



Pearson

# DON'T FORGET TO STRETCH!

Šárka Miková



# WHAT KIND OF TEACHER ARE YOU?



*I like to improvise in my lessons, do not prepare too much.*

X

*I spend hours planning what to do in my lessons the next day.*

*My school provides me with freedom of what I do in my lessons.*

X

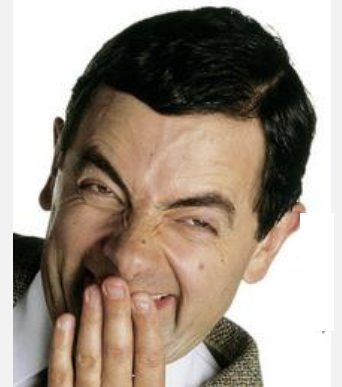
*My school management expects me to provide detailed lesson plans.*

# LESSON PLANNING

Teacher does not plan – leaves everything to chance  
WONDERFUL LESSONS, FULL OF CREATIVITY AND FUN

**DANGER!**

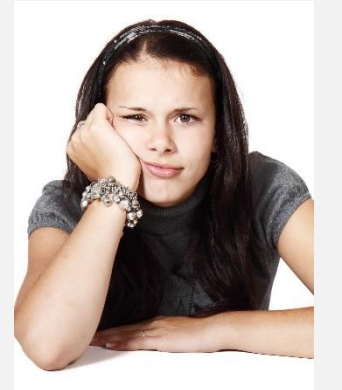
Lessons may be chaotic and no one learns very much



Teacher plans too much and then follows the plan exactly  
CLEARLY STRUCTURED LESSONS, WHERE EVERYONE  
KNOWS WHAT IS GOING TO FOLLOW

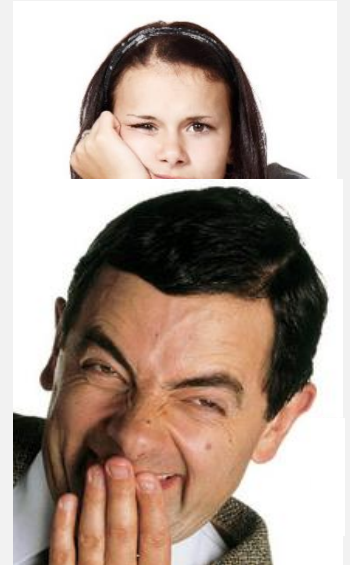
**DANGER!**

Lessons may be uncreative and boring



# STRUCTURE AND MAGIC MOMENTS

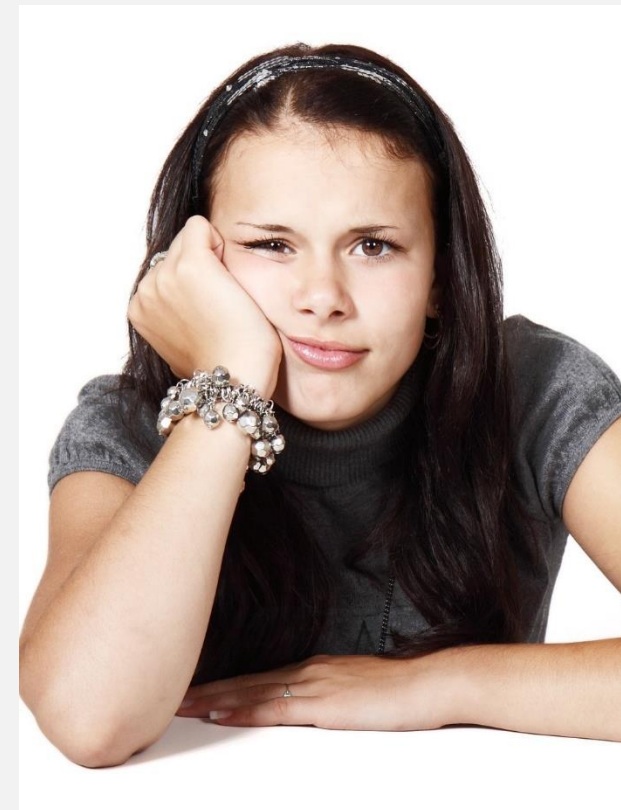
Although the lessons need to have certain **structure** and we need to include certain things we want to teach, we need to be ready for the **magic moments** (when students do or say something interesting) and be prepared to change our plan to take advantage of them.



Our professor has a policy that if your phone rings in class, you must answer it on speakerphone (loudspeaker) ... we arranged to have a friend call on April Fool's Day ...



