

# Cambridge English



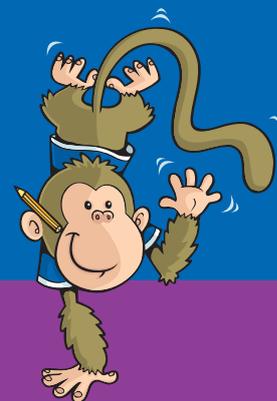
# FUN

for  
**Movers**



**Additional  
resources  
for teachers**  
**Third edition**

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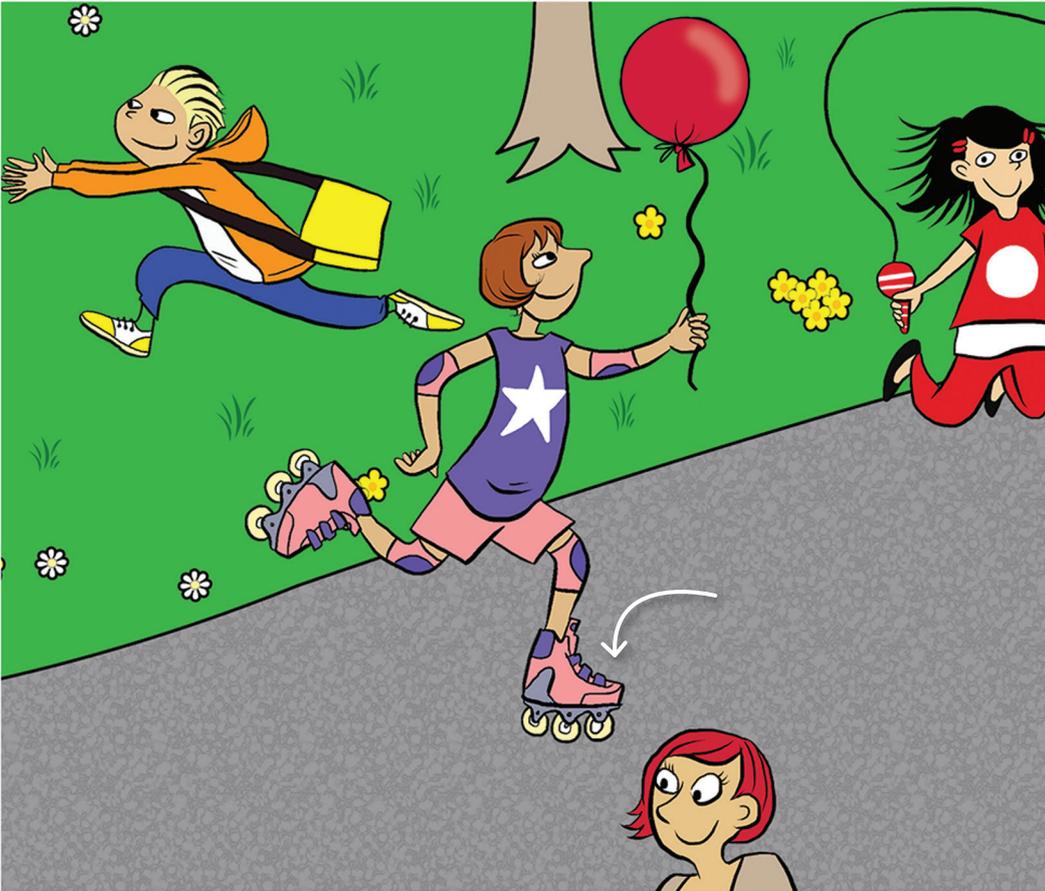
These pages include additional photocopiable activities, games and ideas to go with the Units listed above. They also include any resources referred to in the Teacher's Book (e.g. pictures, word cards and so on). We also give you links to websites you might find useful when teaching certain topics.

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# 1

Watch us! We're moving!



