

Teaching notes for Photocopiables

Unit 1, page 12

- Tell pupils they are going to complete the story of a very famous myth. Hand out a copy of Photocopiable 1 (see page T110) to each pupil. Go through the example and check pupils know what to do. Don't explain the vocabulary at this stage. Tell them to underline unknown words as they do the task.
- Check answers with the class (hand out copies of the complete text below, if possible). Then go through the text, encouraging pupils to guess the meaning of any new words, e.g. *scimitar* = sword / big knife.

Key:

Perseus and Medusa

In the Ancient Greek myth of Perseus and Medusa, King Polydectes sent Perseus on a dangerous quest. He had to get the head of Medusa. She was a terrible monster who made people become stone when she looked at them. On the quest, Perseus met the Graeae, who were monsters who shared one eye. He also got presents from some Greek gods. From Hermes he got shoes with wings to run fast, a hard hat which he wore so people couldn't see him, and a special sword called a scimitar to cut off Medusa's head. From Athena he got a clean, shiny shield which worked like a mirror. With this, he could fight with his back to Medusa, looking at her over his shoulder so that he didn't become stone. He won the fight and cut off Medusa's head. He used it to rescue a princess called Andromeda from a sea monster and, later, to kill King Polydectes. He married Andromeda and went back to Argos, where he lived with his mother and his wife.

Unit 2, page 19

- Make pairs, A and B. Tell pupils you are going to give them different information about a space programme schedule for the future. Write the dates from Photocopiable 2 on the board and check pupils know how to say them. Tell them they have to ask questions for different years to complete the information on a chart.
- Hand out Photocopiable 2 (see page T111) to each pair: part A to Pupil A, and part B to Pupil B. Remind them not to look at each other's papers. Ask volunteers to read the example speech bubbles. Pupils do the activity in pairs. Monitor and help where necessary.

Unit 3, page 31

- Make pairs. Hand out Photocopiable 3 (see page T112) to each pair: part A to Pupil A, and part B to Pupil B. Tell them not to look at each other's papers. Demonstrate the activity using two pupils.
- Pupils then work in pairs, taking turns to read their texts to each other for their partner to correct. Remind them of useful language for this stage and write it on the board if necessary, e.g. *Can you say that again, please? How do you spell that?*
- Check answers with the class.

Unit 4, page 37

- Tell pupils they're going to do an information exchange activity. They will look at a list of food for a party. Elicit what food items they think will be on the list.
- Make pairs (A and B). Hand out Photocopiable 4 (see page T113) to each pair: part A to Pupil A, and part B to Pupil B. Tell them not to look at each other's papers. Demonstrate the activity, reminding pupils to use *How many* for countables and *How much* for uncountables. Check they know what to do (take turns to ask questions to complete the missing information on their lists).
- Pupils complete the activity in their pairs. Monitor and help if necessary. When they have finished, they check with their partner.
- Pupils then write a sentence in their notebooks for each item, using *enough* (e.g. *There are enough cakes. There isn't enough pasta*). Monitor and check they are choosing singular or plural verb forms (*is / are*), according to whether the nouns are uncountable or countable.

Review Units 3 and 4, page 44 (see also page T44, Pupil's Book Activity 2)

- Focus pupils on the Pupil's Book Activity 2 instruction and on the picture. Demonstrate the activity. Pupils work in pairs, A and B. Hand out a copy of Photocopiable Review 3 and 4 (see page T114) to each pair, part A to Pupil A, and part B to Pupil B. Elicit some example questions before pupils begin the activity, e.g. Name restaurant: *What's the name of the restaurant?* How many people: *How many people are there?* Where sitting: *Where are they sitting?* Remind pupils of useful language, e.g. *Could you repeat that, please?*
- Pupils ask questions and write down their partner's answers. Monitor but try not to interrupt the activity.

Unit 5, page 48

- Tell pupils they are going to do a pairwork dictation. Make pairs, A and B. Hand out Photocopiable 5 (see page T115) to each pair: part A to Pupil A, and part B to Pupil B. Tell pupils they have the same texts, but with different sections missing. They mustn't look at each other's papers. Pupil A starts reading until he / she comes to a gap. Then Pupil B takes over reading until he / she comes to a gap. They continue taking turns like this to the end. The first time, they read the text right through so they have an idea of what it's about. The second time, they do it more slowly to give each other time to write in the missing words. Remind them of useful phrases, e.g. *Can you repeat that, please? How do you spell that?* See photocopiable solution on the next page that can be handed out for pupils to check their complete texts.

Text for Photocopiable 5

People all over the world have enjoyed eating different kinds of fish and seafood for thousands of years. One popular kind of seafood is shellfish. As the name tells us, a shellfish is a sea animal with a shell. It's often more expensive than fish and it includes lobsters and crabs. Some people like eating 'sushi'. This is a fish dish from Japan. The fish isn't cooked and we can eat it with chopsticks.

In England, 'Fish and chips' is a favourite meal. There are special shops where you can go to buy your fish and chips to take home with you.



Unit 6, page 57

- Make pairs, A and B. Tell pupils they are going to do a crossword together, but they mustn't show their paper to their partner. Demonstrate the activity. Pupil A and pupil B have different words in their crosswords. To find out the missing words in their crossword, they ask their friend, e.g. *What's 2 across?* Their friend doesn't say the word (e.g. *sledge*) but reads the clue for them to guess (e.g. *This is something we ride on in the snow*).
- Hand out Photocopiable 6 (see page T116) to each pair: part A to Pupil A, and part B to Pupil B. They take turns to ask and answer and complete their crosswords. When they have finished, they compare crosswords and check their answers.

Unit 7, page 67

- Tell pupils you are going to give them two pictures which look very similar but which have 12 differences. They are going to talk about the pictures in pairs and find the differences.
- Hand out a copy of Photocopiable 7 (see page T117) to each pupil. Give pupils 30 seconds to look and then elicit one difference. Check they are using language of description appropriately.
- Give pupils five minutes to find all the differences in their pairs. Check as a class, using full sentences. Pupils then write sentences in their notebooks to describe the differences, e.g. *In Picture A the girl who's going to catch the ball is wearing striped tights, but in Picture B she's wearing spotted tights.*

Key:

In Picture A the girl drinking from a carton of juice is wearing a jacket with one small pocket, but in Picture B she's wearing a jacket with two big pockets.

In Picture A the boy holding his rucksack is wearing gloves, but in Picture B he isn't wearing gloves.

In Picture A the girl with long hair is wearing a coat with four big buttons, but in Picture B she's wearing a coat with two big buttons.

In Picture A the girl playing on a video game is wearing glasses, but in Picture B she isn't wearing glasses.

In Picture A the girl playing on a video game is wearing long striped trousers, but in Picture B she is wearing plain trousers.

In Picture A the boy throwing the ball is wearing a spotted sweater, but in Picture B he's wearing a striped sweater.

In Picture A the girl who's going to catch the ball is wearing a dress, but in Picture B she's wearing a skirt.

In Picture A the girl who's going to catch the ball is wearing striped tights, but in Picture B she's wearing spotted tights.

In Picture A the boy sitting down is holding an umbrella, but in Picture B he's holding a book.

In Picture A the boy taking off his sweater is wearing trousers, but in Picture B he's wearing shorts.

In Picture A the teacher has no beard or moustache, but in Picture B he has a beard and a moustache.

In Picture A the teacher is wearing a hat, but in Picture B he isn't wearing a hat.

Unit 8, page 76 (see also page T76, Pupil's Book Activity 17)

- Demonstrate the activity using four volunteers. Select two pairs of matching cards from Photocopiable 8 (see page T118) and hand them out to the four pupils. Pupils don't show their cards to their friends. One pupil reads out a question or statement; the other three read out their answers. The class decides which is the correct answer. The pupil with the correct answer then reads out his / her question / statement and the other three read their answers. Again, pupils decide which is correct. Collect these four cards.
- Hand out cards to all the pupils in the class. The pupils have to find a partner whose card has the answer to their question / statement and the question / statement for their answer. They do this by walking around the class and asking as many pupils as possible their question, / statement until they find a matching answer.

