inside your detective box? Who is the pet thief? What time do you usually have lunch?* Pairs work with pairs. They use their questions to role play an interview, with one pair asking questions and the other pair pretending to be Lock and Key. Then they swap roles.

Page 34

● Extra activity 1: Words in a minute

Tell pupils they have one minute to write down as many parts of the body as they can. Say *Start!* and start your stopwatch or timer. Pupils work in silence. They write as many words as they can on a piece of paper in secret. When the minute is up say *Stop!* Pupils swap papers with a partner. Elicit the words and write them on the board (ask pupils to spell them aloud). Pupils check their partner's spelling and write the total number of correct words at the bottom of the paper. See who wrote the most correct words in a minute.

● Extra activity 2: Three little words

Tell pupils to look back at Pupil's Book page 34 and then close their books. Write three key words on the board, e.g. *heart, oxygen, body*. A volunteer says a sentence with the words, e.g. *The heart takes oxygen to the body*. Repeat with the following groups of three words: *heart, blood, body* (Your heart moves the blood in your body.); *heartbeat, slow, sleep* (Your heartbeat is slow when you sleep); *heartbeat, quick, jump* (Your heartbeat is quick when you jump.). If time, pupils write the sentences in their notebooks. Monitor and help as necessary.

Page 35

● Extra activity 1: Circle the number

Write a selection of 16 to 20 numbers on the board at a height your pupils can reach. Choose numbers between 10 and 100, including some which pupils sometimes mix up (e.g. 15 and 50, 13 and 33, 95 and 59). Divide the class into two teams. Teams line up facing the board. Give a board pen to the pupil at the front of each team. Make sure the pens are different colours. Say one of the numbers on the board. The two pupils race to circle the number. Whoever gets to the number first circles it with the board pen. Then the pupils pass their board pen to the next pupil in their team and go to the back of the line. Repeat with the new pupils, saying a

different number from the board. Repeat until all the numbers are circled. Count the circles in each colour. The team with the most circles wins.

● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (the heart). Play Word train as for page 17 Extra activity 2.

Unit 4

Page 36

● Extra activity 1: Listen and draw

Pupils each secretly draw a High Street with five shops on each side. They label the shops. In pairs, they take turns to describe their street for their partner to draw. They look and compare.

● Extra activity 2: Patterns

Elicit / write the city vocabulary at random over the board (*bank, bus station, café, car park, cinema, hospital, library, market, shop, sports centre, supermarket, swimming pool, park*). In pairs, pupils sort them by number of syllables and write them in columns in their notebooks. Elicit from the class. Pupils clap the rhythm of the two-, three- and four-syllable words (to check correct word stress). Key: one syllable: bank, shop, park; two syllables: café, car park, library, market; three syllables: bus station, cinema, hospital, sports centre, swimming pool; four syllables: supermarket

Page 37

● Extra activity 1: True or false

Say sentences about places in town to the class. Some are true and some are false, e.g. *You go to the market to buy clothes* (true). *You go to the park to borrow a book* (false). Play True or false as for page 10 Extra activity 2.

● Extra activity 2: Hot seats

Divide the class into two or three teams, depending on class size. Place one chair for each team at the front of the class, with its back to the board. A pupil from each team comes to sit on the chair. They mustn't look at the board. Write a place / shop from the lesson on the board, e.g. *Bus station*. Teams call out clues to their team member without using the word on the board, e.g. *You go here to get home. You can catch something from here*. The first pupil to guess wins a point for their team. Repeat with other pupils and other words. Note: This can be a noisy game, but it's productive noise!

Page 38

● Extra activity 1: Role play

Display the large sheet of paper with the CD script for Pupil's Book Activity 7. Make groups of seven. Pupils decide who they are. Pupils repeat their roles in chorus. Groups then practise the role play together with actions. More confident groups can perform theirs for the class.

● Extra activity 2: Word search

Pupils work in pairs. They choose ten new words from the unit so far. They draw a 12 x 12 grid. They write the words under the grid. Then they write the letters of the words in the grid (horizontally or vertically) and fill the grid in with random letters. Put pairs together to form groups of four. Pairs swap word searches with other pairs. They circle the words and then say each word in a sentence.

Page 39

● Extra activity: Crazy school

Pupils work in fours. They write a list of six rules, using *must*, for a crazy school. Monitor to help and check. They read their rules to the class. The class votes for the best crazy list.

Page 40

● Extra activity 1: True or false

Write the following sentences on the board. Add your own ideas too. Pupils work in pairs and decide if the sentences are true or false. Check with the class. Elicit what's wrong with the false ones.

Note: Answers will vary, depending on the pupils' experience.

You must catch the bus to school in the week.

You must get up at seven o'clock.

You must do homework every day.

You must feed your pet every day.