## 2 Animals, animals...

### Sentence completion for activity C

1	..... are between 60 and 80 teeth in a crocodile's mouth.	Here	Now	There
2	Crocodiles don't like ..... grass or plants.	eat	eats	eating
3	A mother crocodile teaches her babies ..... swim in the river.	for	to	with
4	Crocodiles can see above the water ..... their eyes are not under water.	because	or	than

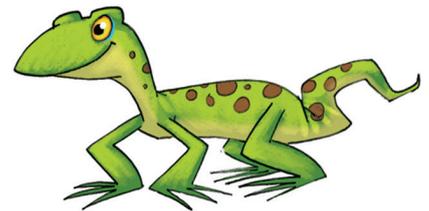
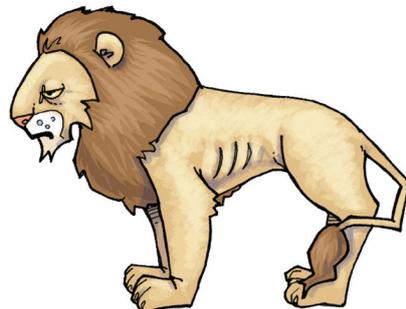
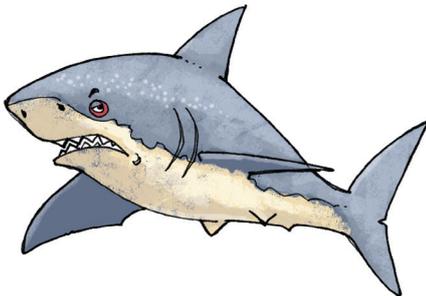
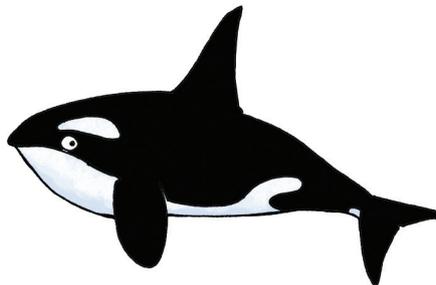
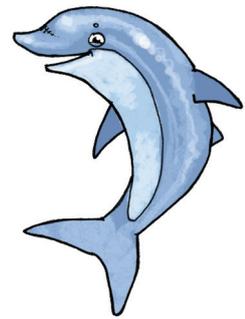
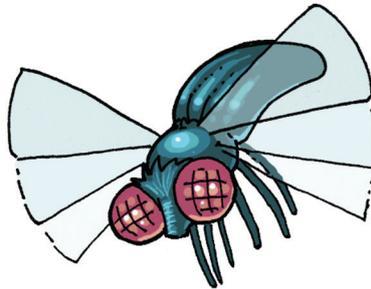
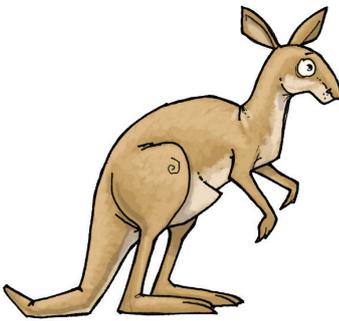
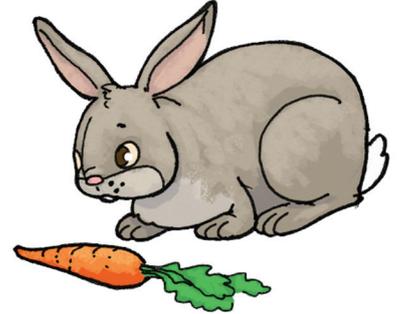
- o Make copies of the 4 sentences or write the first sentence and the 3 options on the board. Point to the first gap and ask: *Which word goes in this place? Here, now or there?* (There)
- o Write sentences 2–4 on the board with the three options. In pairs, learners copy and complete the sentences.