Photocopiable 1

Name:

Read and complete the story with the lines in the box.



hat which he wore so people couldn't see him, and a special sword called a
the Graeae, who were monsters who shared one eye. He also got presents
from some

Argos, where he lived with his mother and his wife.

worked like a mirror. With this, he could fight with his back to Medusa,
looking at her

Medusa's head. He used it to rescue a princess called Andromeda from
a sea monster

~~dangerous quest. He had to get the head of Medusa. She was a terrible monster~~



In the Ancient Greek myth of Perseus and Medusa, King Polydectes sent Perseus on a

dangerous quest. He had to get the head of Medusa. She was a terrible
monster

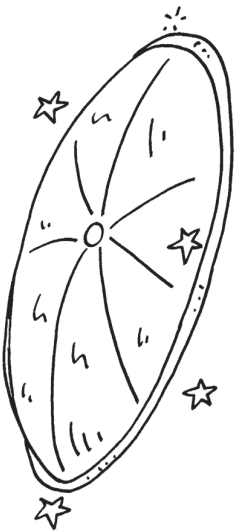
who made people become stone when she looked at them. On the quest, Perseus met

Greek gods. From Hermes he got shoes with wings to run fast, a hard

scimitar to cut off Medusa's head. From Athena he got a clean, shiny shield which

over his shoulder so that he didn't become stone. He won the fight and cut off

and, later, to kill King Polydectes. He married Andromeda and went back to



Photocopiable 2

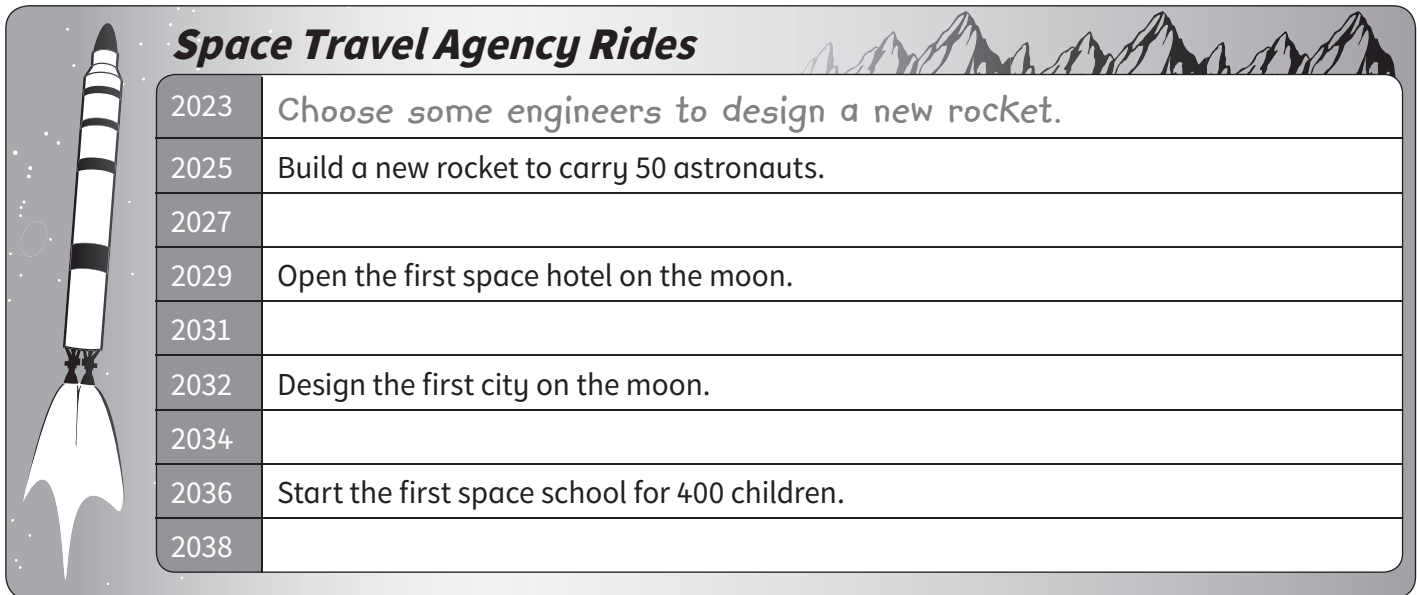
Name:

A

Ask and answer.

A What'll they do in 2023?

B They'll choose some engineers to design a new rocket.



Space Travel Agency Rides

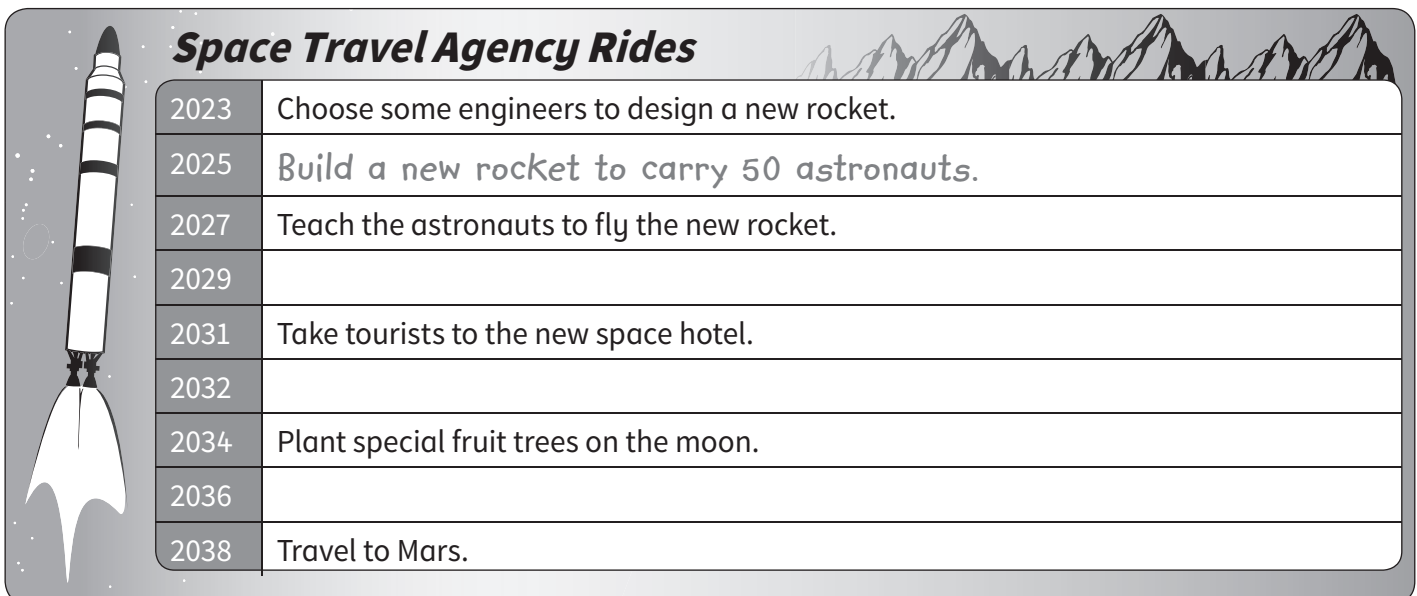
2023	Choose some engineers to design a new rocket.
2025	Build a new rocket to carry 50 astronauts.
2027	
2029	Open the first space hotel on the moon.
2031	
2032	Design the first city on the moon.
2034	
2036	Start the first space school for 400 children.
2038	

B

Ask and answer.

B What'll they do in 2025?

A They'll build a new rocket to carry 50 astronauts.



Space Travel Agency Rides

2023	Choose some engineers to design a new rocket.
2025	Build a new rocket to carry 50 astronauts.
2027	Teach the astronauts to fly the new rocket.
2029	
2031	Take tourists to the new space hotel.
2032	
2034	Plant special fruit trees on the moon.
2036	
2038	Travel to Mars.

Photocopiable 3

A

Name:

1 Read this to your friend.

Robert Burke and William Wills were the first Europeans to cross Australia from south to north. They left Melbourne on 20 August 1860. There was a prize of 2,000 pounds to complete this journey because it was difficult and dangerous to cross the desert in the centre of Australia. Burke and Wills arrived near the north coast on 9 February 1861, but they never got back to Melbourne. They died when they were going back because they didn't have enough food or water.

2 Now listen and correct.

On 29 ~~March~~^{May} 1953, Tenzing Norgay and Edmund Hillary were the fifth men to stand on the top of Mount Everest, the highest mountain in the world. They carried lots of things in boxes. They took tents and plastic bags to protect them from the sun when they slept. They also took glasses to see in the dark or in heavy snow storms. When they were climbing Everest, they danced in nine different places.

B

1 Listen and correct.

Robert Burke and William Wills were the ~~third~~^{first} Europeans to cross Australia from east to west. They left Melbourne on 20 October 1860. There was a prize of 2,000 pounds to complete this holiday because it was difficult and dangerous to cross the lake in the centre of Australia. Burke and Wills arrived near the north coast on 9 February 1861, but they never got back to Melbourne. They died when they were going back because they didn't have enough wood or water.

2 Now read this to your friend.

On 29 May 1953, Tenzing Norgay and Edmund Hillary were the first men to stand on the top of Mount Everest, the highest mountain in the world. They carried lots of things in rucksacks. They took tents and sleeping bags to protect them from the cold when they slept. They also took torches to see in the dark or in heavy snow storms. When they were climbing Everest, they camped in nine different places.

Photocopiable 4

Name:

A Today is Michael's birthday. At his party there are going to be ten children all together. Look at the picture. Use the 'party list' to ask and answer questions.

B How many cakes have they got?

A They've got ten.

A How much pasta have they got?

B They've got one bowl.



cakes	<u>ten</u>
pasta	<u>one bowl</u>
lemonade	.....
popcorn	.....
knives	.....
sausages	.....
tomatoes	.....
glasses	.....

Now write sentences in your notebook.

There's enough ... There isn't enough ... There are enough ... There aren't enough ...

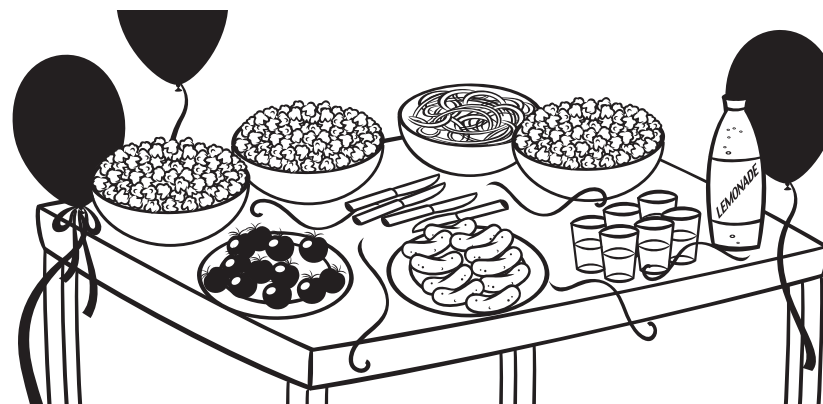
B Today is Michael's birthday. At his party there are going to be ten children all together. Look at the picture. Use the 'party list' to ask and answer questions.