WHAT'S YOUR  
EXPERIENCE?





# HOW TO PLAN A TRAINING SESSION?

- session introduction
- warm up
- games, skill and fitness activities
- cool down
- stretch



# DOES IT WORK THE SAME WAY FOR AN ENGLISH LESSON?



- session introduction – lesson introduction
- warm up – no doubt necessary
- games, skill and fitness activities – vocabulary, skill activities and games
- cool down - consolidate
- stretch - extend the activities



# TEACHER = TRAINER?



Spot 5 differences 😊!

# TEACHER = LESSON MANAGER



- motivate
- present
- explain
- assist
- practise
- test
- maintain discipline
- ..... and improvise

# WHY DO TEACHERS NEED TO IMPROVISE?

*What shall I do with fast finishers (pupils that are more clever, work faster or are simply slapdash)?*

*How can I give more practice either to whole class or those who need it?*

*What shall I do with them when there is another 10 minutes left before the end of my class?*



*And you?*

# YOUNG LEARNERS



... the most unpredictable age group, but also the most flexible and the easiest to be motivated – HOORRAY!

... do not understand a foreign language as an independent school subject but rather as means of communication and a **tool for achieving their goal in games and other activities.**

# WHERE LEARNING IS ADVENTURE



## LET'S STRETCH ...



To any exercise in your coursebook there may be an extra activity to help you deal with fast finishers, provide extra practice or simply fill up those 10 minutes remaining towards the end of your lesson.

Let's see and try them out ...





**Hello**

1 Listen and chant.    

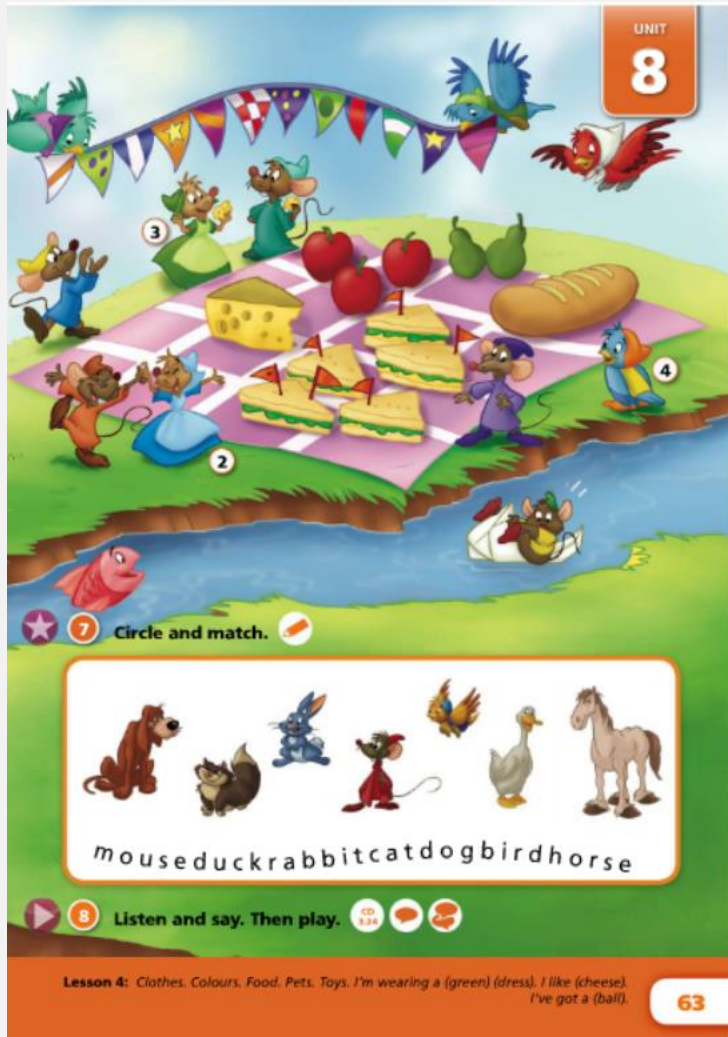
2 Listen and stick. Then find and tick (✓).    

**Lesson 1:** bag, book, pen, pencil, rubber; blue, green, red, yellow

2

## EXTRA ACTIVITY 1

Put pupils into pairs, groups or do as a whole-class frontal activity. One pupil draws a classroom object in the air. Other pupil/pupils guess/es what it is. Then pupils take turns.