You must visit your grandparents at the weekends.

You must speak in English in all your lessons.

● Extra activity 2: Board slap

Write a selection of words on the board from the four groups in Activity Book page 40, Activity 10. There should be about 16 words in all. Play Board slap as for page 22 Extra activity 2.

Page 41

● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the four characters in the story are (Lock, Key, Mrs Potts, her friend). Do the role play as for page 9 Extra activity 1.

● Extra activity 2: Mime game

Pupils work in groups of four. They take it in turn to mime actions for different places in the city. The other pupils in the group guess. The pupil who mimed has to say what he / she was doing in the mime after their friends guess the right place. Encourage them to think of different mimes from the usual ones. Groups choose the best ideas from their group and mime them to the class.

Page 42

● Extra activity 1: Problems! Problems!

Pupils work in pairs or larger groups if appropriate. They use the model in Pupil's Book Activity 2 to make another similar sum for their classmates. They draw the money as in the Pupil's Book.

Pupils write the answer(s) on the back.

Display the sums and number them (1, 2, 3, etc.). Pupils go around the room with their notebooks and write the answer for each sum in their notebooks. Pupils then take back their sum, say their number (1, 2, 3, etc.) and the answer.

● Extra activity 2: In the café

Pupils work in pairs. They study the menu from Activity Book Activity 2. Call out questions for them to answer, e.g. *I You want apple cake and milk. How much is that? (£2.25, two pounds twenty-five)* *2 You've got three pounds. Can you have an egg salad and chocolate cake? (No, the total is £3.35)* Pupils write the answers.

Check with the class at the end. This could also be played as a team game.

Page 43

● Extra activity 1: Word game

Start a chain. Say *I'm at the clothes shop. I want to buy ... some jeans.* Pupil 1 says *I'm at the clothes shop. I want to buy some jeans and ... a jacket.* Continue the chain, choosing pupils at random to add another item. Repeat until there are six or seven items in the sentence. Start another chain.

● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (*money and currency*). Play Word train as for page 17 Extra activity 2.

Review Units 3 and 4

Page 44

● Extra activity: Sing a song

Sing one of the songs or do one of the chants from Units 3 and 4 with the class.

Page 45

● Extra activity: Play the game

Hand out Photocopiable activity 4a (page T93) to each pupil. If they have not played the game previously, they cut out the cards. They colour one small part of each card so they know which are theirs after the game.

If pupils played before, hand them out their envelopes of cards.

Hold up each one in turn and elicit a sentence, e.g. Dirty shoes – *You must clean your shoes.* Eight cards trigger a response with *must* (the untidy bed, hungry dog, dirty shoes, untidy desk, long hair, pile of letters, dirty plates and jacket on the ground) and four with *can* (TV, park gates, ice cream, cinema). Make sure pupils know the difference between the sentence for each type of card (e.g. bed – *You must make your bed*, but cinema – *You can go to the cinema*).

Pupils play in pairs. They put their cards face down on the table and mix them around. They take turns. One pupil turns over two cards and makes the sentence for each one. If the cards are the same, he / she keeps them. If not, he / she turns them face down again. At the end, the pupil with the most pairs is the winner.

If you do not wish to use the cards again, pupils stick them into their notebooks and write a sentence under each one. Monitor and check for accuracy and appropriacy.

Unit 5

Page 46

● Extra activity 1: Role play

Divide the class into groups of three. Display the large sheet of paper with the Pupil's Book Activity 2 dialogue on the board. Pupils choose roles in their groups. Read the dialogue aloud with pupils in role. Pupils practise the dialogue, including miming the actions. More confident groups can change parts of the dialogue. Call for volunteers to perform their dialogues to the class.

● Extra activity 2: Label it

Pupils draw a picture of themselves in their notebooks and label it with the words from Activity Book Activity 1.

Page 47

● Extra activity 1: Chant

Teach the following chant to pupils. When they are confident with the words, make two groups: A and B. They do the chant as a dialogue and mime. Pupils swap roles. Substitute other illnesses. Pupils repeat the chant in small groups / pairs. Use this activity to review *hurts*.

A: *Hi. How are you?*

B: *I'm not well.*

A: *What's the matter?*

B: *I've got a stomach-ache.*

A: *Oh, poor you!*

B: *Yes, it hurts.*

● Extra activity 2: Draw and write

Write one of the dialogues from Activity Book Activity 4 on the board. Erase words so it looks like this:

What's the matter?

My _____ hurts. I can't _____.

Elicit various possibilities for the gaps so that the dialogue makes sense. Pupils choose how to complete the sentences and draw a picture to illustrate the situation (using Activity Book Activity 4 pictures as a model). Fast finishers can write more dialogues.