B How many cakes have they got?

A They've got ten.

A How much pasta have they got?

B They've got one bowl.



cakes	<u>ten</u>
pasta	<u>one bowl</u>
sandwiches	.....
biscuits	.....
plates	.....
forks	.....
water	.....
salad	.....

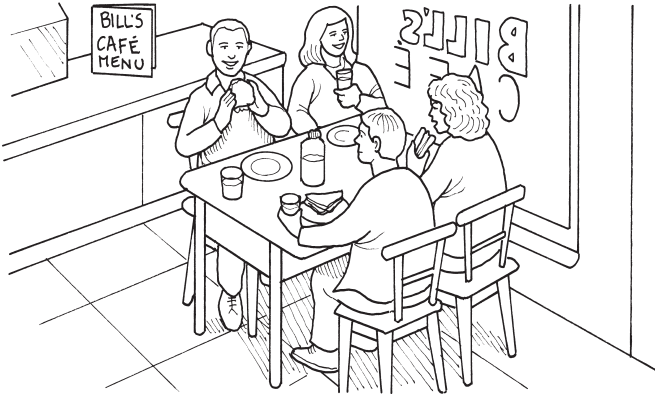
Now write sentences in your notebook.

There's enough ... There isn't enough ... There are enough ... There aren't enough ...

Photocopiable Review 3 and 4

Name: _____

A



Robert's family

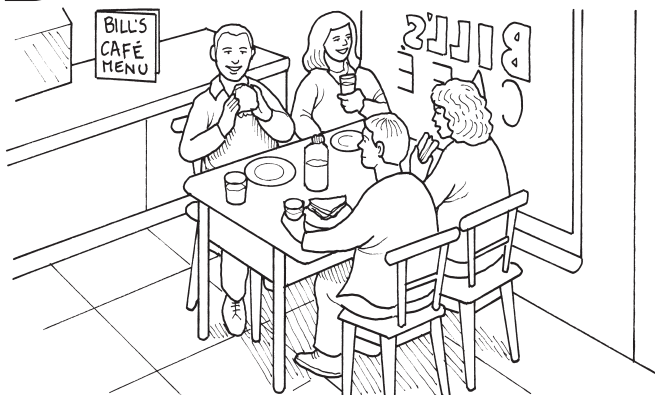
Name restaurant	?
How many people	?
Where sitting	?
What eating	?
What drinking	?



Daisy's family

Name restaurant	Emily's Eater
How many people	6
Where sitting	Near the door
What eating	pizza
What drinking	milk

B



Robert's family

Name restaurant	Bill's Café
How many people	4
Where sitting	Next to the window
What eating	sandwiches
What drinking	water



Daisy's family

Name restaurant	?
How many people	?
Where sitting	?
What eating	?
What drinking	?

Photocopiable 5

Name:

A Seafood

People all over the
 different kinds of for thousands of
 years. seafood is shellfish.
, a shellfish is
 a sea animal
 more expensive than fish and
 crabs.

Some people '.....'. This is a fish dish
 cooked and we
 can

In England, 'Fish and,
 There are special shops
 buy your fish
 home with you.

- Can you repeat that, please?
- How do you spell ... ?
- Has that got a capital letter?

B Seafood

..... world have enjoyed eating
 fish and seafood
 One popular kind of
 As the name tells us,
 with a shell. It's often
 and it includes lobsters

..... like eating 'sushi'.
 from Japan. The fish isn't
 eat it with chopsticks.

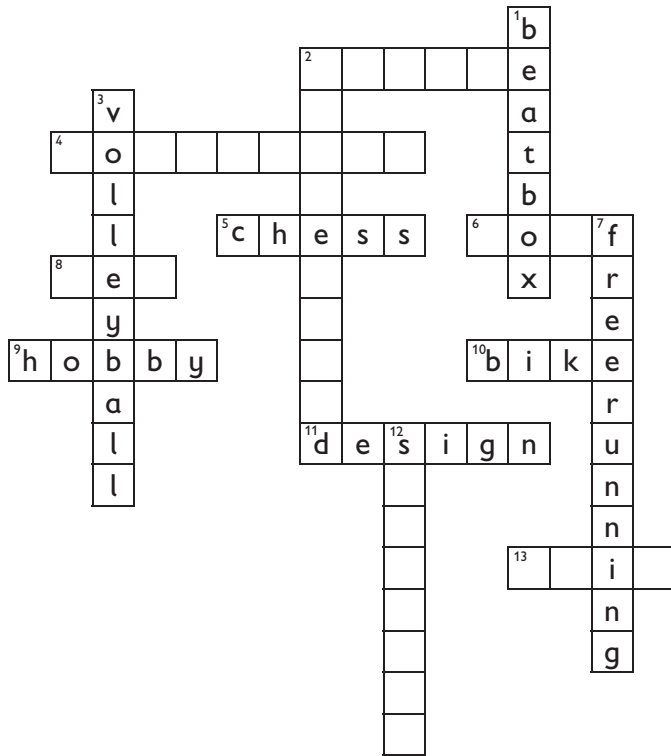
....., '..... chips' is a favourite
 meal. where you can
 go to and chips to take

- Can you repeat that, please?
- How do you spell ... ?
- Has that got a capital letter?

Photocopiable 6

Name:

A



Across

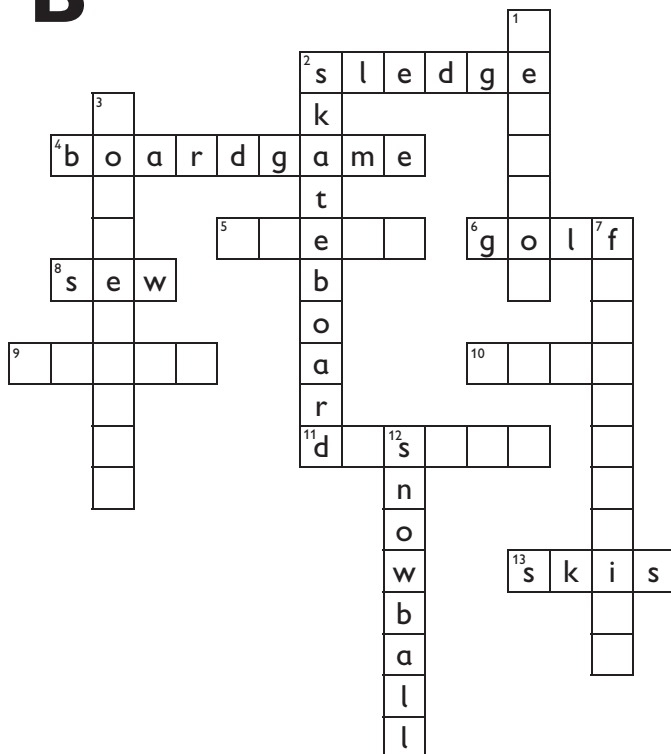
- 5 In this game someone has black pieces and someone else has white. Both players start with a king and a queen.
- 9 This is what everybody enjoys doing in their free time.
- 10 You can ride this everywhere, in the town or in the countryside.
- 11 This is what you do when you imagine, draw and make something that you can use or wear.

Down

- 1 Someone does this when they make rhythms and musical sounds with their mouth, but it isn't singing.
- 3 This is something two teams can play inside or out. Players have to hit a big ball with their arms. It mustn't touch the ground.
- 7 This is quite a dangerous hobby. People run through the city jumping over walls.



B



Across

- 2 This is something we ride on in the snow.
- 4 This is something we usually play sitting at a table with pieces and a dice.
- 6 This is something we usually play on grass. Players have to hit a small ball into a hole in the ground.
- 8 We do this to hold pieces of cloth together to make clothes. We can do it by hand or by machine.
- 13 We wear these on our feet to travel quickly over snow.

Down

- 2 This is something we stand on to ride in special parks. We can go very fast and we can jump with it, too.
- 12 You need a big one to make a snowman's head. You can throw small ones at your friends, too!

