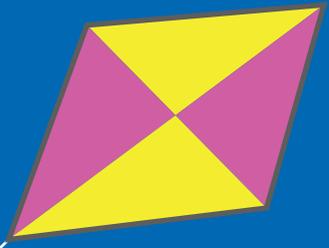


Cambridge English



FUN!

for Starters



**Additional
resources
for teachers
Third edition**

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Karen Saxby**



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These pages include additional photocopiable activities, games and ideas to go with the Units listed above. They also include any resources referred to in the Teacher's Book (e.g. pictures, word cards and so on). We also give you links to websites you might find useful when teaching certain topics.

Please remember:

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1

Say hello!



a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	x
y	z	

1 Say hello!

Games to practise the alphabet

What's the word?

- Print two copies of the alphabet sheet above. Cut them up and make flashcards. Spread the cards out on a table, face up.
- Tell a learner to take a letter.
For example: *Pierre, take Q.*
Pierre picks up the *Q* card. (See below for suggestions for spelling other words.)
- Continue like this, with learners picking up the letters o-r-t-s-y-l-o-z-m-a-y-i-u-a-b-t-u-q-b-m-n-r-z-e until they all have a card with a letter.
Smaller classes: learners can take two or more different letters. Bigger classes: two learners can share a letter.
- Call out the letters, one by one.
Learners who have the letter put up their hands.
- If two learners (or pairs of learners in bigger groups) have the same letter, they sit down.
- Only the five learners (or pairs of learners) whose letters are not repeated remain standing.
- Learners make a word from the five letters. The five letters are: s l i n e.

Suggestions for making other words with the cards:

- 1 Learners pick up: k-r-c-g-u-p-f-d-h-i-j-k-j-f-s-g-e-h-u-c (makes *spider*)
- 2 m-u-t-a-k-l-r-e-l-d-a-i-r-e-m-c-t-i (makes *duck*)
- 3 w-e-n-z-r-x-s-o-y-n-v-a-e-s-v-z-d-x-y-a (makes *word*)
- 4 h-v-l-u-m-t-r-t-h-p-u-w-f-l-p-m-o-w-g-v (makes *frog*)

Say a word with this letter

- Use one set of alphabet cards with each group of four learners.
- Each group puts their letters in a line (they don't need to be in alphabetical order, but the first time you play this game, it would be a good idea to ask them to put them in that order).
- Each learner has a counter and each group has a dice.
- One learner in each group throws the dice and moves their counter the same number of letters as the number on the dice.
- When they land on a letter, they have to say a word which begins or ends with that letter, or move back.
- The winner is the first learner to reach the end of the alphabet.

Make the word

- Lay out two sets of alphabet cards. Show the class a picture, for example, a car.
- Ask a learner to pick up the letters to make the word for the picture.

Which letter is missing?

- Lay out one set of alphabet cards so that everyone in a group can see them.
- All the learners in the group close their eyes except for one learner who removes one letter and hides it.
- The learners open their eyes again and put up their hand to say which letter is missing.
- Each learner removes one letter and hides it.
- The learners open their eyes again and put up their hand to say which letter is missing.
- Variation: Learners say which letter is missing and a word that starts with that letter.

Before and after

- Show learners a letter.
- Ask them to put up their hands and say which letter comes before and which letter comes after this letter in the alphabet.

Listen and spell!

- You need a set of alphabet cards for each learner.
- Say the letters to spell a word, one letter at a time.
- Ask learners to pick up these letters and then to make the word with them.
- Variation: Say the letters to make a word, but not in the correct order to spell that word.
- Learners pick up the letters and then put them in the correct order to spell the word.

When the music stops

- Take a set of alphabet cards.
- Learners sit in a circle.
- Give a card with a letter to one learner in the circle.
- Play some music.
- While learners listen to the music, they pass the letter round the circle.
- Stop the music.
- The learner with the letter has to say it (or say a word starting or ending with their letter.)
- If they are right, they get a point. If they are wrong, the same letter is passed round again. The winner is the learner with the most points.

2

Numbers, numbers, numbers

Yes or no?

- Write these sentence starts on the board:

There is ...

There are ...