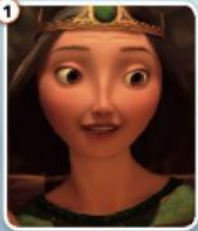



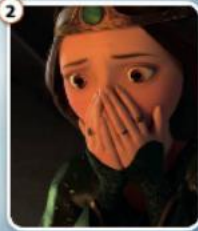

## EXTRA ACTIVITY 2


Do a spelling stretching exercise. Choose one animal name from the exercise and let pupils trace it in the air with different parts of their body (e.g. nose, shoulder, tongue, eyes, big toe, belly button, etc.)



UNIT 1

7 Listen and answer. Then draw.

1  

2  

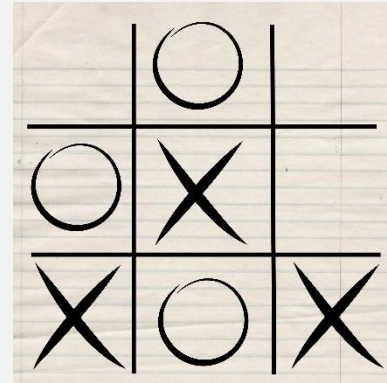
3  

4  

8 Look and play.

Lesson 4: I'm (happy). Face. Colours.

## EXTRA ACTIVITY 3



Hand out sheets of papers to all pupils. Divide them into pairs and tell them they are going to play noughts and crosses, drawing sad or happy faces instead of noughts. Have pupils say: *Happy/Sad* whenever they draw a face. With more advanced pupils do it with other examples of emotional adjectives (angry, surprised, scared, worried).

**5** Listen and circle. CD 2.6

eggs    sandwiches    meat    cake

**7** Listen and draw. Then play. CD 2.10

**6** Listen and sing. CD 2.7 KARAOKE CD 2.8

**8** Find, circle and say.

**1** **2** **3** **4**

**UNIT 4**

**Lesson 3 Song:** cake, eggs, meat, sandwiches. Do you like (eggs)? Food. I like / don't like (cheese).

**Lesson 4:** Food. Numbers. I like / don't like (milk). Do you like (cake)?


**30** **31**


## EXTRA ACTIVITY 4


Hand out sheets of papers to all pupils. They draw food from this lesson they would take on a picnic.


UNIT 5

3 Listen and circle. Then say.



1  2 / 4 hands



2  2 / 3 feet

3  5 / 7 fingers

4  4 / 6 toes

4 Listen and tick (✓).

1 a   b 

2 a   b 




Lesson 2: feet, fingers, hands, toes. Body parts. Numbers. I've got (five toes).


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## EXTRA ACTIVITY 5


Pupils pretend to be robots. Pupils stand up and move like robots while music plays. Stop the music and say *I've got two hands*. Pupils move their hands like robots and say in robot voices *I've got two hands*. Repeat for *two feet* and *ten fingers/toes*.


UNIT  
**5**


**3 Listen and circle. Then say.**   



**1**  **2 / 4 hands**


**2**  **2 / 3 feet**


**3**  **5 / 7 fingers**


**4**  **4 / 6 toes**




**4 Listen and tick (✓).**  

**1** **a** 

**b** 

**2** **a** 

**b** 

**Lesson 2:** feet, fingers, hands, toes. *Body parts. Numbers. I've got (five toes).*

**37**

## EXTRA ACTIVITY 6

Pupils mime that they have big, small, long or short body parts and move accordingly. Call out these phrases and pupils mime: *Big/small feet, big/small hands, long/short arms, long/short legs.* Then ask pupils to walk, jump, swim, write, play tennis/football, etc.

3 Listen and say.

one two three four five  
six seven eight nine ten

4 Listen and point at the correct balloon in Exercise 3.  
Then say.

1 2 3 4  
How old are you? I'm seven.

5 Read and say.

How old are you? I'm ...

Lesson 2: How old are you? I'm (eight). Numbers 1-10.

# EXTRA ACTIVITY 7

Pair activity: Pupil 1 traces a number on the back of Pupil 2 with a finger. Pupil 2 guesses the number. Then pupils swap roles.

Or: Do this finger tracing activity also when you teach the English alphabet for spelling.