Page 48

● Extra activity: Class rules

Pupils develop their own class rules: two 'must', two 'mustn't'. They work in pairs and write four rules. Then pairs join pairs and they agree the best four. The groups of four join and agree their best four. Elicit the rules from the groups, write them on the board and, as a class, agree the best six.

Page 49

● Extra activity 1: Do what I say ...

You need space for this game. Pupils stand up. Give instructions for pupils to follow, using imperatives / *mustn't*, e.g. *Walk slowly around the room. You mustn't touch anyone. Don't walk. You must stand still. Close your eyes. Touch your nose with one finger. Don't look! Open your eyes. Start hopping. You mustn't talk or laugh!*

● Extra activity 2: Consequences

Pupils work in groups of six. Hand out a piece of paper to each pupil. They make sure their friends don't see what they're writing. Tell pupils to write the person's name and where he / she is, e.g. *Jim's at school / on the bus / in bed / at home / in the cinema.*

They fold the paper over to hide the writing and pass it to their left. Say *What's the matter?* They write on the new piece of folded paper, e.g. *He's got a cough.* They fold and pass the paper on again. Continue with the prompts: something he *mustn't* do, something he must do, something he can't do, how he feels. When pupils get their papers back, they open them and read the 'story' to their group. Elicit the best stories from groups.

Page 50

● Extra activity 1: Whisper and write

Use the words for illnesses from the unit to play Whisper and write as for page 21 Extra activity.

● Extra activity 2: Rhyming pairs

You need space for this activity. Give each pupil a piece of paper with one of the words from Activity Book page 50 Activity 9 (make sure the words are mixed up so they are not in rhyming pairs). Tell pupils to read their word, think about the sound and practise saying it. They must then stand up and find a partner who has a word that rhymes with their word.

Pupils walk around saying their words to each other. When they find a partner with a rhyming word, they come and check with you, then sit down together. Ask them to write the pair of words down and try to think of more words which rhyme.

Note: If you have more than 24 pupils in your class, make sure it is the stronger pupils who don't have pieces of paper. They walk around the class too and help pupils who are having difficulty finding a partner.

Page 51

● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the four characters in the story are (Lock, Key, Miss Rich, the waiter). Do the role play as for page 9 Extra activity 1.

● Extra activity 2: Play the game

Hand out Photocopiable activity 5 (page T95) to each pupil. If you used it before, hand pupils their envelopes with their cards in. If you haven't used it before, tell pupils to cut out the cards. They make a dot or similar on the cards so they can identify their own at the end of the game. Elicit that the cards with words on are a different shape.

Demonstrate the game. Turn over a square card (with an illness on). Say a sentence, e.g. *I've got a cough.* A pupil turns over a triangular card. They make a sentence using the prompt word, e.g. *can* – *You can watch TV.* Check the examples for *can* / *can't* are permission, not ability. Keep the illness card and the word card. Repeat, with the pupil taking a square card and you taking a word

card. Pupils play in pairs. They put all their cards face down on their desks and take turns to start. Monitor and help.

At the end of the game, elicit some of the pupils' sentences. If you do not wish to use the cards again, pupils stick the cards into their notebooks, writing some of the sentences and responses from their game.

Page 52

● Extra activity 1: Class survey

Tell pupils they are going to do a class survey about keeping healthy. Elicit questions from pupils. Encourage them to ask specific questions about things they want to find out. Write about six questions clearly on the board, e.g. *Do you drink water every day? How many hours do you sleep? What vegetables do you like? What fruit do you like? Do you do sports every day? Which ones? What unhealthy things do you eat?* Pupils prepare a simple survey form in their notebooks. They write the questions down the left of the page and make four columns to the right to record four friends' answers.

They mingle and ask four friends. They write the friend's name at the top of the column before they write his / her answers (in note form).

Monitor and elicit feedback from pupils one-to-one. They say sentences about their friends, e.g. (Name) *drinks lots of water. He sleeps about eight hours.* Elicit some example sentences about healthy habits only.

Pupils can write about their friends for homework.

● Extra activity 2: Let's be healthy

Pupils work in groups of four. Hand out large pieces of paper. Each group draws a vertical line down the middle of a piece of paper. They write the title *Let's be healthy* at the top. At the top of the left column, they write *You mustn't ...*, and at the top of the right column *You must ...* They write ideas of their own or from Activity Book Activity 2 in the two columns. Monitor and help pupils with words if necessary. They can draw pictures too.

Display the posters around the room. Pupils walk around and look at the posters. They find one idea they didn't think of. Elicit some of these ideas from different groups.

Page 53

● Extra activity 1: Healthy book quiz

Remember and note some of the activities / days as you monitor pupils during the project. Pupils stand up. Say, e.g. *Stand up if you eat fruit on Tuesdays. Turn around if you play football on Saturdays.* Involve as many pupils as you can in the activities.