**Check answers: 2 eating 3 to 4 because**

# 3

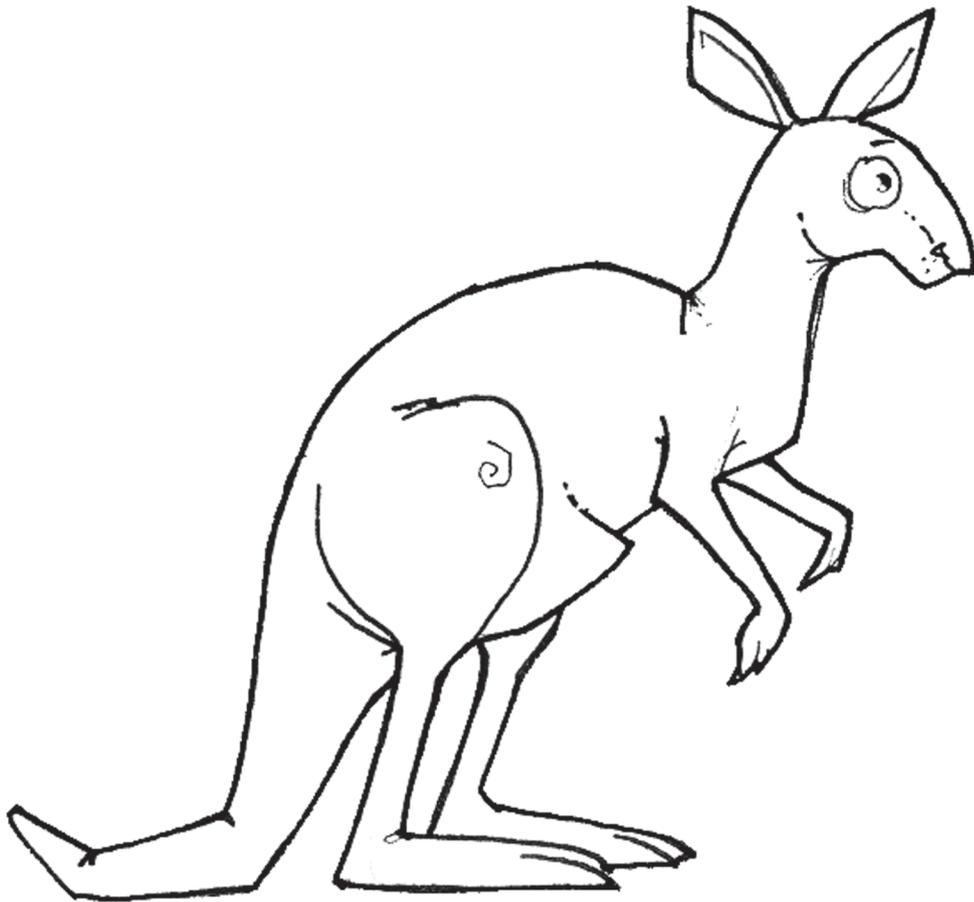
## Fun at the farm

### Animal pictures for activity G



# 3 Fun at the farm

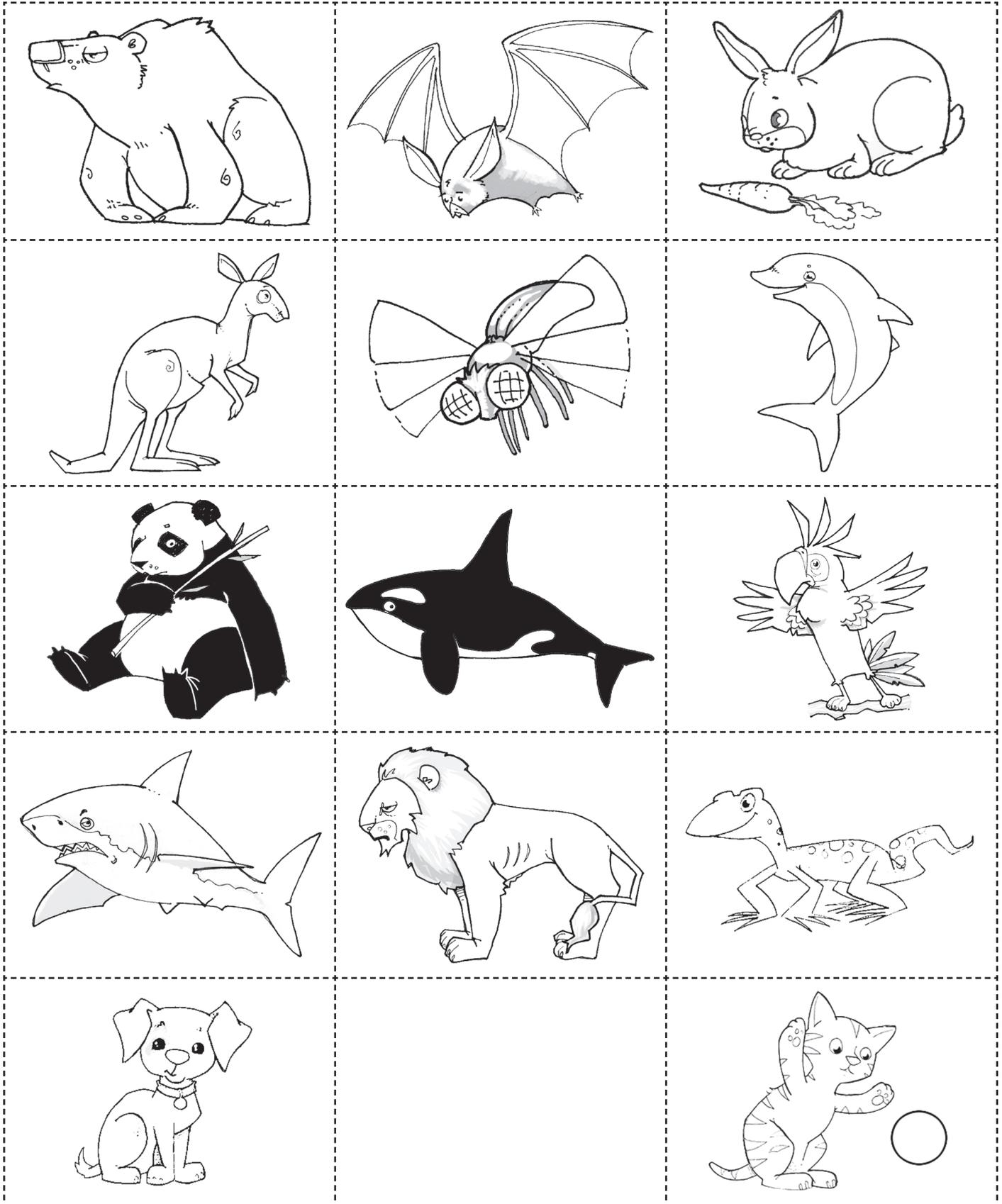
Animal pictures for activity G to colour in



# 3

## Fun at the farm

Animal pictures for activity G to colour in



# 4 Your hair looks great!

## Make a face collage

- Ask learners to bring some old magazines to the lesson (or bring some in yourself).
- Say: *Let's make some pictures of people. Pictures in these magazines can help us.* Learners find and cut out pictures of different parts of a face: hair, beard, glasses, nose, etc. It doesn't matter if they are different sizes (in fact, if they are different, the face will be funnier).
- Learners glue the parts of the face together on pieces of card.
- When they have finished, learners add a description of the face.
- Display their 'creations' on the walls if possible, or you could put them together to form a class book.

# 5

## The woman in the red dress

### Which person is it?

- Write on the board: scarf sweater coat bag hat shoe shirt socks glasses trousers skirt T-shirt dress
- Choose a picture of a person from any unit in the Student's book, but don't show the learners your picture. Say: *My person is in your book.* Point to the words on the board and say: *They are wearing two of these things.*
- Learners ask you questions to find the two words. For example: *Is the person wearing a coat? Has this person got glasses?* Show the class the picture you have chosen and the two things they are wearing.
- Learners work in A and B pairs. Learner A chooses one picture from units 17 (D), 19 (D), 40 (A), 48 (B). Learner B asks questions to find which picture Learner A has chosen. Learner B then chooses a picture and Learner A asks questions.