4 Listen, point and say. Then read and say 1 or 2. CD 1:10

1 It isn't a robot.  
It's a spaceship.

2 It isn't a computer.  
It's a scooter.

5 Listen and sing. CD 1:10 CD 1:10

<p>It's my favourite thing! It isn't a bike. It isn't a doll. It isn't a computer! It isn't a bat, Or a ball. No! It's my red scooter!</p>	<p>It's my favourite thing! It isn't a boat. It isn't a kite. It isn't a computer! It isn't a spaceship, Or a train. No! It's my red scooter!</p>
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Lesson 2: computer, scooter, spaceship. It isn't a (scooter). Favourite things. It's a (robot).

5

## EXTRA ACTIVITY 8

Assign a favourite thing from the song to each pupil that they have to remember. Play the recording and ask pupils to stand up and sing and sit down when they hear their word. You can do this with any song or chant you want to revise.



4 Listen, point and say. Then read and say 1 or 2. CD 1/10

1 It isn't a robot.  
It's a spaceship.

2 It isn't a computer.  
It's a scooter.

5 Listen and sing. CD 1/10 CD 1/10

It's my favourite thing!  
It isn't a bike.  
It isn't a doll.  
It isn't a computer!  
It isn't a bat,  
Or a ball.  
No! It's my red scooter!

It's my favourite thing!  
It isn't a boat.  
It isn't a kite.  
It isn't a computer!  
It isn't a spaceship,  
Or a train.  
No! It's my red scooter!

Lesson 2: computer, scooter, spaceship. It isn't a (scooter). Favourite things. It's a (robot).

5

## EXTRA ACTIVITY 9

If it is possible, ask pupils to sit in a circle. Play the song you want to revise, pupils pass the toy to one another as the music plays. When the teacher stops the music, the pupil holding the toy has to say a word or a line from the song. Start the song again.

UNIT  
**4** My room

1 Listen and point. 18

2 Listen and repeat. Then look and say Yes or No. 20

carpet cupboard bed box lamp curtain

3 Listen and say. 20 21

The box is in the bedroom.

28 Lesson 1: bed, box, carpet, cupboard, curtain, lamp. The (box) is in the (bedroom). Furniture. House. It's in the (kitchen).

## EXTRA ACTIVITY 10

Play „Alternative Bingo“: Each pupil draws a picture of an item from a certain vocabulary group (here household items). While pupils draw, Teacher writes words from this vocabulary on paper cards and puts them in a bag or box. Pupils stand up. Teacher picks one card at a time, reads the word and the pupil/s who drew the corresponding item should sit down. Continue until you use all the cards or all the pupils are sitting down.

8 Listen and answer Yes or No.  

1 Is she worried?



2 Is she scared?



3 Is he sad?



4 Is he worried?

9 Tongue twister! Listen and repeat.  

Sam's cat is happy.  
 Pam's cat is sad.  
 Dan's cat is angry.  
 Anne's cat is bad.



## EXTRA ACTIVITY 11

Play „Simon Says“: When you say Simon says: I´m happy/sad/..., pupils mime the feeling. When you say Simon says: I´m not happy/sad/..., they only move around. When you say the sentence without the phrase Simon says, they mustn´t move at all. If pupils make a mistake, they have to go back to their desks. Play until only a few pupils remain standing.

# REVISION



## EXTRA ACTIVITY 12

Divide class into small groups and give each group an identical set of various word cards (from different units). Ask pupils to separate the cards into different categories (e.g. colours, fruit, toys, body parts, feelings, furniture, Christmas etc.). The group which finishes first, wins.

# SOME GENERAL IDEAS...

- Have pupils choose A LESSON OR A SCENE they particularly liked from the unit. Ask them to draw it and then place their work on classroom display.
- Have pupils write SILLY SENTENCES about e.g. clothes and weather vocabulary (e.g. *I'm wearing a sun hat. It's snowing.*) or animals and their skills (e.g. *I am an elephant and I can fly fast.*) and mime them.
- Ask pupils to draw themselves in a MUSEUM/ZOO/CLASSROOM/SUPERMARKET and let them say what they can see around them. Or alternatively let them say what they can see around them while the others have to guess the place.

**UNIT 4**

1 Listen and draw. Then play.

2 Find, circle and say.

Lesson 4: Food. Numbers. I like / don't like (milk). Do you like (kate)?

31

**Hello**

1 Listen and chant.

2 Listen and stick. Then find and tick (✓).

Lesson 1: bag, book, pen, pencil, rubber, blue, green, red, yellow

2

**UNIT 5**

1 Listen and circle. Then say.

2 Listen and tick (✓).

Lesson 2: feet, fingers, hands, legs, body parts. Numbers. I've got (five) toes

37

**UNIT 4**

**My room**

1 Listen and point.

2 Listen and repeat. Then look and say Yes or No.

3 Listen and say.

The box is in the bedroom.