● Extra activity 2: Spelling patterns

Write the following words at random over the board: *running, run, hopping, hop, swimming, swim, dancing, dance, jumping, jump, walking, walk, eating, eat, skipping, skip, riding, ride, sleeping, sleep.* Make three columns. Write *run* / *running* at the top of one, *dance* / *dancing* at the top of another, and *eat* / *eating* at the top of another. Put pupils in pairs. Tell them to work out where the other words go (spelling with *-ing*). Pupils can check with other pairs.

Elicit the answers from the class and write the words in the correct columns. Use the information to review the *-ing* spelling rules.

Key: Column 1: *running, hopping, swimming, skipping*; Column 2: *dancing, riding*; Column 3: *eating, jumping, walking, sleeping*

Unit 6

Page 54

● Extra activity 1: Spell it

Stick the country flashcards on the board. Letter them a–h. Pupils study the spellings of the words in their Pupil's Book for 30 seconds. They close their books. Say, e.g. *What's f?* Pupils respond. Ask them to spell it for you. Write the word under the picture. Repeat for the other pictures. Erase words that pupils found difficult and elicit the spellings again.

● Extra activity 2: Things I enjoy

Brainstorm with pupils some of the things they enjoy / like / love doing in the country, using the key words from the lesson. Pupils write six sentences in their notebooks about themselves, e.g. *I enjoy going to the country for picnics. I love swimming in the river ...*

Page 55

● Extra activity 1: True or false

Say sentences about / from the story from Pupil's Book page 55 and play True or false as for page 10 Extra activity 2. Possible sentences: *Charlie, Lily and their grandmother are in the park. The blanket's between the river and the trees. They can't eat the bread. The ducks are eating the old bread.*

● Extra activity 2: Picture dictation

Describe a scene to pupils. The first time, they just listen. The second time, they draw a picture. Pupils compare / check their pictures in groups.

Possible description: *There is a big field with a forest behind it. There's a tall tree in the field. Under the tree, two children (a girl and a boy) are sitting on a blanket. They are eating their picnic. Their parents are walking in the field near the forest. Next to the field there is a river. Some ducks are swimming in the river. A dog is swimming in the river too.*

Page 56

● Extra activity 1: Fill the gaps

Write the second part of the CD script for Pupil's Book Activity 7 on the board (narrator 'Later' to the end). Miss out the new adjectives (as shown below). Pupils work in pairs to remember which word goes where. Play the CD. Pupils listen and check. They write the text in their notebooks.

Simon's _____ and _____. He wants to eat.

Suzy's _____ and _____. She wants a drink.

Grandpa Star is catching a big _____ fish. He's very _____.

Grandma Star's near the cows in the field. She's very _____. She's

drawing a baby cow. It's got _____ legs and it's very _____.

Stella isn't happy because her drawing's _____.

Mr Star's listening to the radio. His music is very _____.

Oh, yes! And finally, Mrs Star. She's sleeping because she's very _____.

● Extra activity 2: What's the situation?

Elicit other situations and responses to add to the list in Activity Book Activity 6 (*heavy bags – help, got a temperature – call the doctor, can't find a ruler – give you mine, end of the lesson – clean the board, lots of books – carry them*). Write them on the board. Pupils work in pairs. They choose one of the situations (or another, with your approval). They practise miming it, e.g. one mimes carrying the heavy bags, and the other comes up and mimes taking them from the pupil's hands. This is all done in silence. Pupils take turns to perform their mimes. The rest of the class guess the situation and the suggestion.

Page 57

● Extra activity: Mime game

Put the slips of paper with the adjectives on (see 'Materials required' page T57) face down on your desk. In turn, pupils come to the front, take an adjective and mime it for the class to guess.

Page 58

● Extra activity 1: Offering help

Divide the class into two groups, A and B. Hand out the sentences you prepared, giving the sentences about problems (e.g. *I'm hungry*) to As and the offers (*Shall I ...?*) to Bs. Pupils make pairs, A and B. Pupil A reads his / her sentence (e.g. *I'm hungry*). If Pupil B's offer matches (e.g. *Shall I make you a sandwich?*) they keep together and practise saying the dialogue. They can continue the dialogue if

they have time (e.g. A: *Yes, please.* B: *What kind of sandwich do you like? ...*). If the sentences don't match, Pupil B says *I'm sorry* and Pupil A moves on to ask someone else. The activity continues until all pupils have found a partner. If you have an odd number of pupils in your class, two of the pupils in group A can work together (they share a sentence).

● Extra activity 2: Memory pictures

Pupils draw two or three pictures in their notebooks for each of the two key phonemes in the lesson (two or three things with the sound /e/ and two or three things with the sound /i:/). This will help reinforce the similarity of sounds, e.g. a picture containing a sheep and some green cheese. Pupils can make the pictures funny / silly. They label the things in each picture.