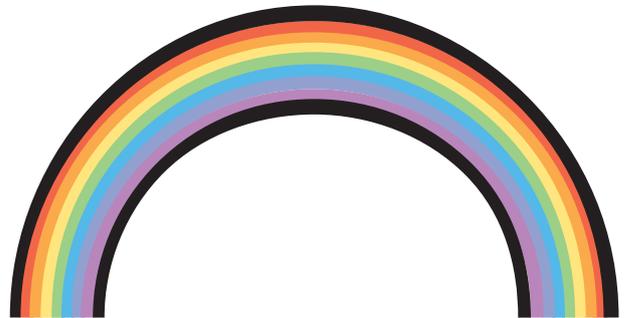
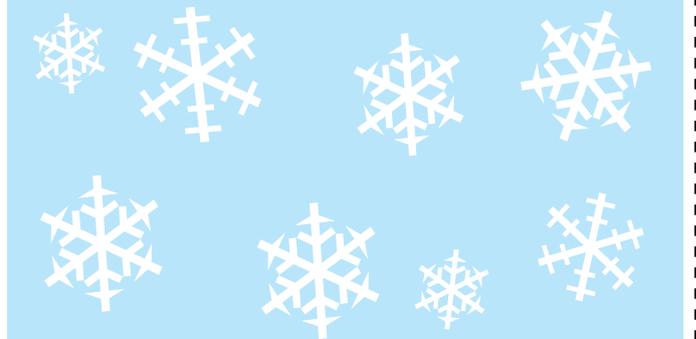
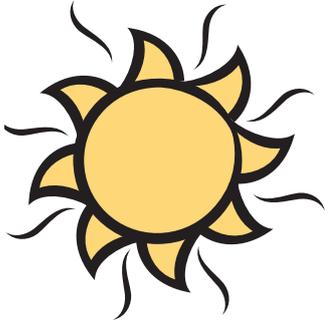
### Clothes mime game

- Ask: *What do people wear? What do people carry?* Write learners' suggestions on the board. For example:  
wear: *coat dress hat jacket jeans scarf shirt shoe skirt sock sweater T-shirt trousers watch*  
carry: *bag camera computer fan handbag map towel*
- Divide the class into teams of 6–8 learners. One learner from each team comes up to the board and is given a word to mime. (The word is either written on a piece of paper or whispered to the learner.) When they mime their word, they should not point to the item of clothing or the word on the board. For example, for *trousers*, the learner mimes putting on trousers. Demonstrate this yourself by miming putting on a pair of trousers and asking: *What am I wearing?* (trousers)
- The learner's team has 20 seconds to say the answer. If they do not guess within this time, a learner from the other team comes to the front and mimes the same word. When a team guesses a word correctly, give them a point.
- The winning team is the team with the most points.

# 7

## What's the weather like?

### Weather pictures for activity A



### Let's talk about you and the weather

- Learners look at the questions below about the weather. Ask different volunteers to ask you the questions. You answer them.
- Learners write their own answers to the questions.
- Learners ask and answer the questions in pairs or small groups.

- 1 *What's your favourite kind of weather?*
- 2 *Does it often snow in your country?*
- 3 *What clothes do you wear when it's cold?*
- 4 *Do you go outside when it's wet?*
- 5 *Tell me about the weather today.*

# 9

## Me and my family

### Family photos

- Before your lesson, ask learners to bring photos of their own family and friends to the class.
- Take in a photo/several photos of your family and friends. Show it/them to learners (pass them around the class). Tell learners about your family and friends (talk about how tall and old they are, the things they like doing, the clothes they like wearing, and especially their hair!).
- Learners take out the photos they have brought to class. In groups, learners look at each other's photos and ask and talk about the people in their photos.

**Suggestion:** Write some or all of these questions on the board to help learners:

*Who is this person?*

*How old are they?*

*What clothes do they like wearing?*

*What is their hair like?*

*What things do they like doing?*

# 10 The people in our street

## Word cards for opposites puzzle



<i>wrong</i>	<i>tall</i>	<i>short</i>	<i>hot</i>
<i>ugly</i>	<i>difficult</i>	<i>beautiful</i>	<i>right</i>
<i>cold</i>	<i>sad</i>	<i>quiet</i>	<i>easy</i>
<i>dirty</i>	<i>clean</i>	<i>loud</i>	<i>happy</i>
<i>big</i>	<i>small</i>	<i>curly</i>	<i>straight</i>

# 11 Things we eat and drink

## Which food?



- If you have time, you can do this activity as a project with your class.
- Learners work in pairs or small groups. They choose two foods (but not meat or fish) and write sentences about each of them. Encourage them to bring in photos to illustrate their sentences.
- Write up the following sentences on the board for them to copy and complete:
  - You find this food (e.g. on trees ...).*
  - This food is (e.g. red ...).*
  - We eat it (hot/cold).*
  - You (don't cook/cook) it.*
  - People eat this for (e.g. lunch).*
- Two groups join together. One of them reads out their sentences. The other group tries to guess what food it is.