Lesson 1: bed, box, carpet, cupboard, curtain, lamp. The box is in the bedroom. Furniture. Animal. It's in the kitchen.

28

1 Listen and say.

2 Listen and point at the correct balloon in Exercise 1. Then say.

3 Read and say.

Lesson 2: How old are you? I'm eight. Numbers 1-10

3

**UNIT 1**

1 Listen and answer. Then draw.

2 Look and play.

Lesson 4: I'm (happy). Face. Colours

7

**UNIT 1**

1 Listen and answer Yes or No.

2 Tongue twister! Listen and repeat.

Sam's cat is happy.  
Pam's cat is sad.  
Dan's cat is angry.  
Anne's cat is bad.

Lesson 4: Phonics. Is he / she (happy)? Feelings. I'm / I'm not (happy). He / She's (happy)

7

1 Listen, point and say. Then read and say 1 or 2.

2 Listen and sing.

It's my favourite thing!  
It isn't a bike.  
It isn't a doll.  
It isn't a computer!  
It isn't a ball.  
Or a train.  
No! It's my red scooter!

Lesson 2: computer, scooter, spaceship. It isn't a (scooter). Favourite things. It's a (scooter)

5

**UNIT 8**

1 Circle and match.

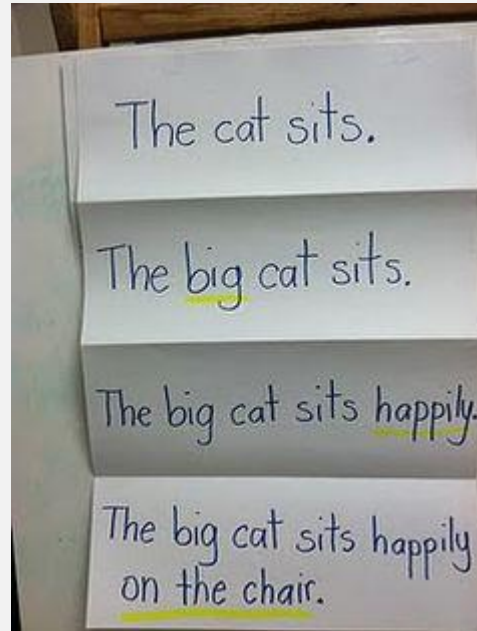
2 Listen and say. Then play.

Lesson 4: Clothes, Colours, Food, Pets, Toys. I'm wearing a (green) dress. I like (cheese). I've got a (ball)

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# WHAT ELSE CAN YOU STRETCH?



## My Big Strawberry



## Stretching Sentences

Use the 5 'w' questions to add a lot of detail to your sentences.

- Who?** The ugly witch flies.
- What?** The ugly witch flies on her broomstick.
- When?** In the darkest night, the ugly witch flies on her broomstick.
- Where?** In the darkest night, the ugly witch flies on her broomstick to the forest.
- Why?** In the darkest night, the ugly witch flies on her broomstick to the forest, to gather ingredients for her spells.

# WHAT ELSE CAN YOU STRETCH?

- Stretch the rules
- Stretch the truth
- Stretch one's money
- Stretch one's muscles

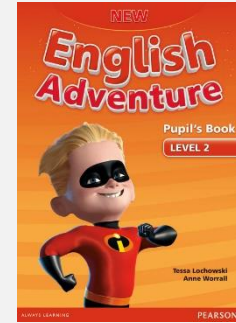
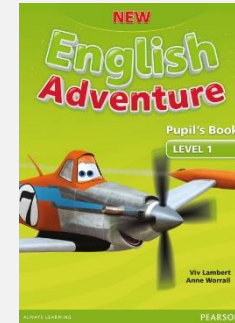
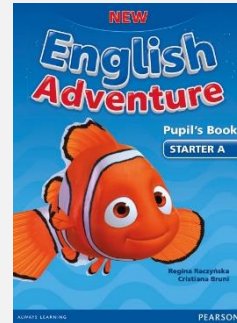




ARE YOU  
FEELING  
STIFF? 



SO, DON'T  
FORGET TO  
STRETCH!



To get more information, please contact me at:  
[metodik@venturesbooks.com](mailto:metodik@venturesbooks.com)

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**Sources:** Pearson: New English Adventure (Starter B, Level 1)  
Harmer, J.: Teacher Knowledge, Pearson 2012  
Thornbury, S.: How to teach vocabulary, Pearson 2015