Photocopiable 7

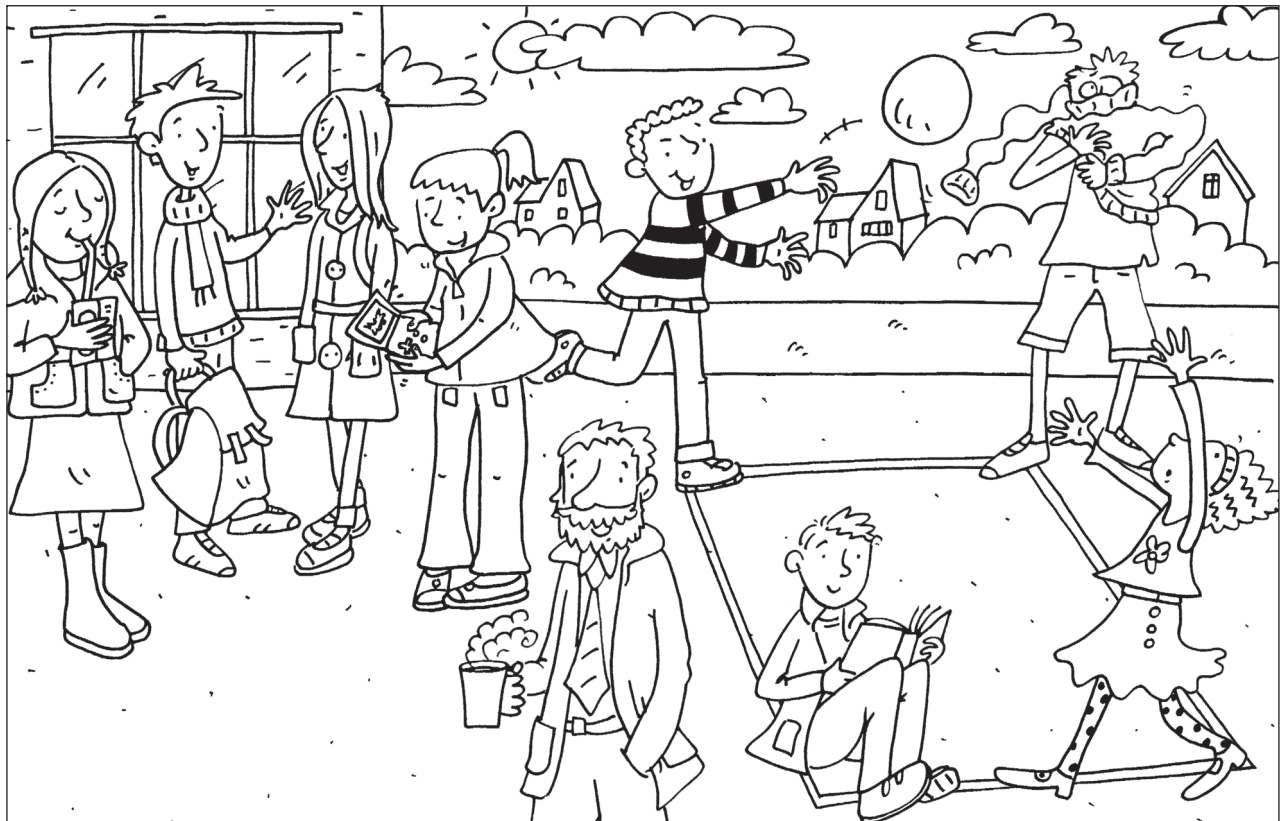
Name: _____

Spot the difference

A



B



Photocopiable 8

Name:

<p>How long has she been here? Yes, I've just broken one.</p>	<p>Have you broken any plates yet? She's been here for five minutes.</p>
<p>How long have you known David? No, they still haven't drunk it.</p>	<p>Have they drunk their coffee yet? We've known him since 1999.</p>
<p>Have you ever eaten pasta? Yes, she's just found it.</p>	<p>Has she found her camera yet? Yes, I've eaten it lots of times.</p>
<p>Have they tidied their desks yet? I've already seen it.</p>	<p>Let's go and see the new <i>Maskman</i> film! Yes, they've just tidied them.</p>
<p>How long has she been here? Yes, he's just cooked it.</p>	<p>Has he cooked the dinner yet? She's been here for five minutes.</p>
<p>Have they done their homework yet? No, she still hasn't ridden it.</p>	<p>Has she ridden her new bike yet? No, they still haven't done it.</p>
<p>Take a photo of that castle! We've already done it.</p>	<p>Do your homework! I've just taken one.</p>
<p>Have you cleaned your room yet? He's lived here since 1998.</p>	<p>How long has he lived in this village? Yes, I've already cleaned it.</p>
<p>Have you broken any plates yet? Yes, they've just tidied them.</p>	<p>Have they tidied their desks yet? Yes, I've just broken one.</p>
<p>Take a photo of that castle! No, they still haven't done it.</p>	<p>Have they done their homework yet? I've just taken one.</p>
<p>Have they drunk their coffee yet? He's lived here since 1998.</p>	<p>How long has he lived in this village? No, they still haven't drunk it.</p>
<p>Have you ever eaten pasta? No, she still hasn't ridden it.</p>	<p>Has she ridden her new bike yet? Yes, I've eaten it lots of times.</p>
<p>Have you cleaned your room yet? We've known him since 1999.</p>	<p>How long have you known David? Yes, I've already cleaned it.</p>
<p>Has he cooked the dinner yet? We've already done it.</p>	<p>Do your homework! Yes, he's just cooked it.</p>
<p>Has she found her camera yet? I've already seen it.</p>	<p>Let's go and see the new <i>Maskman</i> film! Yes, she's just found it.</p>

Extra activities

High Technology

Page 4

● Extra activity 1: Role play

Display the large sheet of paper with the CD dialogue. Make groups of three. Play the CD while pupils repeat in role. Then groups role play the dialogue, taking turns to be each of the three characters.

● Extra activity 2: Class survey

Pupils use the questions in Activity Book Activity 4 to make a survey. They make six rows, one for each question, and four columns, so they can ask four friends (not the friend they talked to in the Warmer). Pupils ask the six questions of four friends as they move around the room. They then use the information to write a short text in their notebooks about one of their friend's holidays.

Page 5

● Extra activity 1: Time bingo

Write about 16 different digital times scattered around the board, e.g. 11:15, 08:35. Pupils each draw a 3 x 3 grid in their notebooks and choose nine times, writing one in each square. Call out the times quickly at random, e.g. *It's quarter past eleven*. Pupils cross out the times they hear. The first pupil to cross out all nine times calls *Bingo!* Check the pupil can say all the times correctly before declaring him / her the winner.

● Extra activity 2: Adjective stories

Pupils work in groups. They write a short story, using as many adjectives from Activity Book Activity 8 as they can. The story starts: *One dark night, I was walking home when ...* Pupils display their stories for others to read, or submit them for the class ezine.

Page 6

● Extra activity 1: True or false

Pupils work in pairs and write six more sentences about the text, some true and some false. Encourage them to use their own words. Make groups of four from two pairs. Pairs take turns to read their sentences to the other pair for them to say *True / False* without looking at the text. Each pair then tries to correct the false sentences. If they can't remember, they can look at the text in the book.

● Extra activity 2: Definitions game

Elicit technology words from the lesson and write them as a mind map on the board. Pupils copy the mind map.

In pairs, pupils write each word from the mind map on a separate piece of paper. They then arrange the words in alphabetical order. Pairs check with pairs. In groups of four, pupils place one set of word cards face down. Pairs take turns to turn over a word and give a definition, e.g. *You can use this ...* The other pair decides if the definition is correct. Monitor and help.

Page 7

● Extra activity 1: Editing and correcting

Pupils work in pairs. They swap their texts from Activity 15, read them and suggest corrections / improvements. Pupils then take back their own work and write a final version of the text. They illustrate it (as in the Pupil's Book). Display the inventions around the class.

● Extra activity 2: Computers are ...

In groups of four, pupils brainstorm all the adjectives they can

think of which describe computers. Give them two minutes. Elicit two or three ideas from each group in turn and write them on the board. Cross out any words which all the groups have (the groups also cross these out on their lists). For the remaining words, ask the group who gave the word to give a reason for this adjective, e.g. *Computers are exciting because ...* If you / the class agree, they get a point. Continue in the same way until all the words have been discussed. The group with the most points is the winner.

Page 8

● Extra activity 1: Change the chant

Write the chant from the Pupil's Book on the board with gaps as follows:

He's at the airport with his _____.

She's buying _____ at the _____.

He's got a _____ in his suitcase.

She got a _____ for her birthday!

Pupils work in pairs to write different compound nouns in the gaps. Write some example words on the board for the pupils to choose from if necessary (e.g. *pineapples, homework, motorbike, breakfast, newspaper, rainbow, supermarket, toy shop, volleyball, basketball, bookcase, story book*). Monitor and help with language and spelling. Volunteer pairs read their chant to the class.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Pupil's Book Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen. Tell pupils that this is a cooperative activity: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

Page 9

● Extra activity 1: Role play

Make groups of four. Pupils read through the dialogue in their groups. They take turns to be the four different characters. More confident pupils can role play the story for the whole class.

● Extra activity 2: Secrets!

Pupils use the code from Activity Book Activity 22 to write a secret message to their partner about the story. More confident pupils can write their own short message to transfer into code. Less confident pupils can select a piece of text from the story to write in code. Pupils decode the message, without looking back at the story in the Pupil's Book.

Unit 1

Page 10

● Extra activity 1: Role play

Display the large sheet of paper with the dialogue. Make groups of five. Groups choose their characters. Play the CD. Pupils repeat in role after the CD. Groups then practise their role plays, including all the hesitations and interruptions as on the CD. More confident groups can role play their dialogue for the class.

● Extra activity 2: Asking and answering questions

Pupils use the six question words from Activity Book Activity 2 to write questions using *going to* to ask their friends. If it helps, give a focus, e.g. next weekend, the holidays, tomorrow at school. Monitor and help pupils. They write the questions in their notebooks, leaving a line under each one for the answer. Pupils swap books and answer each other's questions.