- Work in groups of 5–6. Each learner has a piece of paper. They write their name at the top, and then pass it to the next learner.
- Each learner writes a sentence about the picture by completing one of the sentence starts about the picture. Say: *Your sentence can be right or wrong about the picture.*

For example:

There is a purple ball on the bed.

or

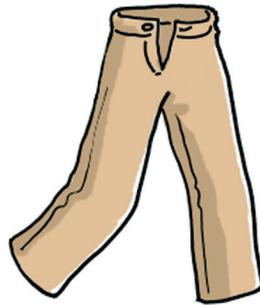
There are four shoes on the floor.

- The learners then pass their sentence to the next learner who reads it. If the sentence about the picture is right, they write 'yes'. If the sentence is wrong, they write 'no'. Each learner then writes another sentence about the picture under the first one. Again, their sentence can be right or wrong about the picture. Continue until the paper gets back to its original owner (ie. the one who wrote their name on it).
- The person whose name is written on the paper reads the sentences to check that the correct word (*yes* or *no*) has been written next to each sentence.

8

In my clothes cupboard

Pictures of clothes for activities A and B



8

In my clothes cupboard

Pictures of clothes for activities A and B to colour in.



10 Our families

Questions for activity C

Look at the picture of Sam's family on page 24 of the Student's Book.

Answer the questions.

- 1 Who is wearing a red T-shirt?
- 2 What colour is Sam's T-shirt?
- 3 Which people are wearing glasses?
- 4 Who has got white hair?
- 5 Which people are wearing jackets?
- 6 Who is wearing white shoes?
- 7 Who is wearing red and white shoes?
- 8 Who is wearing a dress?

Now colour in the picture.



10 Our families

- Make one copy of this activity for each learner.
- Tell learners to look at the picture of Sam's family in B on page 24 (the middle picture).
- Read question 1: *Who is wearing a red T-shirt?* (Sam's young sister)
- In pairs, learners read questions 2–8 and write their answers.
- Learners read questions 1, 2, 4, 6, 7 and 8 and their answers again and colour their picture.

- 1** Who is wearing a red T-shirt? (Sam's sister)
- 2** What colour is Sam's T-shirt? (green and red)
- 3** Which people are wearing glasses? (2 of Sam's sisters, his mum and grandma)
- 4** Who has got white hair? (Sam's grandpa)
- 5** Which people are wearing jackets? (his grandparents/grandma and grandpa)
- 6** Who is wearing white shoes? (Sam)
- 7** Who is wearing red and white shoes? (his sister)
- 8** Who is wearing a dress? (his grandma – maybe his mum too!)

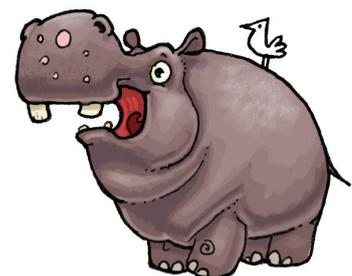
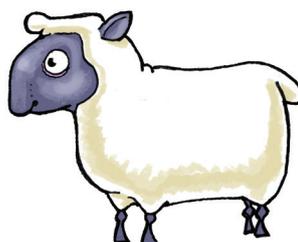
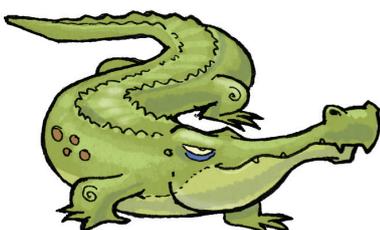
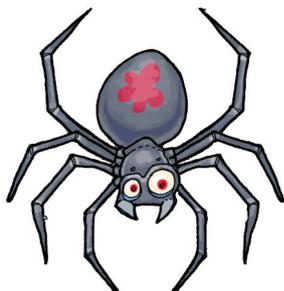
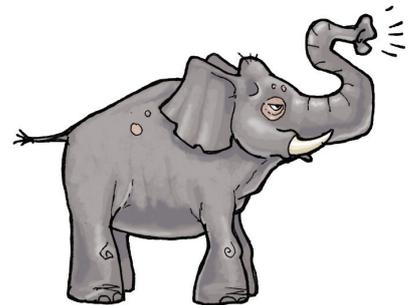
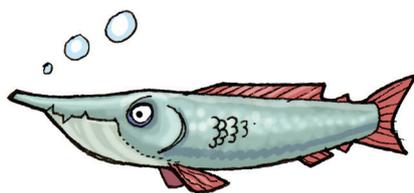
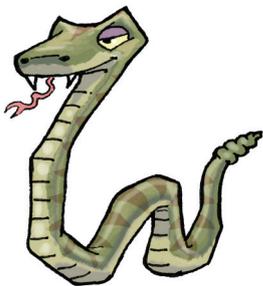
11 Whose is it?

