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# FUN



## for *Starters*

**Additional resources for teachers**

••• **Second 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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a

b

c

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## 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, Q.*  
Pierre picks up the card with *Q*. (See below for suggestions for spelling other words.)
- Continue like this, with learners picking up the letters q-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.

### 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 spaces 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 to spell the word.
- 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 who has the letter has to say it (or say a word starting or ending with this 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.

## Pictures of clothes for activities A and B



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





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

Now colour in the picture.



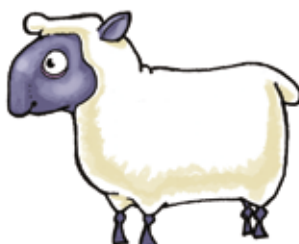
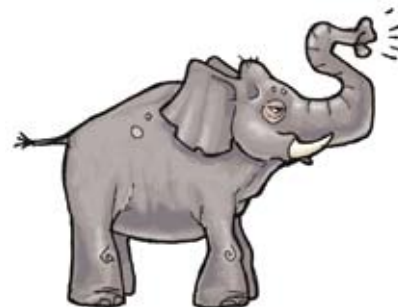
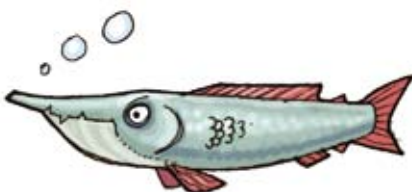
# Unit 10 *My family*

- 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's 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.

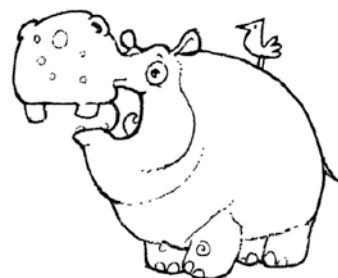
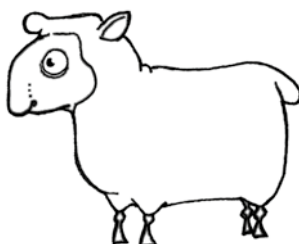
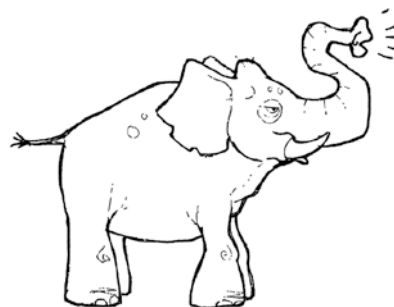
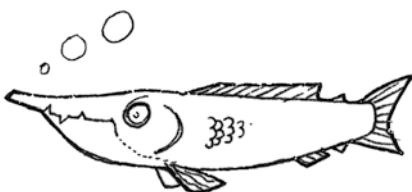
- 1 Who's wearing a red T-shirt? (Sam's sister)
- 2 What colour is Sam's T-shirt? (green and red)
- 3 Which people are wearing glasses? (2 of Sam's sisters, his mum and grandma)
- 4 Who has got white hair? (Sam's grandpa)
- 5 Which people are wearing jackets? (his grandparents/grandma and grandpa)
-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