Page 59

● Extra activity 1: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, Mrs Potts). Do the role play as for page 9 Extra activity 1.

● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences from the Activity Book. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence and to demonstrate it, e.g. *I can talk about the countryside. There are fields and trees in the countryside. We can have a picnic there.* Clap your hands. Pupils move on. Repeat four or five times.

Page 60

● Extra activity 1: Sharing information

Divide the class in half: A and B. Pupil As work in pairs. They brainstorm food we get from plants. Pupil Bs work in pairs. They brainstorm all the other things we get from plants. Monitor and help with new vocabulary. Put Pupil As into fours. They share their ideas. Do the same with Pupil Bs. Tell pupils to make two headings in their notebooks: *Food we get from plants* and *Other things we get from plants*. They write their ideas under the relevant heading. Make new pairs: A and B. Pupils exchange their information and complete the other section in their notebooks. Ask pupils if they learnt new information or new words from this activity.

● Extra activity 2: Favourite foods from plants

Pupils work individually. They choose / decide their favourite food from the lesson and draw it on a piece of paper. They label it. Display the large sheet of paper on the wall. Write the heading *Our favourite foods* at the top and the categories *Fruit, Root, Leaf and Seed*. Hand out sticky tack to each pupil. Pupils come up in turn, say their favourite food to the class and stick their piece of paper in the correct place on the sheet of paper (e.g. in the 'fruit' category if they have chosen 'apple' or in the 'seed' category if they have chosen 'sunflower'). When all the pupils have added their pictures to the paper, count the items in each category to see which type of food is the class's favourite.

Page 61

● Extra activity 1: Project record

In their notebooks, pupils draw a 6-row x 3-column grid to record the progress of the Pupil's Book project and that of two other groups. At the top of each column, they write the group names (their own and that of two other groups). For each row, they write six dates (they will check the plants twice weekly for three weeks). Over the period of the next three weeks, they record information in the grid about the plant, e.g. *1 cm, 4 leaves*. Underneath the grid, pupils draw a picture of the carrot top on a plate. They label and date it. Over the next three weeks, they draw the carrot top at least twice more to show how it has grown / changed.

- **Extra activity 2: Word train**

Pupils look back through this and the previous lesson to find the new words about the topic (*plants, food and growth*). Play Word train as for page 17 Extra activity 2.

Review Units 5 and 6

Page 62

- **Extra activity: Sing a song**

Sing one of the songs or do one of the chants from Units 5 and 6 with the class.

Page 63

- **Extra activity: Play a game**

Play one of the team games from Units 5 and 6 with the class. Let the pupils choose which one.

Unit 7

Page 64

- **Extra activity 1: Matching game**

Hand out half a sentence from Pupil's Book Activity 2 listening script to each pupil. They do a mingling activity. They take turns to read out their half sentence to find the person who has the other part of the sentence. When they find their partner, they stand together. Check they have the matching sentence halves. When all pupils have paired, elicit their sentences.

- **Extra activity 2: Animal categories**

Draw three columns on the board and write an animal class at the top of each one: *mammals, birds, fish*. Write an example for each class underneath, using one from the animals in Activity Book Activity 1. Check understanding of *mammals*, etc. and elicit an example for *mammal*. Pupils work in pairs. They copy the columns into their notebooks and try to put the animals from Activity Book Activity 1 into the right categories. They can ask their friends for help. They can also add other animals they know. Check with the class and write the animals in the columns on the board.

Key: mammals: bat, bear, dolphin, kangaroo, lion, panda, whale; birds: parrot; fish: shark

Page 65

- **Extra activity 1: Whisper and draw**

Use the animal words to play Whisper and draw as for page 21 Extra activity but pupils draw instead of write.

- **Extra activity 2: Animal profiles**

Put pupils into groups according to the animals they wrote about for Activity Book Activity 4. If you have single pupils (the only one who wrote about, e.g. *a giraffe*), they can join another group. Play a game. Make statements. Pupils react accordingly in their groups, e.g. *Stand up if your animal can fly. Put your hands on your head if your animal can swim. Turn around if your animal is grey*. Use statements that pupils didn't use in their texts to make it more fun and challenging.

Page 66

- **Extra activity 1: Sentences**

Write the adjectives from the warmer on one side of the board. On the other side, elicit and write the names of classroom objects, e.g. *bag, desk, window, pencil, chair, book, ruler, eraser*. Pupils work in pairs. They think of sentences, using the comparative adjectives and the objects. If possible, they use real objects to demonstrate. Go around the room eliciting the sentences. The class decides if they're correct. Pupils don't write their sentences. This is an oral activity. Check for correct pronunciation of *than*.