Page 11

● Extra activity 1: A day out

Tell pupils they have won a day at an animal sanctuary. Explain what a sanctuary is (a place where ill or injured animals go to recover). As a class, elicit the animals in the sanctuary and the jobs, e.g. *washing the elephants, feeding the dolphins, brushing the horses, cleaning the cages, talking to the parrots*. In pairs, pupils plan their day at the animal sanctuary. First, they talk about what they are going to do and what they are not going to do. Then they write a short text together about their plans, e.g. *We're going to the animal sanctuary next Friday. We're going to feed the dolphins and the penguins, but we aren't going to feed the crocodiles.*

● Extra activity 2: Writing together

Pupils swap the texts they wrote for Activity Book Activity 7. They read each other's and make suggestions for improvement: grammar, vocabulary and clarity of expression. Pupils then take back their own work and rewrite it in their notebooks, taking account of their partner's feedback.

Page 12

● Extra activity: Beastly beasts

Brainstorm with pupils other myths from their own culture. Supply key words to help them. Pupils either draw a picture of one of them and write a short description or, in a group, write one of the myths about that beast in English. Display the pictures and descriptions and use one of the stories in the class ezine if appropriate.

Page 13

● Extra activity 1: Writing together

When pupils have written the first draft of their text for Pupil's Book Activity 17, they swap and check each other's work. Elicit what they need to look for, e.g. spelling, grammar, appropriate vocabulary and expressive adjectives and check that the description matches the picture. Pupils then write a final draft of their texts on a piece of paper under their pictures.

● Extra activity 2: Presentations

Pupils use the information from Pupil's Book Activity 17 to prepare and give short presentations to the class (one to two minutes) about their beasts. They should talk about their beasts and not read their texts aloud. You can spread the presentations over several days or pupils can present in small groups.

Page 14

● Extra activity 1: Class survey

Make groups of six: none of the pupils in the group should have exchanged information for Pupil's Book Activity 19. Pupils collate the information from the notes about themselves and their partners from Pupil's Book Activity 19. Provide prompts on the board for them to use. They change the underlined words to match the information they have. If they want, they can write pupils' names rather than *pupils*.

On Monday three pupils are going to -----

On Monday one pupil is going to -----

No-one is going to -----

Pupils write the information on a sheet: one for each group. Either elicit the information orally and collate it on the board, or pupils display their information around the walls for others to read.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative

activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

Page 15

● Extra activity 1: Role play

Make groups of four. Pupils decide on their roles and then read through the story in their groups. Play the CD again for them to listen for intonation and stress. Pupils prepare and practise their role plays. Some groups can perform their role plays for the class.

● Extra activity 2: Finding out about Quetzalcoatl

Elicit what pupils know about Quetzalcoatl and start a mind map on the board. Make groups of four. Give each group reference materials (books and / or internet sites). Each group has ten minutes to find out some more information about Quetzalcoatl, including one or two stories about the god. Groups make notes about their findings. At the end of ten minutes, share the information as a class and add it to the mind map on the board.

Page 16

● Extra activity 1: Questions and answers

In pairs, pupils write three questions about the text in Pupil's Book Activity 2. They swap questions with another pair and answer their questions. They can try to answer with books closed.

● Extra activity 2: Writing for our ezine

Pupils work in groups of four. They look at their ideas from Activity Book Activity 3 and choose one story to write for the class ezine. They write the story in draft first. Then they swap stories with another group to check grammar and expression. Finally, they write a finished version. They illustrate their texts.

Page 17

● Extra activity 1: Reading myths

Make groups of four to six. Pupils take turns to read the myths they wrote for the Pupil's Book project aloud to the rest of the group. Alternatively, invite some younger children into the classroom and ask for volunteers to read their myths aloud to small groups of the younger children.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on myths and legends onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Myths and legends*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. They don't include the proper names / nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I wrote my own myth. I read stories from different countries.*

Unit 2

Page 18

● Extra activity 1: Role play

Display the large sheet of paper with the Pupil's Book Activity 1 CD script written on it. Make groups of three. Pupils decide who is which character. Play the CD. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

● Extra activity 2: Predictions

Pupils look back through the predictions in the lesson (from the Pupil's Book and the Activity Book). They choose two predictions they agree with and two they don't agree with and write them in their notebooks. Elicit their ideas and reasons for their choices.

Page 19

● Extra activity: Find the mistakes.

Pupils close their Pupil's Books. Start reading the text from Pupil's Book Activity 6 aloud. Make mistakes as you read, but without letting pupils know, e.g. say the wrong word or say *will* instead of *won't*. Pupils who notice a mistake get a point.

Page 20

● Extra activity 1: Disappearing text

This activity uses half of one of the texts from Pupil's Book Activity 10. Either write half of one text on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud (books closed). Erase about six nouns. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g. proper nouns) and pupils can say it from memory.

● Extra activity 2: Ten questions

Play a class game. One pupil thinks of a job they'll have in the future. The class take turns to ask ten questions to guess what the job is. Demonstrate the game and write useful questions on the board, e.g. *Will you wear a uniform? Will you work outside? Will you work with animals?* The pupil can only answer *Yes* or *No*. Play as a whole class and then in small groups.

Page 21

● Extra activity 1: My ideas about space

Pupils write their own answers to the questions from Pupil's Book Activity 17. Encourage them to be creative and to write more than one sentence for each answer. They should give their reasons as well, e.g. for questions 2, 3, 5 and 6.

● Extra activity 2: Categories

Divide the class into groups of two, three or four, depending on numbers, and write the following categories on the board for each group to copy: *jobs, sports, food, verbs, adjectives*. Write a letter on the board, e.g. *s*, and each group must think of a word for each category which begins with that letter (e.g. *secretary, softball, soup, see, soft*). The first group to finish shouts *Stop!* Correct the answers orally, giving them one point for a correct answer and two if no other team has got the same answer. Play several rounds. The winner is the team with the most points at the end.

Page 22

● Extra activity 1: Past, present or future?

In pairs, pupils write ten sentences, using Pupil's Book Activity 20 as a model. They write at least two past, two present and two future sentences. Make groups of four from two pairs. One pair says their ten sentences. The other pair answers (past, present or future). Then pairs swap roles. Encourage pupils to use other language to talk about the past and the future, e.g. *going to*.

● Extra activity 2: Space Programme

Put pupils into pairs or groups of four. Pupils invent the rest of the Space Programme from the Activity Book. Ask them to look through the text they wrote for Activity 20. Write the following questions on the board: *How long will the space tourists stay? What will they do? How will they come home?* Pupils work in pairs to discuss the questions and write the rest of the Space Programme, using *will*, as in Activity 20. They add any other details about the trip they think of. Monitor and help with new language as necessary. Make groups of four. Pairs compare their itineraries.

Page 23

● Extra activity 1: Role play

Make pairs. Pupils decide on their roles and then read through the story dialogue in their pairs. They can extend the dialogue by imagining what happens next (without looking at the book).

● Extra activity 2: Reporters

Divide the class in half: A and B. A are reporters. They are going to interview either Diggory or Emily on their arrival in Mexico City. B are either Emily or Diggory (they can decide). Group A work in pairs and prepare at least ten questions for their interview. Group B work in pairs and look back through the episodes so they are ready to answer questions. Make A–B pairs. Pupils conduct their interviews. Seat them opposite each other to make it more 'authentic'. Reporters can have their list of questions in front of them. If possible, video record more confident pupils as they perform their interviews.

Page 24

● Extra activity 1: The planets

Pupils copy the diagram in the Pupil's Book of the planets and the Sun into their notebooks and label it. Under the diagram, they write the key information about the different planets, e.g. the age of the Sun, the number of moons the Earth, Saturn and Jupiter have, the length of planetary years. Remind them not to copy the information, but to phrase it in their own words. They can also add other information that they know. Pupils also write the mnemonic in their notebooks. Monitor and help.

● Extra activity 2: Using dictionaries

Pupils individually read through the unit again, underlining any vocabulary they don't know. They discuss the unknown words in groups of four. If no-one knows a word, they look it up in the dictionary. They then write the word in their vocabulary notebooks with its meaning and with an example sentence.

Page 25

● Extra activity 1: What we did for the project

Pupils reflect on and then write about what they did for the project using *First, Then, Next, After that* and *Finally*. They then comment on what they found most difficult, any problems they had and how they solved them.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on the stars and the planets onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write *Stars and planets* in the middle of the page and draw a circle around it. They write the new words as a mind map. They don't include the proper names / nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt the names of the planets. I read about our solar system. I made a mobile.*

Review Units 1 and 2

Page 26

● Extra activity 1: Songs and chants

Sing one of the songs or do one of the chants from Units 1 and 2.

● Extra activity 2: A group story

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Past and present / After school club) and write a fact or fiction story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezone.

Page 27

● Extra activity 1: Vocabulary review

Pupils look back through Units 1 and 2, checking they have noted all the key vocabulary in their vocabulary books. In their vocabulary books, they write an example sentence for any words they find difficult to remember (a sentence in English which includes that word). Finally they create mind maps for the unit themes: Beastly tales and Tomorrow's world.

● Extra activity 2: Games

Play one of the games from Units 1 and 2 with the class.

Unit 3

Page 28

● Extra activity 1: Find the verbs

Display the large sheet of paper with the CD script. Make sure all the pupils can see it. Pupils work in pairs to find all the examples of the past continuous in the text. Elicit from the class. Discuss how each one is used (interrupted past / background). If time, pupils can role play the dialogue in groups of three.