Guess whose it is

- Each learner in the class gives you one thing (a book, pen, pencil, eraser, ruler, etc.). They should either have the learner's name on them or be unique or recognisable. Put all the things in a big bag.
- Ask one of the learners to put their hand in the bag and to take out one item.
- This learner asks the rest of the class two questions. For example: (learner holding pen) *What's this?*
- The first person to put up their hand says the answer (*It's a pen.*). If they are right, they are first to answer the second question (asked again by the person holding the object). For example: *Whose is it? (It's Mario's).*
- If the learner guesses the object *or* the owner correctly, they get a point. If they answer correctly *and* say the owner's name, they get two points. The winner is the learner with the most points.

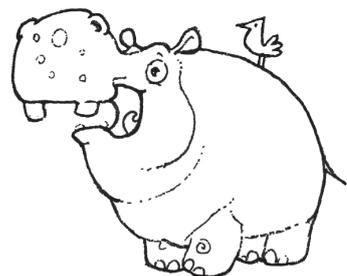
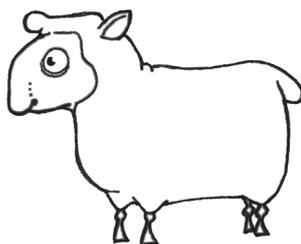
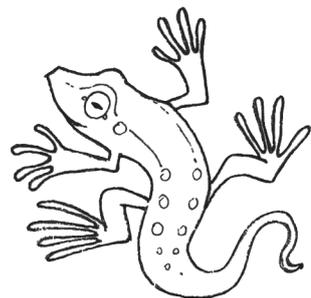
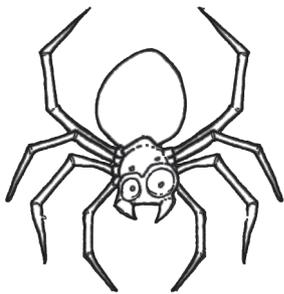
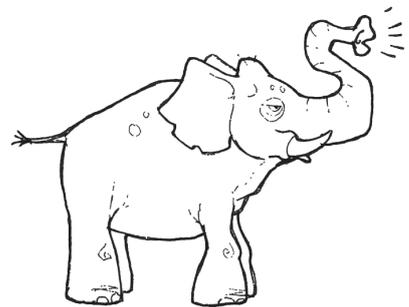
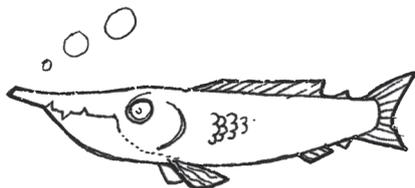
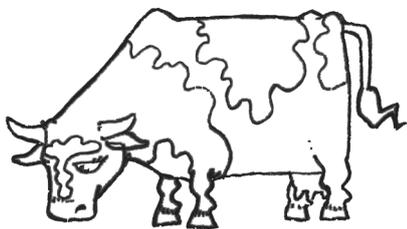
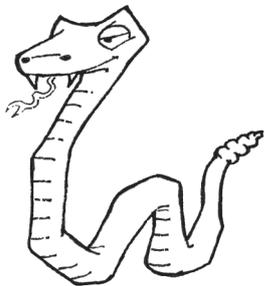
15 How many pets?

Animal pictures for 'Let's talk about your pets!'