# 17 Our hobbies



## Look at the picture and write wrong sentences!

Write a wrong sentence about the plane.

### Example

*The red and white plane is flying above the sand.*

Now write something wrong about:

- 1 the dolphin.
- 2 the boy in the brown T-shirt.
- 3 the woman who is painting a picture.
- 4 the boy who is putting things into the boat.
- 5 the woman in the red dress.

Read these wrong sentences. Can you make them right?

- 1 The dolphin's head is under the water.
- 2 The boy in the brown T-shirt is drawing a dolphin in the sand.
- 3 The woman who is painting a picture has long blonde hair.
- 4 The bigger boy is taking three bags out of a red and white boat.
- 5 The woman in the red dress is walking into the sea.

# 17 Our hobbies

Can you correct the sentences to make them true?

## Example

*The red and white plane is flying above the sea.*

## Suggested answers

- 1 The dolphin's **tail** is under the water.
- 2 The boy in the brown T-shirt is drawing a **plane** in the sand.
- 3 The woman who is painting a picture of a dolphin has **short brown** hair.
- 4 The bigger boy is taking **two** bags out of the boat.
- 5 The woman in the red dress **is walking on the sand**.

# 19 What's the matter?

## How many words can you make?

- Write on the board:

*stomach-ache*

Ask: *How many letters are there in this word?* (11)

Point to the letters t-h-e in the word *stomach-ache*. Write the word *the* on the board. Explain that we can use the letters in *stomach-ache* to make other words.

- Say: *Now you make more words from stomach-ache.*
- Different learners come to the board to write one of their words. To avoid repetition, you could ask different learners to only write a 2/3/4 letter word.

### **Suggestions:**

*at, came, cat, chat, coat, come, cost, each, eat, hat, hate, heat, home, hot, mat, match, meat, most, Sam, same, sat, seat, set, shot, some, teach, team, them, Tom*

**Note:** not all of these words are on the Young Learners wordlists.

# 22

## A trip to the city



# 26

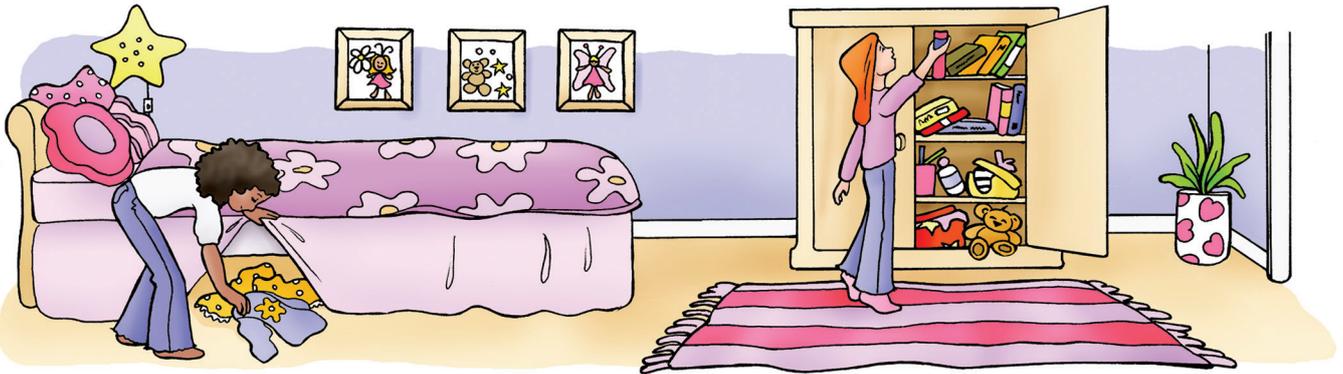
## Guess who lives here?