Key: Interrupted past: *I was jumping over a rock when I fell. Were you playing when you broke your arm? We were walking across the bridge when I put my foot through a hole and fell again. I was standing on one leg to take my dirty boots off and ... I fell over.*

Background: *My dad and I were walking up a really big hill. No, I wasn't playing.*

● Extra activity 2: Questions and answers

Pupils make groups of four. They write the questions from Activity Book Activity 3 on strips of paper, one question for each strip. They close their Activity Books. Pupils place the strips face down and mix them around. They take turns to turn over a question, read it aloud and try to answer it. If they answer correctly, they get a point and keep the question. If not, they turn it face down again and the next pupil has a turn. If none of the group can answer a question, the question stays on the desk.

Page 29

● Extra activity 1: Choosing stories

In the same groups of three or four as in Pupil's Book Activity 7, pupils choose one of the stories from the game. They work to improve it (grammar, use of adjectives and expression, extending sentences, connectors, dialogue, etc.) and write it up for the ezine.

● Extra activity 2: Telling tales!

Pupils cover the text for Activity Book Activity 5 so they can only see the pictures in the story. As a class, pupils retell the story, taking turns to talk about each picture, using the past simple / continuous. Pupils make deliberate content mistakes, e.g. *When they got off the bus, it was hot and sunny.* Classmates have to correct, saying, e.g. *No, it wasn't. It was raining.* Once pupils understand what to do, they continue the activity in pairs. Encourage them to be subtle about their mistakes if possible.

Page 30

● Extra activity 1: Mapping journeys

Hand out the world maps to each pupil. Ask them to find different continents and countries first, e.g. *Can you find Antarctica? It's as far south as you can go!* Take pupils around the map using compass points, e.g. *Find Australia. Go east from there. Which continent do you reach?* Pupils use different colours to draw the journeys of Marco Polo and Ranulph Fiennes on their

maps. They stick the maps in their notebooks and write a key and then sentences about the two explorers' journeys.

● Extra activity 2: Doing some research

In pairs or small groups, pupils do some research using reference books and / or the internet to write a short article for the class ezine. They either research other journeys made by Marco Polo or Ranulph Fiennes, or find out about a journey made by another famous explorer (discussed at the end of Pupil's Book Activity 9). Monitor and support, making sure pupils keep their articles short, don't copy from the reference material and edit and check each other's writing before producing a final version.

Page 31

● Extra activity: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Pupil's Book Activity 16 and try to correct any mistakes (grammatical and / or factual). Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper. Some of the texts can be submitted for the class ezine.

Page 32

● Extra activity 1: Sounds from the lesson

Give pupils two minutes to look and think back through the lesson. Then give them one minute to write all the words they can remember which have the sounds /k/ and /g/. Pupils compare their lists in groups. Check with the class.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the letters each of them wrote for Activity Book Activity 19 and try to correct any mistakes. They also check that their friend has used the Write it right expressions correctly. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their own letters on a piece of paper.

Page 33

● Extra activity 1: Role play

Make groups of four. Pupils read through the story dialogue in their groups. They take turns to be the four different characters. More confident pupils can role play the story for the whole class.

● Extra activity 2: Questions and answers

Pupils each write ten questions about the text from Activity Book Activity 21. They must be able to answer them themselves. Monitor and help. If necessary, write the key question words on the board: *who, when, what, why, how, which*. They swap questions with their partner and write their answers to the questions. They swap papers back and check / correct.

Page 34

● Extra activity 1: Looking at pictures

Make groups of four. Hand out the reference materials. Either individually, or as a group, they describe one or more of their pictures. Provide the language for picture description on the board to help them, e.g. *In the foreground, ... In the background, ... On the right, ... On the left, ... In the centre, ... I like / don't like this picture because ... I think this picture is fantastic because ...* Groups take turns to describe a picture and their reactions to it.

● Extra activity 2: Writing for our ezine

Pupils work in groups of four. They look at their descriptions from Activity Book Activity 3 and choose one to submit for the class ezine. They work on this description, improving it together as much as they can. Finally they write a finished version, using the computer if possible. They attach the relevant picture.

Page 35

● Extra activity 1: Oral presentations

Pupils use the information from the Pupil's Book project to prepare and give presentations (one to two minutes) about their experience of producing the three pictures. They should talk about their experience and not read their text aloud. You can spread the presentations over several days or pupils can present in small groups.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on landscape art and artists onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Landscape art*. They write the new words, phrases and expressions, either as a mind map, or as a list. They don't include the proper names, though they should write these underneath with a brief comment about each one (for their own interest). At the bottom of the page, they write some of the things they did in the lessons, e.g. *I painted some pictures. I read about famous landscape painters.*

Unit 4

Page 36

● Extra activity 1: Role play

Display the large sheet of paper with the Pupil's Book Activity 1 CD script. Make groups of four. Pupils decide who is which character. Play the CD. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups. More confident groups can perform for the class.

● Extra activity 2: Writing sentences

Pupils write ten sentences in their notebooks, using *enough / not enough / too much / too many* and words from the table in Activity Book Activity 1. They choose five countable food words and five uncountable food words. Monitor, help and correct.

Page 37

● Extra activity: What I learned about my habits

Pupils write a paragraph in their notebooks, based on what they talked about in Pupil's Book Activity 7. They write about themselves. Encourage them to connect sentences using *and* and *but*. First, pupils write a draft on paper. In new pairs, pupils read through each other's paragraphs and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their paragraphs in their notebooks.

Page 38

● Extra activity 1: Disappearing text

This activity uses one of the texts from Pupil's Book Activity 9. Either write one of the texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (Pupil's Books closed). Erase about six nouns from the text. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g. proper nouns) and pupils can say almost the whole text from memory.

● Extra activity 2: Snacks

In groups of four, pupils brainstorm and create a mind map of their favourite snacks. Groups then take turns to present their information to the class, saying why they like these snacks, what they're made of and when they eat them. Alternatively you can elicit the information onto a large mind map on the board to find out which are the class's favourite snacks.

Page 39

● Extra activity 1: Word snakes

Pupils work in pairs to create word snakes of the new food words.

● Extra activity 2: Questions and answers

Pupils each write four questions to ask about the text in Activity Book Activity 15. They write each question on a separate piece of paper, together with the answer. Pupils close their Activity Books. Make groups of four. Pupils put their papers face down on the desks in front of them. They take it in turns to pick up a paper, making sure the others don't see it, and ask a question of the pupil on their left. The pupil has ten seconds to answer it. If they answer correctly, they win a point. Play continues to the left.

Page 40

● Extra activity 1: Miming gh

Choose a volunteer to come to the front. He / she stands so that he / she can't see the board. Write one of the following words on the board: *high, light, night, eight, bought, caught, thought, laugh, cough*. Tell the rest of the class not to say the word. Choose a pupil to do a mime to represent the word. The pupil at the front guesses the word. Check for correct pronunciation of *gh*. The rest of the class repeat the word. The volunteer sits down. Repeat with different pupils at the front and different words from the list.

● Extra activity 2: Recipes

In groups of four, pupils choose their favourite (simple) recipe. They write it out with ingredients and the simple method on a piece of paper. They illustrate the recipe appropriately. Collect the recipes and choose some for the class ezine.

Page 41

● Extra activity 1: Role play

Make groups of three. Pupils decide on their roles and then read through the story dialogue in their groups. Play the CD again for them to listen for appropriate intonation, e.g. anger. Pupils prepare and practise their role plays as a group. Some groups can perform their role plays for the whole class.

● Extra activity 2: Discussing predictions

Pupils close their Pupil's Books. Elicit what Diggory said in the final frame (*Don't move or you'll go down faster. Emily, get me a big knife.*). Write the following on the board: *When Diggory gets the knife, he'll _____*. Pupils individually think of three possible things Diggory will do. Make pairs and set up a discussion with the following board prompts:

Openers: *I think when Diggory gets the knife, he'll _____*.

Responses: *Oh, no. I don't agree. I think he'll _____ because _____ / Oh, that's a good idea. I didn't think of that. / That's impossible. He can't _____ because _____ / Yes, I agree. I wrote that too.*

Monitor and help / join in the discussions. Elicit some of the ideas as a whole class.

Page 42

● Extra activity 1: True or false

Pupils each write six true / false statements about the Pupil's Book Activity 1 text (at least three must be false). They swap their statements with a partner. They complete each other's activities by writing *T* or *F*, without looking at the Pupil's Book. In pairs, they check each other's answers orally. Pupils then try to correct their partner's false statements. If they can't remember, they can look in the Pupil's Book.

● Extra activity 2: Food from our region

Pupils create a display in the classroom about local foods. They use their texts from Activity Book Activity 4, packaging from the food they have written about, drawings or photographs.

Page 43

● Extra activity 1: What we did for the project

Pupils reflect on and then write about what they did for the project. They use full sentences (not the imperative) and write one or two paragraphs. They conclude their texts when they take the cheese out of the cloths after 24 hours.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on micro-organisms onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write *Micro-organisms* in the middle of the page and draw a circle around it. They write the new words from the lessons as a mind map. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about healthy and unhealthy micro-organisms in food. I made some soft cheese.*

Review Units 3 and 4

Page 44

● Extra activity 1: Songs and chants

Sing one of the songs or do one of the chants from Units 3 and 4.

● Extra activity 2: A group story

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (A drive in the country / Forest fire) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 45

● Extra activity 1: Writing sentences

Pupils write all the sentences from the Pupil's Book game correctly in their notebooks.

● Extra activity 2: Games

Play one of the games from Units 3 and 4 with the class.

Unit 5

Page 46

● Extra activity 1: Role play

Display the large sheet of paper with the CD script written on. Make groups of six. Pupils decide on their roles. Play the CD again. Pupils repeat their words in role. Pupils then practise the role play in their groups. Monitor and comment if appropriate.