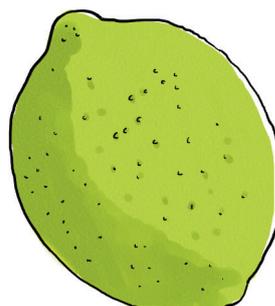
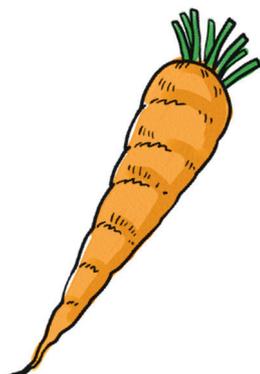
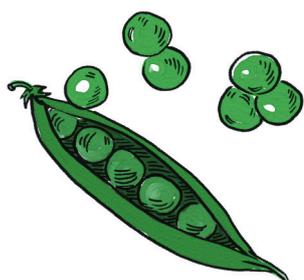
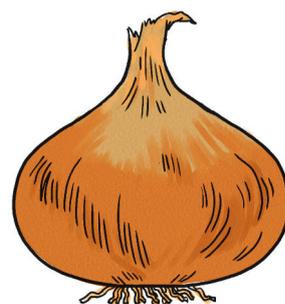
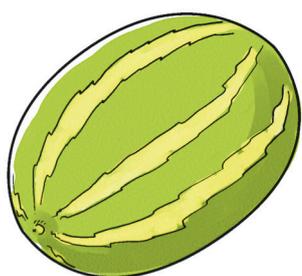
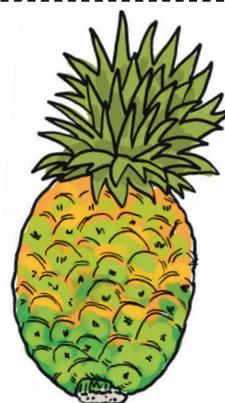
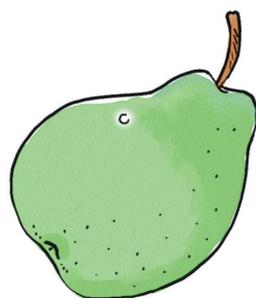
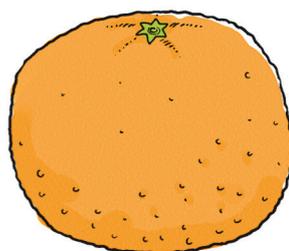
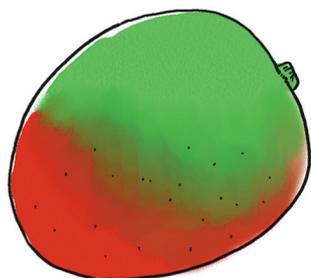
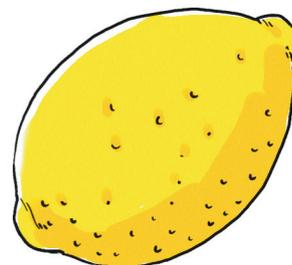
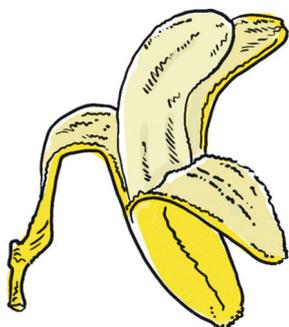
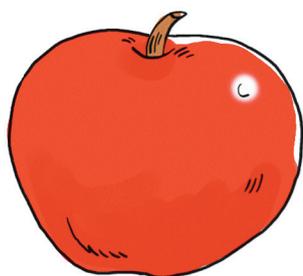
15 How many pets?

Animal pictures for 'Let's talk about your pets!' to colour in



16 What's your favourite fruit?

Food pictures for activity F (Unit 16) and for Unit 27



17 What's on the menu?

Do the food project!



- Learners look for information about food they are not familiar with. They can then make a poster.
- They can include information on where the food comes from, if it grows on a tree, in the ground, etc.
- For example: *(Pineapples) are fruit. They're (yellow, brown and green.) They grow (on plants) in hot countries, for example, (Australia, Costa Rica). People eat pineapples for (breakfast/lunch/dinner).*
- You can display the posters around the classroom.