- **Extra activity 2: Picture dictation**

Describe two (or more) simple pictures to pupils. They listen the first time. The second time they draw the pictures. They check their pictures in pairs. Elicit information about the pictures back from pupils to give them practice of the comparative forms. Possible descriptions: 1 *There are two monkeys. One monkey is taller and fatter than the other monkey. The smaller monkey is brown.* 2 *There is a shark and a whale. The shark is longer than the whale and its teeth are bigger. The whale is fatter than the shark.*

Page 67

- **Extra activity 1: Our song**

Elicit some more ideas for verses of the song from pupils, e.g. *swimming – dolphin, flying – mountain*. Pupils work in groups and write the verse of the song. Groups take turns to perform their verses for the class. Groups write their verse in their notebooks and illustrate it.

- **Extra activity 2: Finding out**

Write the following questions on the board. Change or add your own questions as appropriate.

Find out:

- | | |
|-------------------------|--------------------------------|
| 1 Who is taller? | 4 Whose bag is heavier? |
| 2 Who is older? | 5 Whose pencil case is bigger? |
| 3 Whose hair is longer? | 6 Whose fingers are longer? |

Pupils work in pairs. They compare (stand back to back), ask (birthdays), measure (hair), etc. to find out the answers. Pupils write the results in their notebooks, e.g. *Jenny is taller than me. Jenny's hair is longer than my hair*. Provide model sentences on the board if necessary. Elicit some of the results from pupils.

Page 68

- **Extra activity 1: Catch and say**

Brainstorm about 12 adjectives on the board in their simple form, e.g. *big, tall*. Make groups of four. Pupils stand in a circle. Each group makes a ball from a piece of paper. One pupil says an adjective from the board, e.g. *tall*, and throws the ball to another pupil in the group. That pupil says the comparative, e.g. *taller*, and then another simple adjective. The game continues. Pupils can repeat adjectives from the board or add their own.

- **Extra activity 2: Sentences**

Pupils choose six of the comparative adjectives from the wordsearch in the Activity Book and write six sentences using the words in their notebooks. Elicit ideas first with the whole class. Check they remember to use *than* after the comparative. Pupils work individually. Monitor and check.

Page 69

- **Extra activity 1: Role play**

Put pupils into pairs. Elicit who the two characters in the story are (Lock, Key). Do the role play as for page 9 Extra activity 1.

- **Extra activity 2: Animal quiz**

Divide the class into nine groups. Demonstrate the activity first for the whole class. Choose a wild animal which is not from this unit, e.g. *tiger*. With the help of the pupils, build up a description on the board, e.g. *I'm thinking of an animal. It's bigger than a dog, but smaller than an elephant. It's got four legs and a tail. It's orange and black*. Whisper to each group the name of one of the wild animals from this unit. Give the groups numbers and remember which number is writing about which animal. Pupils write a description of their animal on a piece of paper, following the model on the board. They put their group number at the top. Collect the pieces of paper and display them around the room. In their groups, pupils move around the room and guess each animal, writing the number and the animal on a piece of paper. Groups swap answer sheets with other groups. Check with the class by reading out each description and eliciting the answer (not from the group who wrote it). The group with the most correct answers is the winner.

Page 70

● Extra activity 1: Definitions

Ask pupils to read definitions 4 and 5 from Pupil's Book Activity 2. Draw pupils' attention to the following and write them on the board: *It's a place with ... / It's a place where...* Divide the class into groups of four. Give each group of four two words from the following list: *town, city, country, flat, house, village, school, hospital, café, park, library, swimming pool, shop, sports centre, supermarket*. They work quietly and write a definition for each one. Circulate and prompt. They can use the definitions in the book to help them. Groups take turns to read out a definition to the class. The other groups write the answers. Groups swap papers. Correct as a class. The group with the most correct answers is the winner. The words must be spelt correctly too.

● Extra activity 2: Odd one out

Write the groups of words below on the board. Pupils work in pairs or groups and decide which is the odd one out each time. Do an example first for practice. Discuss the answers with the class. Ask for reasons each time as there may be more than one possibility. Pupils work in pairs or groups and write at least two more. They swap with another pair / group and answer each other's. Elicit some from the pairs / groups.

- 1 *parrot, dog, bat, bear* (parrot: a bird; the others are mammals)
- 2 *jungle, forest, park, cinema* (cinema: no trees)
- 3 *island, waterfall, river, lake* (island: not water)
- 4 *dolphin, whale, shark, kangaroo* (shark: not a mammal; OR kangaroo: doesn't live in the sea).

Page 71

● Extra activity 1: Sharing information

Put pupils into groups of six (try to ensure the pupils in each group wrote about different animals for their project). One pupil in each group tells the others which animal they did their project on and the two most interesting things they found out. Using the format, the other pupils ask questions, e.g. *Where does it live? What does it eat?* After about two minutes, say *All change*. Another pupil in the group takes their turn to talk about their project. Repeat until all six pupils have had a chance to talk. Elicit information from the groups, e.g. *Paolo. What's Lara's animal? What's interesting about it?*

● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (*animal habitats*). Play Word train as for page 17 Extra activity 2.