● Extra activity 2: Sentence completion

Write the following statements on the board. Pupils discuss their answers in pairs before writing them in their notebooks. They write two answers for each question, one using *for* and one using *since* (both with the same meaning). Pupils can suggest other sentence stems for you to write on the board.

I have been in school for ...

I have been in school since ...

I have lived in my house / flat for ...

I have lived in my house / flat since ...

I haven't eaten anything for ...

I haven't eaten anything since ...

I have studied English for ...

I have studied English since ...

I have had my school bag for ...

I have had my school bag since ...

Page 47

● Extra activity 1: True or false

Tell pupils you are going to read out ten statements about your life. Five of them are true and five false. They have to listen and guess. Read the statements one after another. Pupils write, e.g. *IF*, in their notebooks. Pupils compare their ideas in small groups. Read out the statements again, one by one. Elicit what pupils think (do a hands up for true and then a hands up for false) before telling the class. Pupils who guessed right get a point.

● Extra activity 2: Grab it!

Stick the 20 time expressions on the board (or on a wall). Make three teams. They line up, facing the expressions. Call out, e.g. *For*. The three pupils at the front of the teams run and grab an expression to use with *for*. They don't have to grab the same one. Award a point for a correct expression. Leave the three expressions off the board. The three pupils go to the back of their lines. Continue. Call *For* and *Since* randomly (not always one after another). Keep the cards with the time expressions for use in other lessons.

Page 48

● Extra activity: Asking questions

Pupils use the questions in Pupil's Book Activity 11 as a model to each write five more questions about the text in Pupil's Book Activity 9. Remind them that they must know the answers to their own questions. In pairs, they take turns to ask and answer the questions (orally) – if they can, without looking at the text.

Page 49

● Extra activity 1: At the aquarium

Elicit all the sea creatures that are mentioned at the aquarium (Pupil's Book Activity 13). Pupils work in groups of three. They each choose an animal that they would like to see and think about their reasons. They then tell the rest of their group. Elicit ideas by asking one pupil in a group to tell you about one of their friends, e.g. *Paula wants to see the seals because she thinks they have lovely eyes*. Collate the information to find out which is the class's favourite animal at the aquarium.

● Extra activity 2: Sea life posters

Pupils work in groups of four to produce posters about what they have learnt about sea animals in this and the previous lesson. They don't have to include all the information: they must be selective and include what interests them the most. They write their own texts (not copied) and either draw their own pictures or print pictures off the internet. Display the posters around the classroom.

Page 50

● Extra activity 1: Word stress

Make pairs. Hand out a set of the words from Activity Book Activity 16 to each pair of pupils. They work together to sort the words into five groups, based on syllable stress. They don't look at the Activity Book. Monitor and help. Pairs compare with pairs. Then pupils check in their books. Practise pronunciation of any words pupils had difficulty categorising.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 19 and try to correct any mistakes (grammatical and / or factual). They also look for the features of a report. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their own texts on a piece of paper. Some of the texts can be submitted for the ezine.

Page 51

● Extra activity 1: Role play

Make groups of three. Pupils choose their role. Play the CD as pupils read through the story dialogue in role. Then they practise the dialogue in their groups, using appropriate intonation to show emotion. They take turns to be the three different characters. More confident pupils can role play the story for the whole class.

● Extra activity 2: What animals are like ...

Brainstorm ten known animals, e.g. *dog, polar bear, seal, snake, dolphin, shark, tiger*. In pairs, pupils choose four of the animals and think what kind of 'characters' they have. Remind them of the story: *Turtles are hard and strong on the outside and soft and weak on the inside*. Pupils choose four adjectives to describe their animals in the same way. Make groups of four (two pairs). They share their ideas and choose the best one to report back.

Page 52

● Extra activity 1: Food chains

In pairs, pupils draw and label one of the food chains discussed in Pupil's Book Activity 1. They both draw and label it in their notebooks. Fast finishers can draw and label a second chain.

● Extra activity 2: Project research

If possible, do the research for the project included in the following lesson in this class. Pupils work in groups of four to research a habitat, to find out which animals live there, what they eat and their position in the food chain. See the project description on Pupil's Book page 53 for guidance.

Page 53

● Extra activity 1: Oral presentations

Pupils use the information from the Pupil's Book project to prepare and give short oral presentations to the class (one to two minutes) about the habitat and the animals they chose and what they learnt about food webs. You can spread the presentations over several days, or pupils can present in small groups.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on food chains and food webs onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Food chains and food webs*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about food chains and food webs. I drew some food webs. I completed a project on a food chain.*

Unit 6

Page 54

● Extra activity 1: Role play

Display the large sheet of paper with the Pupil's Book Activity 1 CD script written on. Make groups of five. Pupils decide who is which character. Play the CD. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

● Extra activity 2: Changing stories

Pupils work in groups of three. They discuss ideas and write a new ending for the story in Activity Book Activity 3, starting with *Finally ...* Groups read their new endings to the class and the class votes for the best one(s). Choose one or more for the class ezine.

Page 55

● Extra activity 1: My friends' free time activities

Pupils write the information from Pupil's Book Activity 7 as a short text in their notebooks. Provide prompts on the board, e.g. *I talked to _____ friends about their free time activities. This is what I found out. _____ likes playing table tennis*. Monitor and check.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the definitions each of them wrote for Activity Book Activity 6 and try to correct any mistakes. They also check that their friend has used the words from the Look box from Pupil's Book page 54 correctly. Remind them to use pencil and not pen. Pupils then rewrite their own definitions in their notebooks.

Page 56

● Extra activity 1: My favourite indoor hobby

Pupils each write a short text in their notebooks about their favourite indoor hobby. They write about what it is, why they like it, when they started it, where and how often they play / do it and the equipment involved. Collect pupils' work and select some for inclusion in the class ezine.

● Extra activity 2: Find someone who ...

Pupils do a Find someone who ... activity, like that in Pupil's Book page 55 Activity 7, with a focus on hobbies. Draw a table like this on the board for pupils to copy into their notebooks. Include all the hobbies from Pupil's Book Activity 8, using slightly different questions for each one (as below):

Find someone who ...	Name
is a good chess player	
likes mountain biking	

Pupils draw the table and work out the complete questions. They go around the classroom asking the questions of different pupils. When they get a 'yes' answer, they write the pupil's name and move on to the next question. At the end of the activity, elicit what they found out about their classmates.

Page 57

● Extra activity: Writing together

Put pupils into pairs or groups of four. They read through the emails each of them wrote for Activity Book Activity 16 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their emails in their notebooks.

Page 58

● Extra activity 1: Spelling practice

Tell pupils to write numbers 1 to 10 in their notebooks. Explain that you are going to dictate a list of words. All the words have the sound /ʌ/. They have to write the words correctly. Say ten words with the sound /ʌ/ from the lesson, e.g. *1 done, 2 touch, 3 jump, 4 cousin, 5 bus, 6 nothing, 7 country, 8 someone, 9 London, 10 love*. Give pupils time to write the words. Read them again. Pupils check their spelling in pairs. Elicit the correct spellings and write the words on the board. Point out the common spelling patterns for the sound /ʌ/ (the letter *u* (*jump, bus*), words ending *o_e* (*done, love*), the letters *ou* (*touch, cousin, country*)).

● Extra activity 2: Listening to a song

Tell pupils you have brought in a song. Tell them the name of the song and the singer. Ask who has heard of it / knows it. Divide the class into pairs. Hand out the song (cut into four or five sections) to each pair. Give pupils time to try to sequence it.

Play the song. Pupils listen and sequence it. Pairs can check with other pairs. Play the song again. Check the sequence with the class. Discuss the content and aspects of the song with the class.

Page 59

● Extra activity 1: Role play

Make groups of three. Pupils decide on their roles and then read through the story dialogue in their groups. Play the CD again for them to listen for appropriate intonation, e.g. annoyance or surprise. Pupils prepare and practise their role plays as a group. Some groups can perform their role plays for the whole class.

● Extra activity 2: The Maya

Tell pupils they are going to do a research project on the Maya. Put them in small groups and give each group a task, e.g. find out three more facts about Chichen Itza; find another famous Maya site in Mexico; find stone carvings of corn symbols. Pupils take notes on the information they find. They can either write a group text, for inclusion in the ezine, or do an oral presentation – or both.

Page 60

● Extra activity 1: Questions and answers

Individually, pupils write six questions about the text in Pupil's Book Activity 2. They write the questions on a piece of paper and the answers in their notebooks. Pupils walk around the class, asking each question of two different pupils. If pupils don't know the answer, the one asking can whisper it to them. At the end, elicit which questions everyone knew the answer to and which no-one did.

● Extra activity 2: Different kinds of music

Note: Make sure you have accessed the music sites / clips before the lesson and checked the songs. Some rap and hip hop songs have offensive lyrics.