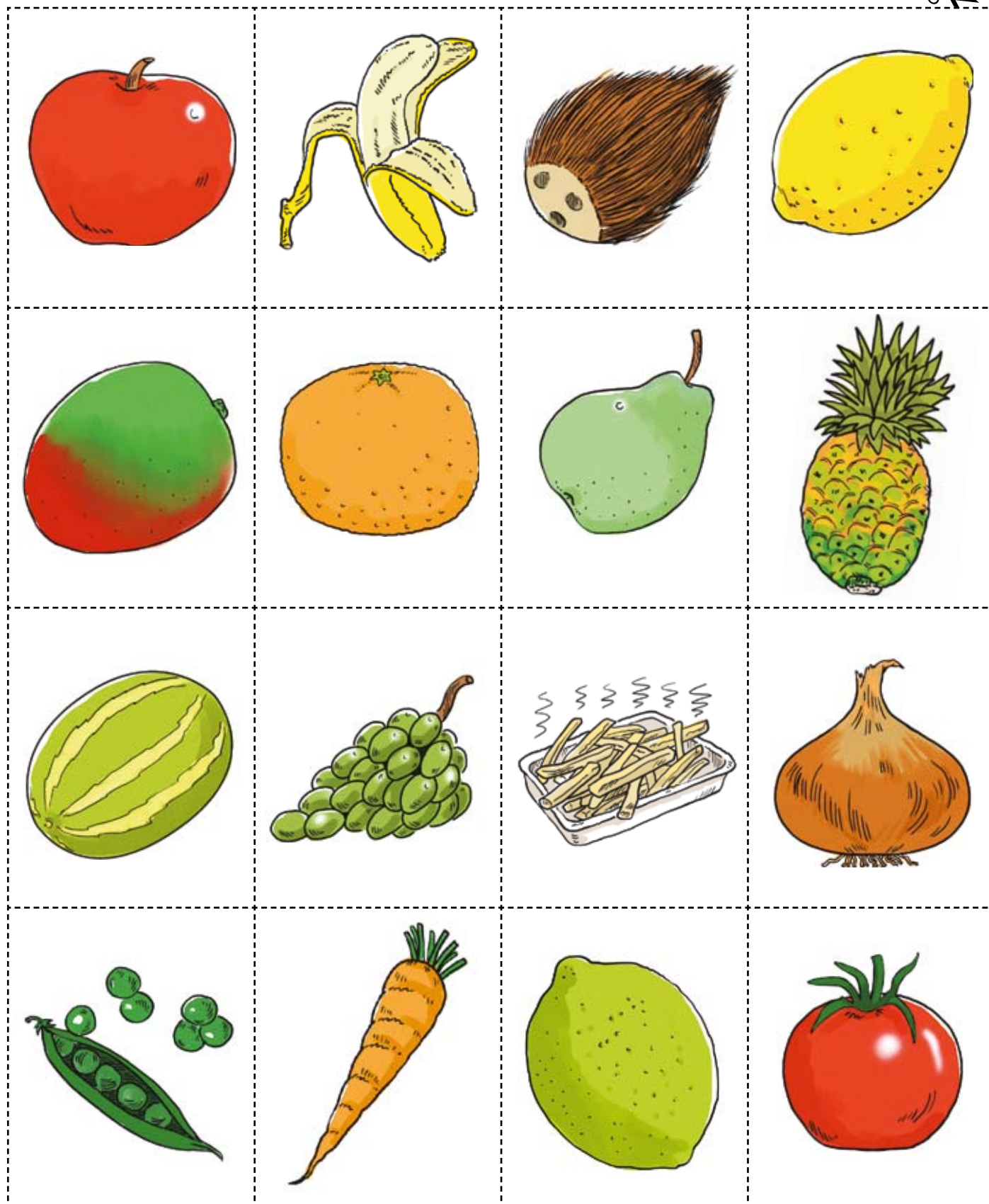
Animal pictures for 'Tell me about your pets'



Animal pictures for 'Tell me about your pets' to colour in



Food pictures for activities E (Unit 15) and F (Unit 17)