Unit 8

Page 72

● Extra activity 1: Sort the words

Write the following words at random across the board: *cloud, cloudy, hot, cold, sun, sunny, rain, rainbow, snow, snowy, wet, wind, windy*. Make two columns. Write *hot* at the top of one and *wind* at the top of the other. Elicit another example for each column (adjectives in the first column / nouns in the second). Pupils work in pairs and complete the table. They check in pairs. Check with the class. Elicit sentences, using the words to check pupils understand the difference.

Key: adjectives: *hot, cloudy, cold, sunny, snowy, wet, windy*; nouns: *wind, cloud, sun, rain, rainbow, snow*

● Extra activity 2: Our weather

Pupils copy the weather symbols from Pupil's Book Activity 3 into their notebooks and write sentences underneath, e.g. *It's snowing. / There's a rainbow*. They then write a sentence to describe what the weather is like now, e.g. *Today it's raining and very windy*. They can draw a picture if there is time.

Page 73

● Extra activity: Matching game

If you didn't do Photocopiable activity 8, hand out the six weather symbols from page T98 to each pupil. They cut them out, colour them and mark each card so that they know which are theirs. Pupils work in groups of four. They place all their cards face down on the table and mix them up. They take turns to turn over two cards and say what the weather is, e.g. *It's windy. It's cloudy*. If it's a match, the pupil takes the two cards. If not, the pupil turns them face down again and the next player has a turn. The player with the most pairs of cards in their group at the end of the game is the winner.

Page 74

● Extra activity 1: How many sentences?

Teach / review *wasn't / weren't* using the Grammar reference section of the Pupil's Book (see page 87). Put pupils into pairs. Give the sentence sections to each pair. Set a time limit. Pupils make as many sentences as they can using the words. They write each sentence they make in their notebooks. Pairs swap notebooks. Elicit the sentences and write them on the board. Pairs correct each other's work. The pair(s) with the most correct sentences is / are the winner(s).

Key: *It wasn't very windy yesterday. It is hot and sunny today. They were at school yesterday. She is at home today.*

● Extra activity 2: Secret messages

Write the secret message from Activity Book Activity 6 on the board. Elicit ideas for other messages from pupils, using the same model. Pupils work individually. They use the same code as in the Activity Book to write their own message to their friends. Pupils swap messages and decode them.

Page 75

● Extra activity 1: Weather snakes

Pupils work in pairs. They make weather snakes (wordsnakes of weather words and associated clothes). They swap weather snakes with another pair and find each other's words. Elicit the words from the class to find out how many words they used all together.

● Extra activity 2: Living language

You need questions and statements from the lesson, cut into single words (see page T75, Materials required). Invite groups of pupils to come to the front of the class. You need the same number of pupils as there are words in one of your questions / sentences. Give each pupil a part of the question / sentence. They arrange themselves in the order of the question / sentence. They say it to the class and the class confirms if it's right or not. Repeat. Pupils can work in pairs. They write questions or sentences which they cut up and give to another pair to animate in the same way.

Page 76

● Extra activity 1: Guessing game

Play a word game to review words from the unit and from *Kid's Box 3*. In pairs, pupils choose a word they learnt in this or a previous unit. Start the game. Write dashes on the board in place of the letters of your word. Draw a stick person at the top of eight steps which lead down to the water and a shark's mouth. Pupils guess letters. Write them in if they are in the word. If not, write them on the board and move the person one step down for each incorrect guess. The pair of pupils who guess correctly repeat the game with their word.

● Extra activity 2: Letters

Pupils use the model on Activity Book page 76 to write a different text and draw another picture. They swap and read each other's paragraphs. Display the texts and pictures around the classroom.

Page 77

● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the four characters in the story are (Lock, Key, Robin Motors, police officer). Do the role play as for page 9 Extra activity 1.

● Extra activity 2: What was the weather like?

Elicit the weather words from pupils using the flashcards. Pupils take out the materials from Photocopiable activity 8 (page T98). If you haven't used this activity before, hand out a copy of Photocopiable activity 8 to each pupil. They colour the weather symbols at the bottom of the page and cut them out.