1



2



3



# 26 Guess who lives here?

## True or false?

Print off copies of the three pictures from page 18 before you do this activity. (Give one picture to each pair of learners. Make sure there is a mix of pictures 1, 2 and 3).

Note: This activity is best done in a big room or open space.

In pairs, learners take their picture and stand in a line across the room.

Say: *Listen to my sentences now.* If the sentence learners hear is correct for their picture, they take a step forward. If the sentence is false, they take a step backwards.

## Sentences

- 1 I can see three pictures on the wall. (everyone forward)
- 2 Both cupboard doors are open. (pictures 1 & 3 forward, picture 2 back)
- 3 There is a plant on the floor near the cupboard. (everyone forward)
- 4 There are three people in the room. (1 & 3 forward, picture 2 back)
- 5 The mother isn't in the room now. (picture 2 forward, 1 and 3 back)
- 6 Both girls are playing with dolls. (1 & 3 forward, picture 2 back)
- 7 Some of the books are open. (1 & 3 forward, 2 back)
- 8 There are lots of books and toys on the floor. (1 forward, 2 & 3 back)
- 9 The girl with the biggest doll is holding a bottle. (1 forward, 2 & 3 back)
- 10 The mother is pointing to the things on the floor. (1 forward, 2 & 3 back)

Learners with picture 1 should be standing nearest the front.

# 26 Guess who lives here?

## What is it?

Say: *Listen to my sentences about different things in your pictures. What is this thing and where is it in your picture?* Learners put up their hands to answer. Read out the following sentences.

- 1 We put these on walls in houses and schools and then we look at them. (*pictures* – on the wall in all 3 pictures)
- 2 You wear these on your feet inside shoes. (*socks* – on the blonde girl's feet in all 3 pictures)
- 3 You put this on your bed and you sleep under it. (*blanket* – on the bed in all 3 pictures).
- 4 Some people wear this round their neck when it's cold. (*scarf* – on the floor in pictures 1 and 2)
- 5 You find these in libraries and they have pages. (*books* – on the floor in picture 1 and in the cupboard in pictures 2 and 3)
- 6 Some plants have these and they can be beautiful colours. (*flowers* or *leaves* – the leaves are on the plant and there are flowers on the bed and sweater in pictures 1 and 2)
- 7 This animal is usually big but the one in picture 1 is not! (the *toy horse* or *bear* on the floor)
- 8 This has doors and you put clothes and other things inside it. (*cupboard* – in all 3 pictures)
- 9 You find this on the floor inside a room. You can stand or sit on it. (*mat* – on the floor)
- 10 You put these on in the morning and you take them off at night. (*clothes* – in all 3 pictures)

# 37 Mr Must changes his job

Dear Mr Must,  
Please come and work  
for me at Right Farm.  
Mr All

# 48 We want to do this one day

## Story prompts for D

- Day?                                    *It's ..... and*
- Boy's name?                            *.....*
- Where?                                    *is going to the .....*
- Boy's name?                            *..... has got a new book.*
- Where?                                    *It's in his .....*
- What?                                    *His book is about .....*
- Boy's name?                            *..... likes reading about*
- What?                                    *..... because one day,*
- Would like?                            *he would like to .....!*

# 49

## Ask me another question

### Let's talk about you!

You might find these question cards useful for the activity suggested on page 113 of the *Fun for Movers Teacher's Book*.



<i>What's your favourite sport?</i>	<i>Who do you like playing with?</i>	<i>Where do you play this sport?</i>
<i>When do you play with your friends?</i>	<i>What's your best friend's name?</i>	<i>Why do you like your best friend?</i>
<i>Where do you like going on holiday?</i>	<i>What do you like eating on holiday?</i>	<i>Who do you go on holiday with?</i>
<i>How do you go to school?</i>	<i>Which is your favourite school day?</i>	<i>What do you do in the playground?</i>
<i>Who lives with you at home?</i>	<i>Which is your favourite room?</i>	<i>Where do you eat your supper?</i>

# 50 Well done!

## Poem for activity A

*The children in our class  
are sitting on the grass  
and fishing in a lake  
in our school lunch break.*