## Do the food project!

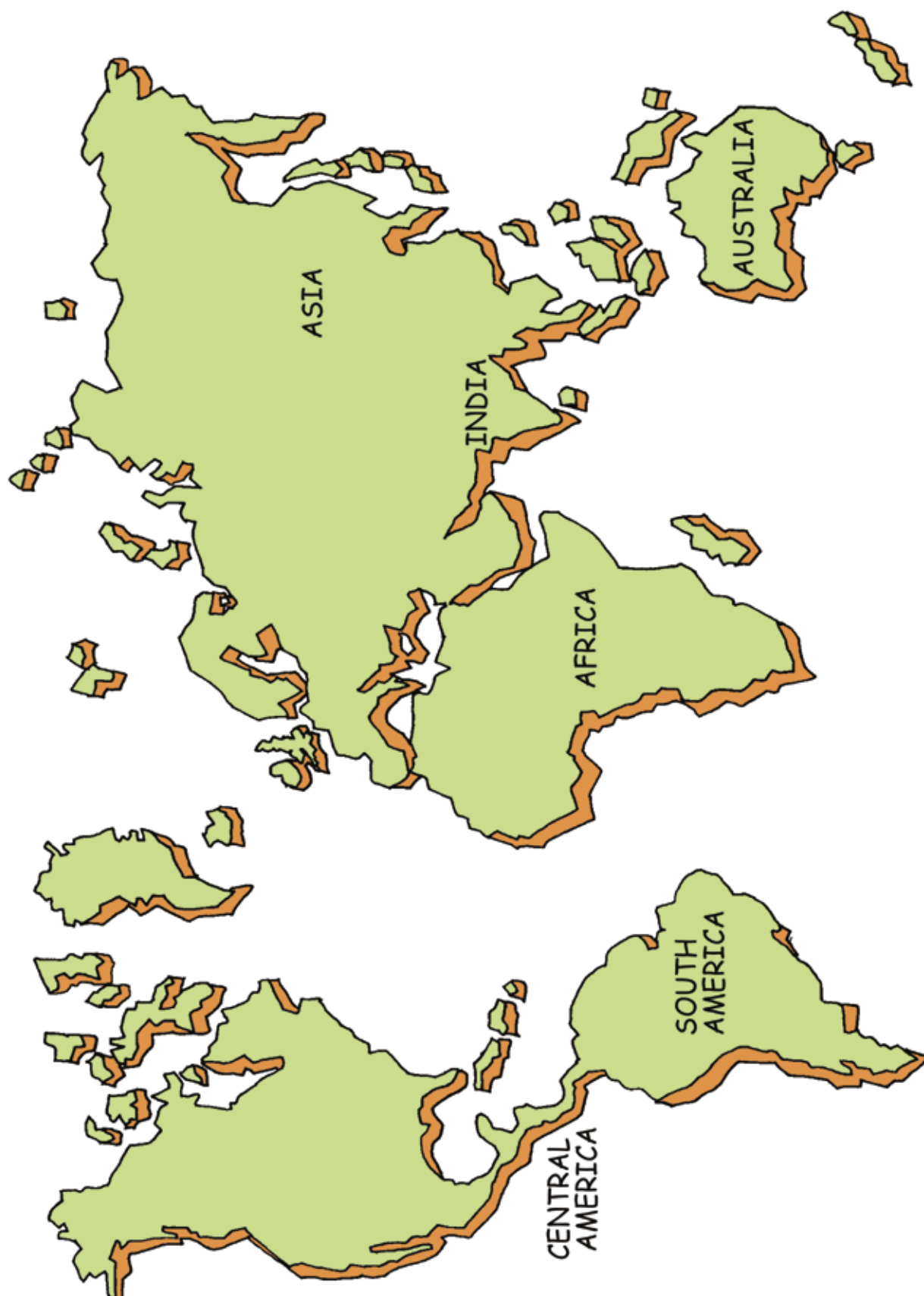
- Learners look for information about food they are not familiar with. They can then make a poster.
- They can include information on where the food comes from, if it grows on a tree, in the ground, etc.
- For example: *(Pineapples) are fruit. They're (yellow, brown and green.) They grow (on plants) 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.nms.on.ca/Elementary/fun\\_food\\_facts.htm](http://www.nms.on.ca/Elementary/fun_food_facts.htm)

<http://www.dole5aday.com/html/kids/nutrition%20database.html>





## Parts of the picture

**Show learners Picture 1 – the sun. Say:**

*Talk to the person beside you. Ask them:*

*‘What else do you think is in this picture?’*

Divide the class into seven groups. Tell them that you are going to give each group another part of this picture. In their groups, they should talk about:

- 1 What is in their picture.
- 2 Where they think it is in the picture (top/bottom, left/right)
- 3 What other things are in the picture.

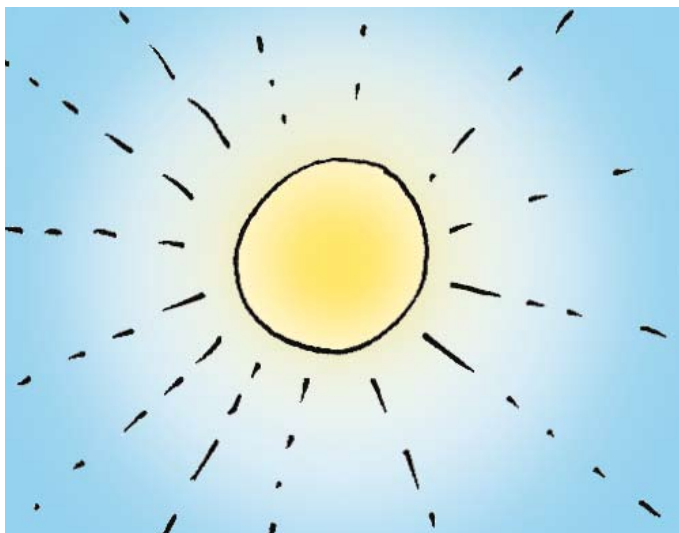
After a few minutes show the complete picture.

