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FUN



for
Movers

Additional resources for teachers

••• Second edition

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Contents

Unit 1	Sentence completion for activity C Cards for activity E	3
Unit 2	Animals: pictures for activity F	4
Unit 3	Family photos Make a face collage	6
Unit 4	Which person is it? Clothes mime game	7
Unit 5	Word cards for opposites puzzle	8
Unit 7	Weather: pictures for activity A	9
Unit 11	Which food?	10
Unit 20	How many words can you make?	10
Unit 31	Let's talk about you	11

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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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 takes her babies the river.	above	to	at
4	Crocodiles can see above the water their eyes are not under water.	because	or	than

- Either make copies of the 4 sentences and 3 options or write the first sentence and the 3 options on the board. Point to the first gap and ask learners which word (Here, Now, There) goes in the gap. (There)
- Write sentences 2–4 on the board. In pairs, learners copy and complete the sentences.

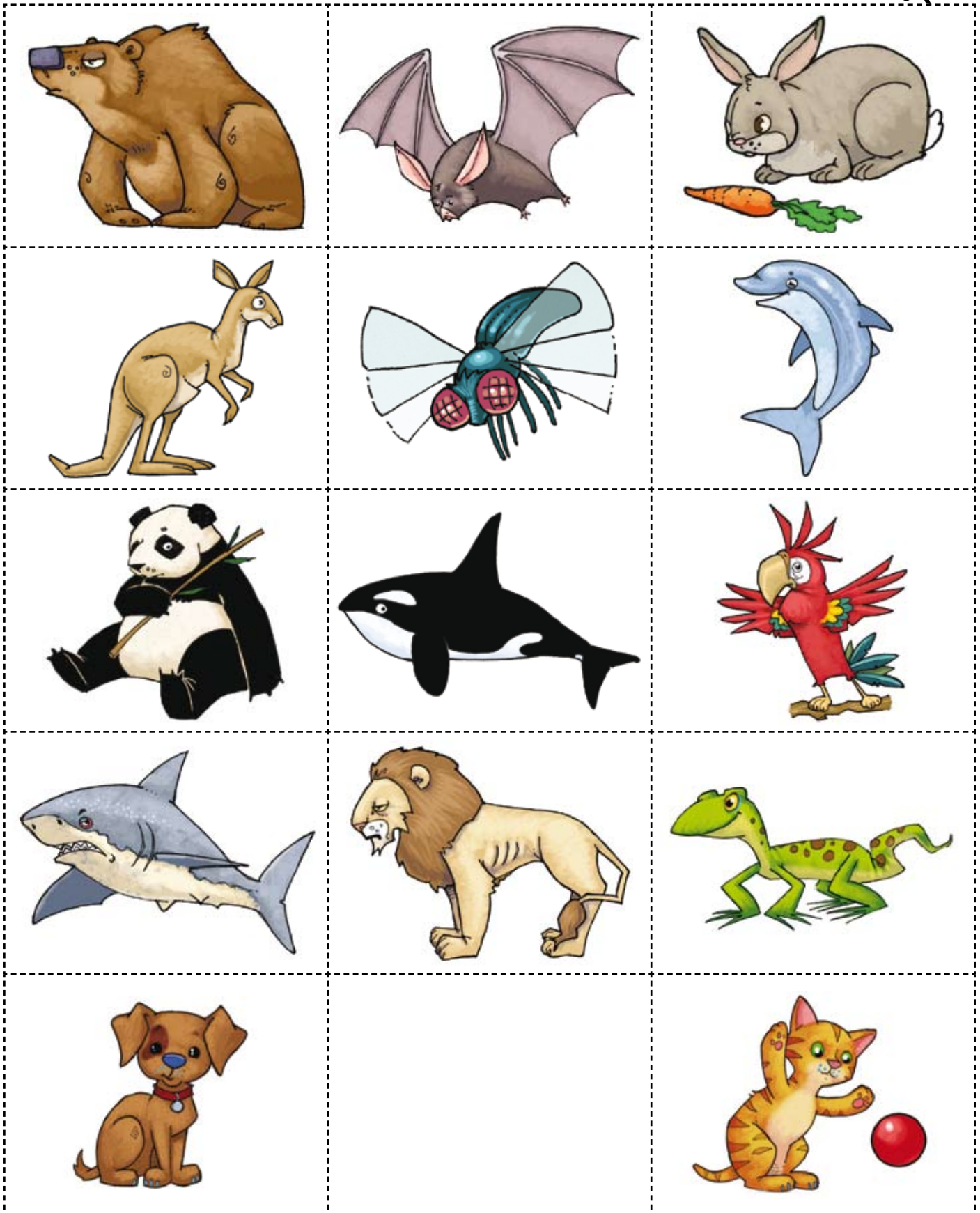
Check answers: 2 eating 3 to 4 because

Word cards for activity E

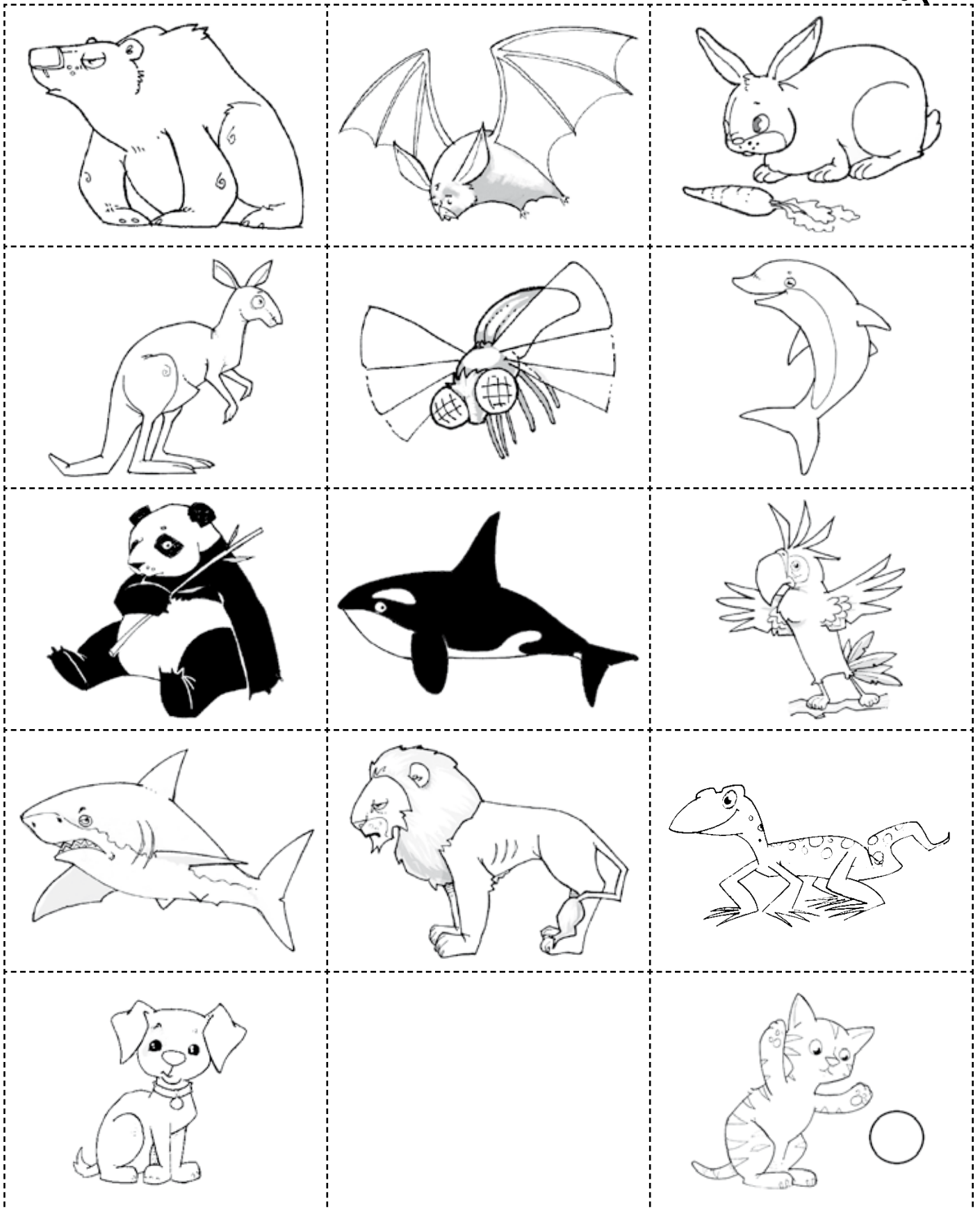
<i>cat</i>	<i>snake</i>	<i>goat</i>
<i>bird</i>	<i>bear</i>	<i>fly</i>



Animal pictures for activity F



Animal pictures for activity F to colour in



Family photos

- Before your lesson, ask learners to bring to the class, photos of their own family and friends.
- 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?

How tall are they?

What clothes do they like wearing?

What kind of hair do they have?

What things do they like doing?

Make a face collage!