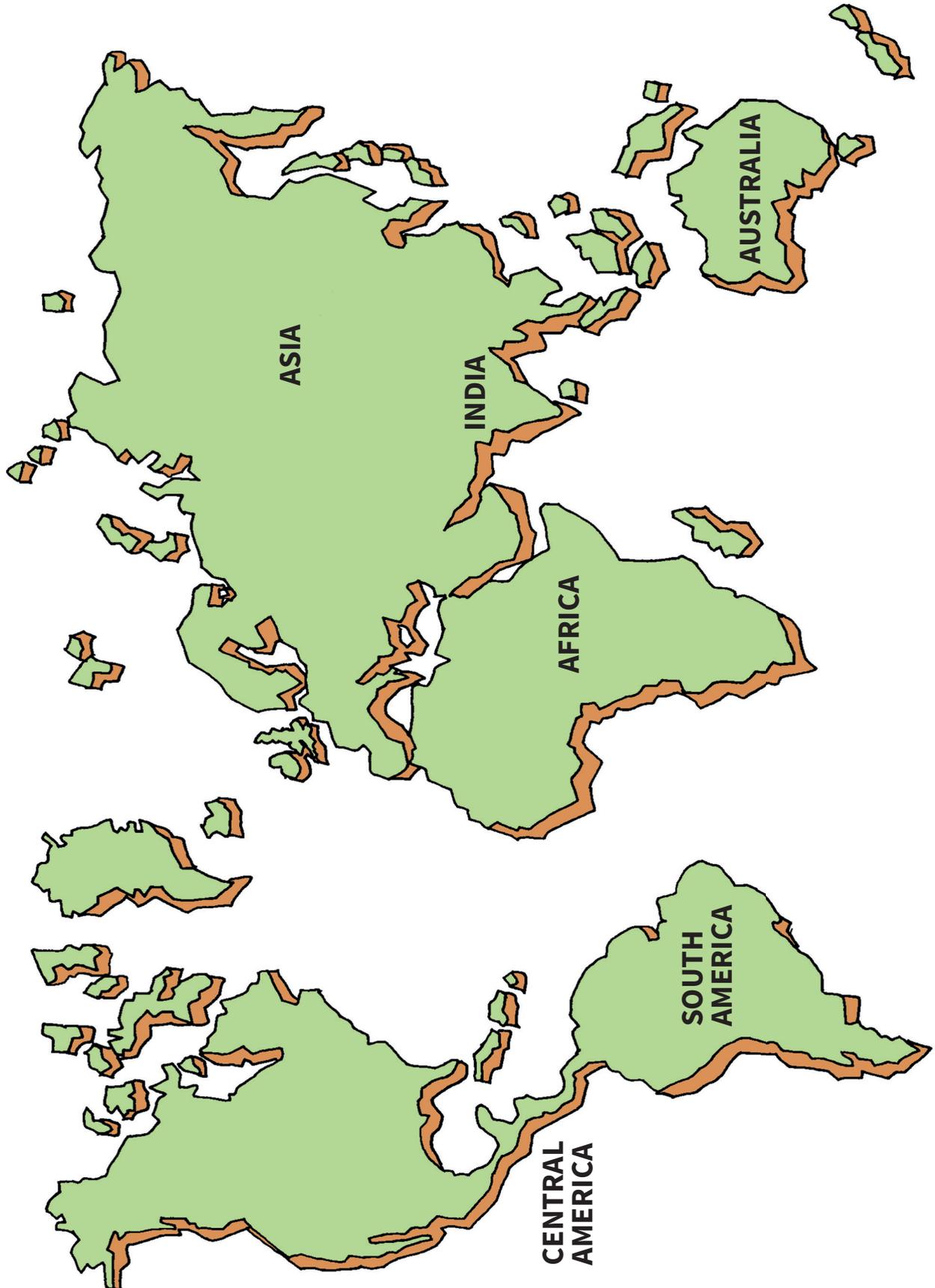
Suggested sources

<http://www.foodafactoflife.org.uk/sheet.aspx?siteId=15§ionId=64&contentId=49>

<http://www.sciencekids.co.nz/sciencefacts/food.html>

25

Animal challenge



32 Happy birthday!

Musical spelling

- Give out one small piece of paper or card to 10 different learners. Ask each learner to draw a different picture: a TV, window, camera, tree, hat, cake, kite, skirt, doll, shoe.
- Collect the cards. Learners sit or stand in a circle. (There should be about 10 learners in the circle.)

Note: Large classes: you will need to make one set of picture cards for each group of 10 learners and you will need learners to sit in several circles.