Were they right?

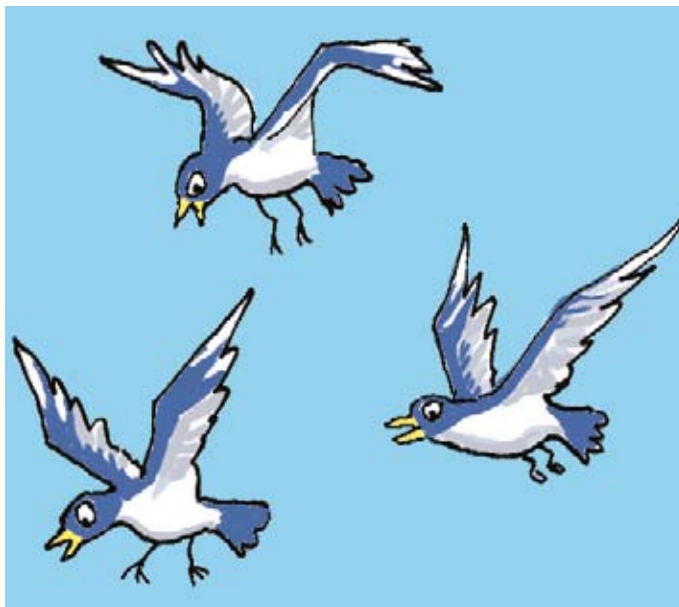
Note: This is useful for getting learners to focus on the details of the picture and where things are.