- Take in some old magazines, or ask learners to bring some in.
- Tell learners they are going to make a picture from the magazines. They should cut out different parts of the face, hair, beard, glasses, etc. from different photographs. It doesn't matter if they are different sizes (in fact, if they are different, the face will be funnier!)
- Learners stick the parts of their face together.
- When they have finished, they write a description and stick both the face and the description on a piece of paper or card.
- Display their 'creations' on the walls if possible, or you could put them together to form a class book.

The girl in the red dress

Which person is it?

- Choose a picture of a person from a unit in *Fun for Movers Second edition*. Don't show the learners the picture you have chosen. Tell learners that you have chosen a person in a picture from a unit in their *Fun for Movers Second edition* book who is wearing two of the things from the wordbox below.

scarf	sweater	coat	bag	hat
shoe	shirt	socks	glasses	
trousers	skirt	T-shirt	dress	

- Learners ask you questions to discover 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 items of clothing.
- Learners work in pairs. One learner from each pair chooses one picture from units 17 (D), 19 (D), 40 (A), 48 (A). The second learner asks questions to discover which picture the first learner has chosen.

Clothes mime game!

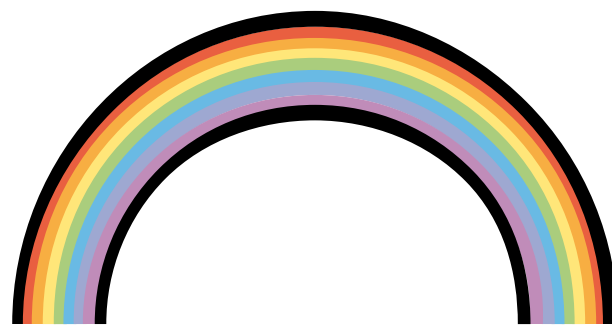
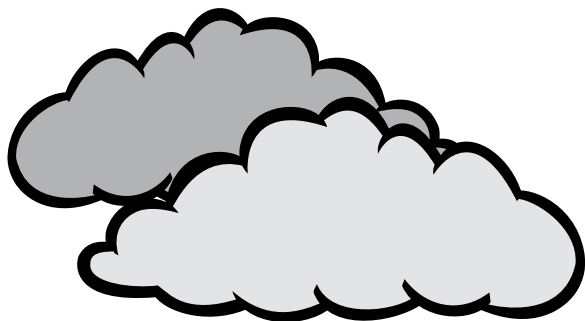
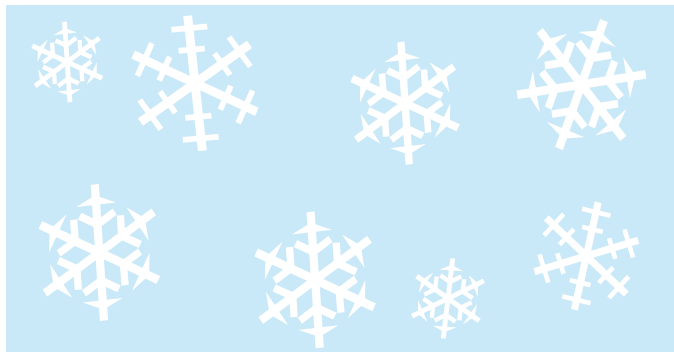
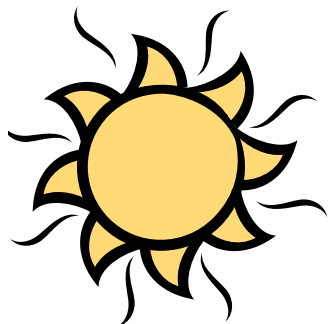
- Ask learners to tell you things that people wear and carry. Write them on the board. For example:
Wear: *coat dress hat jacket jeans scarf shirt shoe skirt sock sweater T-shirt trousers watch*
Carry: *bag camera computer fan handbag map towel*
- Divide the class into teams of 6–8 learners. One learner 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.) They are not allowed to point. 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 putting on?* (Learners: *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 out to the front and mimes the word.
- The winning team is the team with the most points.

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>

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.*

Things we eat and drink

Which food?

- Learners work in pairs or small groups. They choose two foods (but not meat or fish) and write sentences about each of them.
- 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 has to name the food.

What's the matter?

How many words can you make?

- Write up 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.

- Ask learners to make more words using the letters in *stomach-ache*.
- Different learners write the words the learners make on the board.

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 the words are on the Young Learners wordlists.

Let's talk about you!

You might find these question cards useful for the activity suggested on page 77 of the *Fun for Movers Teacher's Book*.



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