- Give one learner a picture card. Play some music. Learners pass the picture card round the circle while the music is playing. Stop the music. The learner who has the card when the music stops has to say what they can see, and spell the word. For example: (the tree picture) – *This is a tree.*

T-R-E-E.

If the learner doesn't know the word or spells it incorrectly, continue passing round the same picture. If the learner says and spells the word correctly, they get a point.

- Learners then start the game again, passing a different picture round.

33 On the beach

Parts of the picture

Show learners Picture 1 – the sun. Say:

Talk to the person next to you. Say, 'this is a small part of a big picture. What do you think is in the big picture?'

Then divide the class into seven groups. Give each group another small part of the big picture. In their groups, learners talk about:

- 1 What is in their part of the picture.
- 2 Where they think it is in the picture (behind, between, next to, in, on something, etc.)
- 3 What other things might be in the picture.

After a few minutes show the complete picture.

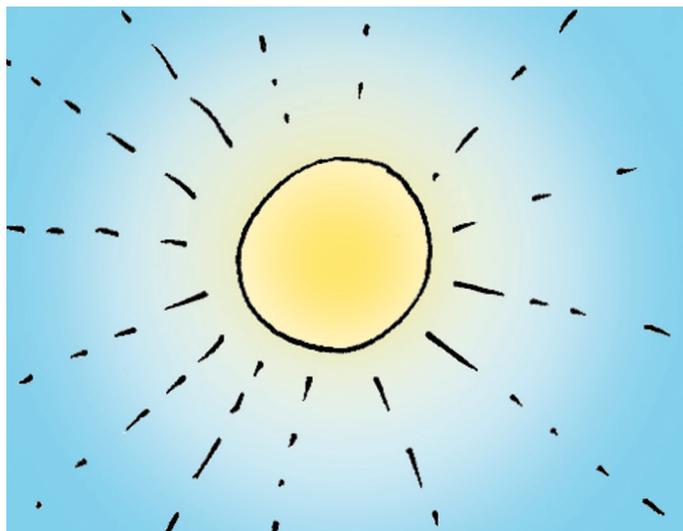
Were they right?

Note: This is useful for getting learners to focus on the details of the picture and where things are.

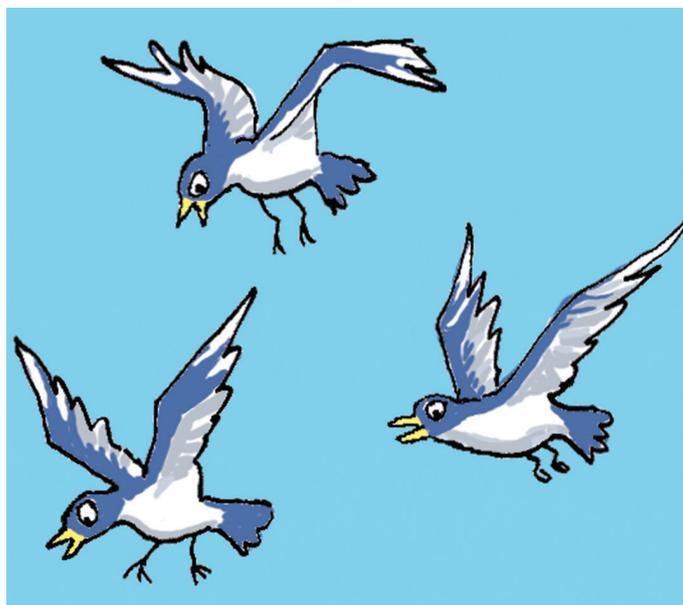
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On the beach