1



2



3



4



5

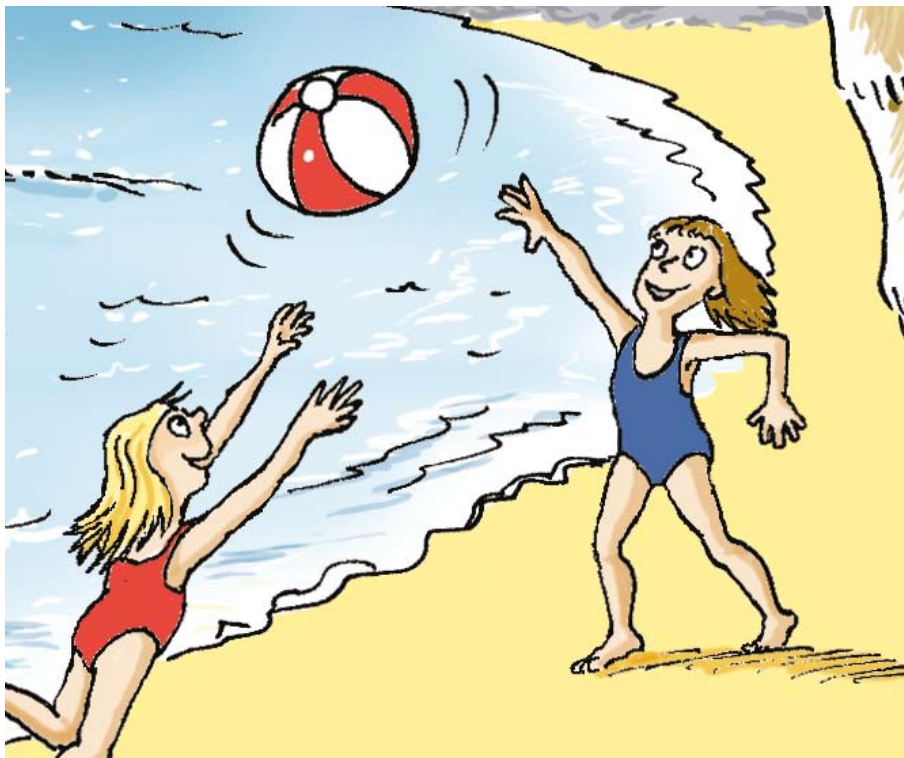


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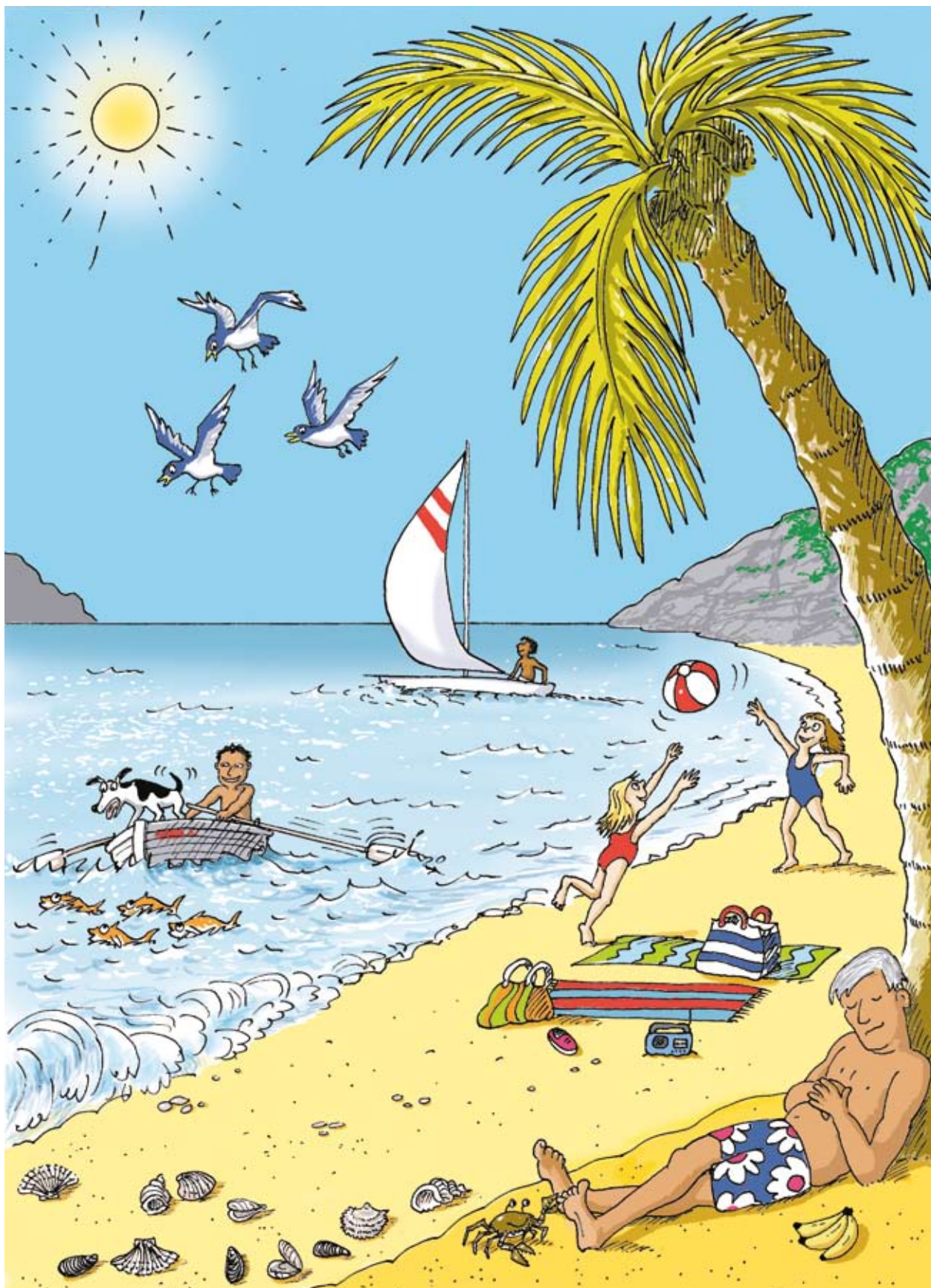
7



8



9





## 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.



## 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.

## Get into groups

- Write on the board: *I play ... Which sport do you do?*
- Ask different learners the question. Say: *I play (tennis). Which sport do you do?*
- Learners who do the same sport as you come out to the front of the class and stand beside you.
- Different learners stand up and say the sport they do 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 do?*

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?