Hand out the sticky tack. Pupils work in pairs. It's best if they put a bag upright between them so they can't see each other's picture. Pupil A secretly sticks the weather symbols where they want on the picture. Pupil B asks questions about the weather using *was*, e.g. *What was the weather like on your holiday in the mountains?* and sticks the appropriate weather symbols on his / her picture according to Pupil A's replies. When they have finished, they compare pictures. They take the weather symbols off and repeat, with Pupil B sticking the symbols and Pupil A asking. If time, pupils stick the symbols back on their picture and write sentences describing the weather, using *was*, e.g. *In the mountains it was cold and snowy.*

Page 78

● Extra activity 1: Musical instruments

Pupils write the four different classes of musical instrument in their notebooks and illustrate each one with one or two examples, e.g. a drawing of a trumpet for *Brass*.

● Extra activity 2: Musical pictures

Say *Listen and draw a picture*. Play a short extract from each of the four music CDs (salsa, rock, folk and opera). Give pupils time to draw a small picture for each piece of music. They compare in small groups. Discuss with pupils what they drew and why.

Page 79

● Extra activity 1: Board slap

Write the names of all the instruments that have come up in this and the previous lesson at random across the board. Play Board slap as for page 22 Extra activity 2.

● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (e.g. *orchestra, musician*). Play Word train as for page 17 Extra activity 2.

Review Units 7 and 8

Page 80

● Extra activity: Sing a song

Sing one of the songs or do one of the chants from Units 7 and 8 with the class.

Page 81

● Extra activity: Play a game

Play one of the team games from Units 7 and 8 with the class. Let the pupils choose which one.

Values

Page 82

● Extra activity 1: Act it out

Say *Let's act out the story*. Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character (Daisy, Jane or Mum). Play the CD for Pupil's Book page 82, Activity 2 and help them act out the story. Repeat with another group. Divide the class into three groups. Point to one group and say *Daisy*, another and say *Jane*, and the other and say *Mum*. Play the CD. Pupils act

and join in with their character's lines. Repeat, so pupils play all three roles.

● Extra activity 2: Have one of mine

Hand out two pieces of paper to each pupil. Tell pupils to draw a toy they know the word for in English. They need to draw the same toy on both pieces of paper (e.g. two robots). Draw two pictures of a toy yourself. Call a volunteer to the front of the class with his / her pictures. Show the class your pictures, look disappointed and say, e.g. *I've got two cars*. Encourage the pupil to show his / her pictures and make a similar sentence (e.g. *I've got two robots*). Say *I haven't got a robot*. Elicit *Don't worry. I've got two or Have one of mine*. Say *Thank you!* Swap pictures with the volunteer, so you each have two different toys.

Pupils work in small groups to compare their pictures, swap and share in the same way. Monitor and encourage them to use language from the lesson (e.g. *Do you want my doll? That's a great idea. / Yes, please.*).

Page 83

● Extra activity 1: Act it out

Play the CD for Pupil's Book page 83, Activity 2 for pupils to act out in pairs.

● Extra activity 2: Make a poster

Write the title *Love your city* on the board. Brainstorm ways to keep your town / city clean and beautiful and write notes on the board. Pupils work in groups of three or four. They write rules using the notes on the board and ideas of their own. They can use the sentences in Pupil's Book page 83, Activity 3 as a model. Monitor, help with language and check the sentences. Hand each group a large piece of paper. They write the heading *Love your city* and copy their rules onto the paper. They can add pictures and signs to make a poster. Display the posters around the school / classroom.

Page 84

● Extra activity 1: Act it out

Play the CD for Pupil's Book page 84, Activity 2 for pupils to act out in pairs and threes.

● Extra activity 2: What do you say?

Shake hands with a confident pupil as if you have just finished playing a match together and say *You win. Well done!* Encourage the pupil to respond *Thank you*. Repeat with a different pupil, this time saying *You're really good at tennis* (the pupil responds *Thank you. You're good at tennis too.*) Mime being in pain and say *Ow!* to elicit *What's the matter? / Can I help you?*

Give a pupil a piece of paper with a phrase on (see Materials required on page T84). He / she stands at the front of the class and says a sentence or does a mime to get the rest of the class to say what is on the paper (e.g. if the paper says *Don't touch the ball!* the pupil mimes picking up a football and then looking as if he / she has done something wrong). Pupils put up their hands to guess. When a pupil says the correct sentence, he / she stands up and takes the next piece of paper.

Page 85

● Extra activity 1: Act it out

Play the CD for Pupil's Book page 85, Activity 2 for pupils to act out in pairs.

● Extra activity 2: Class poster

Write the title *Help the world* on the board. Brainstorm suggestions for helping the environment and write them on the board as sentences, e.g. *Walk to school. Turn off the lights when you leave a room. Take bags when you go shopping. Catch a bus*. Pupils work in pairs or small groups. Assign a sentence from the board to each pair / group. They design a sign or a picture to illustrate their sentence. Monitor and ask about / help with ideas. Pupils write the sentence below their picture as a caption. Put all the signs / pictures together and display them on a class poster. You could ask different pupils to make a large letter each to make the title *Help the world* for the poster.