1



2



33

On the beach

3



4



5



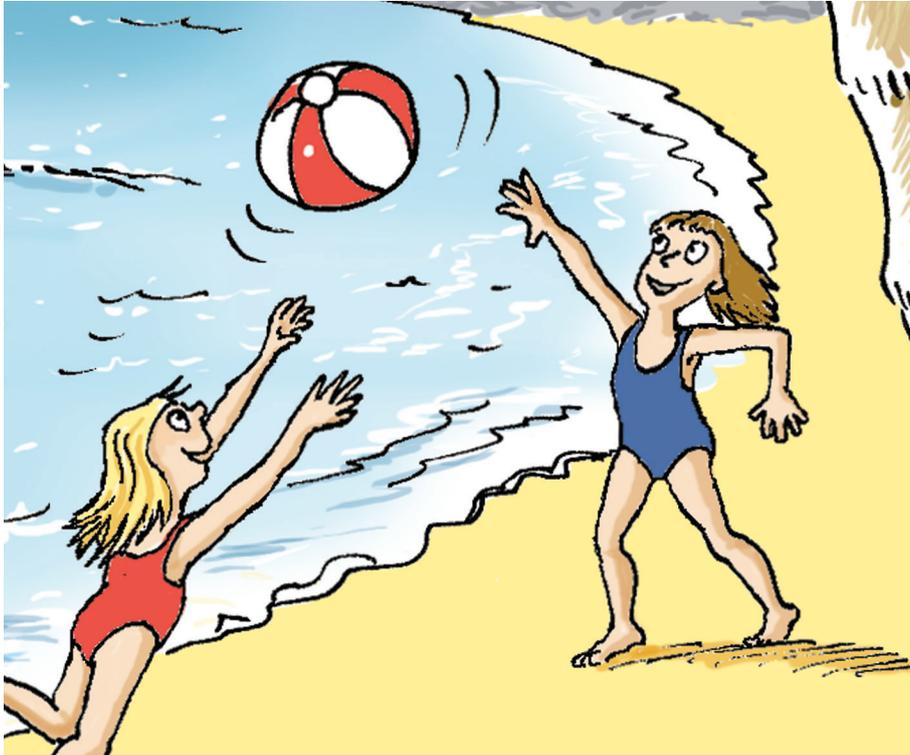
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On the beach

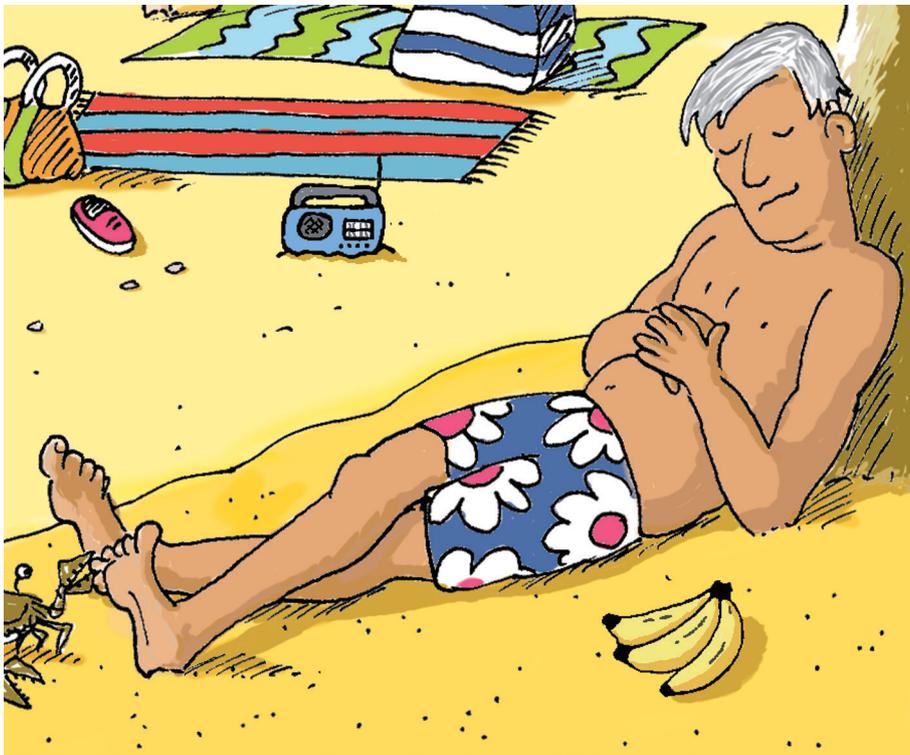
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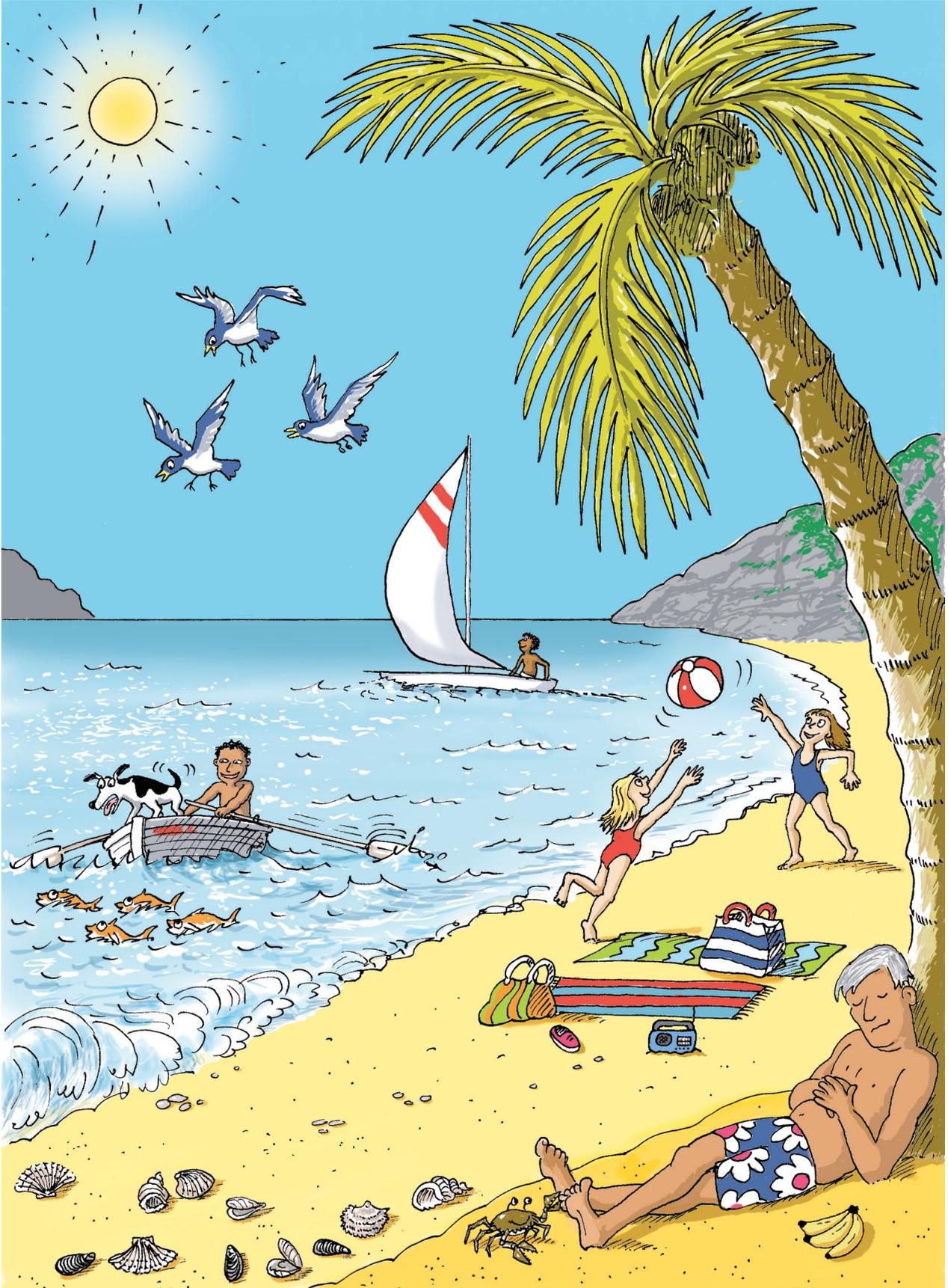
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8



9



37 Let's play

Get into groups

- Write on the board: *I play ... Which sport do you play?*
- Ask different learners the question. Say: *I play (tennis). Which sport do you play?*
- Learners who play the same sport as you come out to the front of the class and stand next to you.
- Different learners stand up and say the sport they play and ask the question. They form groups of people who play the same sport. When they are standing in their groups, ask them: *Which sport do you play?*

The whole group should give the same answer:

For example: *(We play) hockey.*

Note: You could do this activity with other questions.

Suggestions:

How many brothers (and/or sisters) have you got?

Where do you live? In a house or a flat?

What's your favourite colour?

What do you drink/eat for breakfast/lunch/dinner?