Tell pupils you are going to show them some clips of hip hop and rap. Give them a task, e.g. *What are they singing about? / Where are they performing?* Play the clips to the class. Make sure they listen and watch and don't just join in. Discuss their responses as a class, playing extracts again if appropriate. Encourage them to use language to express opinions, e.g. *I think ... / I don't really like ... / I prefer ... / In my opinion ... / I love ...*

Page 61

● Extra activity 1: Musical genre game

Place pieces of card with the names of the different musical genres around the classroom. Number each one (not in the same order as the music you are going to play). Play your selection of music. Pupils listen and write the numbers. Alternatively, if you have a large space, pupils can go and stand next to the right card.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on the musical genres onto the board. In their vocabulary books, pupils write *Musical genres* in the middle of the page and draw a circle around it. They write the new words from the lessons as a mind map. They don't include the proper names / nouns. At the bottom of the page, they write some of the things they did, e.g. *I learnt about melody, tempo and harmony in different kinds of music. I learnt some words to describe music. I made a musical bottle.*

Review Units 5 and 6

Page 62

● Extra activity 1: Songs and chants

Sing one of the songs or do one of the chants / rhymes from Units 5 and 6 with pupils.

● Extra activity 2: A group story

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Hard actors / Eating seafood) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 63

● Extra activity 1: Writing sentences

Pupils write the sentences for all the verbs they won in the Pupil's Book game correctly in their notebooks.

● Extra activity 2: Games

Play one of the games from Units 5 and 6 with the class.

Unit 7

Page 64

● Extra activity 1: Role play

Display the large sheet of paper with the CD script written on. Make sure all the pupils can see it. Make groups of four. Pupils decide on their roles. Play the CD again. Pupils repeat their words in role. Pupils then practise the role play in their groups. Monitor, listen and comment if appropriate. Check for correct pronunciation of *might / might not*.

● Extra activity 2: Back to back game

Tell pupils to make pairs. They have 30 seconds to look at what their partner is wearing. Then they stand back to back and take turns to describe their partner's clothes. The greater detail, the better.

Page 65

● Extra activity 1: Conversations

Pupils each write their conversations from Pupil's Book Activity 7 in their notebooks: they write their questions, followed by their partner's responses.

● Extra activity 2: Descriptions

Pupils each write a description of another pupil in the class. But they don't use their name or *him / her*. They write, e.g. *This pupil's wearing ...* Pupils take turns to read their descriptions aloud for the rest of the class to guess.

Page 66

● Extra activity 1: Disappearing text

This activity uses one of the texts from Pupil's Book Activity 9. Either write one of the texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (Pupil's Books closed). Erase about six nouns from the text. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left and pupils can say the whole text from memory.

● Extra activity 2: Fashions we like

Brainstorm the kinds of clothes pupils think are fashionable. Keep it general so as not to offend any pupils in the class. Make groups of four. Hand out a fashion magazine to each group. They choose pictures which they think give examples of current

fashions and cut them out. They prepare a poster, adding text to describe what the fashion items are. Either display the posters around the class, or pupils can prepare and then give oral presentations in groups.

Page 67

● Extra activity: Writing together

Put pupils into pairs or groups of four. They read through the descriptions of clothing each of them wrote for Activity Book Activity 13 and try to correct any mistakes. Remind them to use pencil and not pen. Pupils then rewrite their descriptions in their notebooks.

Page 68

● Extra activity 1: Role play

Pairs imagine they are going to have a telephone conversation. They plan the conversation together. One of the pair then performs the conversation to the class but all he / she can say is the answers. All the class hears is one pupil 'on the phone'. The rest of the class have to guess what the phone conversation is about. Tell pupils to use their imagination, and to think of how actors do this in films / on TV.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 18 and try to correct any mistakes (grammatical and / or factual) and suggest ways of improving the descriptions according to the Write it right box. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their own texts on a piece of paper. Some of the texts can be submitted for the class ezine.

Page 69

● Extra activity 1: Role play

Make groups of three. Pupils choose their role. Play the CD as pupils read through the story dialogue in role. Make sure they say their words with appropriate intonation and feeling. Then they practise the dialogue in their groups, using appropriate intonation to show the emotions and feelings of all the characters. They take turns to be the three different characters. More confident pupils can role play the story for the whole class.

● Extra activity 2: True or false

Pupils work in pairs. They write ten statements about the information in Activity Book Activity 20. Some are true and some false. They write the statements on one piece of paper and the key (with corrections for the false statements) on the other. Pairs swap statements with another pair and write their answers. Then the pairs give each other the keys so they can check. Monitor and help as pairs are writing their true / false statements.

Page 70

● Extra activity 1: Definitions

Focus pupils on Pupil's Book Activity 2 and elicit the full definitions, e.g. *This is the outside part of a tree. You can use it to make clothes.* Pupils work individually. They choose four more new words from the text and write definitions. Monitor and help as necessary. Make groups of four pupils who were not sitting next to each other. They take turns to read the definitions to the group for them to guess. They do this with Pupil's Books closed.

● Extra activity 2: About my clothes

Pupils write a short text about the clothes they are wearing. They name them all and then write what they are made of and where they come from. In groups, pupils compare their information and find out what the most common materials are.

Page 71

● Extra activity 1: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for the project, look at the picture of the uniform and make suggestions for improvements to the text. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their own texts on a piece of paper and attach the picture for the class book on uniforms.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on clothes onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Clothes*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about the history of clothes around the world. I designed a uniform.*

Unit 8

Page 72

● Extra activity 1: Role play

Display the large sheet of paper with the Pupil's Book Activity 1 CD script written on. Make groups of three. Pupils decide who is which character. Play the CD. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

● Extra activity 2: Compare and correct

Pupils work in groups of four. They compare their sentences from Activity Book Activity 4. They find out what the others have already done / just done / not yet done today. Provide prompts on the board for pupils to write sentences about their group, e.g. *Two of us have already ... All of us have just ... One of us hasn't ... yet.*

Page 73

● Extra activity 1: Writing verses

Tell pupils they are going to write another verse for the song. Using the first verse as a model, elicit other things they have done in school this year / they have just done. Do the same with the second verse, eliciting some of the things they have already done to prepare for the holidays and others which they haven't done yet. Pupils work in groups of four, writing one or two more verses for the song. Monitor groups. Remind them to keep to the same basic structure of the song. Groups perform the new verses for the class and the class votes for the best ones.

● Extra activity 2: Writing replies

Tell pupils that they are going to write an email to Emma (from Pupil's Book Activity 6), either in the role of Sarah, or as themselves. Brainstorm with the class some holiday places and things to do there and ideas for what they have just done / already done / not done yet on their holiday. Pupils work individually and write a draft of their email. Pupils swap texts with another pupil and read each other's, checking for correct use of *already, just* and *yet*. Pupils write the final version of their email in their notebooks.

Page 74

● Extra activity 1: My country

If their country is not mentioned in the ezine, pupils work in groups to brainstorm ideas for a short paragraph about their country (as in the texts in Pupil's Book Activity 9). Brainstorm their ideas and write a collaborative text on the board. Ask a pupil to write it up for the class ezine.

- **Extra activity 2: Research project**

Pupils work in groups of three or four. They each choose one country (not one of those mentioned in detail in the unit) to do a project on. Brainstorm some ideas to give them structure for their research, e.g. where it is in the world, how big it is, the languages that are spoken there, the climate, particular things the country is famous for (history / products), and its capital city. Hand out reference materials to the groups. They can also use the internet. Give them a time and word limit. Monitor, help and guide. Groups can present their project on a poster, do an oral presentation, and / or write it up for the class ezine.

Page 75

- **Extra activity 1: Categories**

Write the following categories on the board: *nationality, hobby, food, clothes, past participle*. Pupils work in groups of two or three. Say a letter, e.g. *b*. Pupils write a word for each category beginning with this letter, e.g. *Brazilian, basketball, banana, boots, been*. Repeat with other letters. Set a time limit for the writing phase. Check words at the end to make sure they are correct.

- **Extra activity 2: Sharing ideas**

Make groups of six (three pairs). Pairs take turns to read their reports from Activity Book Activity 14 aloud to the other pupils. They compare ideas about similar things they have eaten / liked / didn't like. Pairs then swap the reports they have written with another pair in the group. They read through each other's reports and try to correct any problems with grammar, spelling and expression. They use pencil. Remind them that this is a cooperative activity. Pairs pass on the report to the other pairs in the group for further comment. Pairs then take back their own reports and rewrite them, taking into account the feedback of the other pairs if they think it is appropriate.

Page 76

- **Extra activity 1: Favourite cities**

Pupils write a list of their five favourite towns and cities in the world (tell them to think of places they have visited or would like to visit). They practise talking about the cities in pairs, using the correct intonation to list their favourites, e.g. *My favourite cities are London, Cambridge, Oxford, Liverpool and Chester*. They swap partners and repeat.

- **Extra activity 2: Where am I going?**

Tell pupils to imagine they are going on holiday to a country anywhere in the world. They have to think of five or six things (clothes, useful objects, things to eat or drink) they need to pack in their suitcase. Ask pupils to write the name of the holiday destination and a list of things they need in their notebooks. Make pairs. Write the prompt *I'm going to pack ...* on the board. Pupil A makes a sentence about their list, without showing the list to Pupil B, e.g. *I'm going to pack a hat, some sunglasses, a camera, some shorts, a Spanish dictionary and a diving mask*. Pupil B tries to guess the holiday destination (e.g. *Are you going to Mexico?*). Then they swap roles.

Page 77

- **Extra activity 1: Role play**

Make groups of four. Pupils choose their role. Play the CD as pupils read through the story dialogue in role. Then they practise the dialogue in their groups. They take turns to be the four different characters. More confident pupils can role play the story for the whole class.

- **Extra activity 2: Diggory Bones quiz**

Pupils work in groups of four. They look back through the Diggory Bones story and write a quiz about it to give to another group in the class. They write the answers on a separate sheet. Groups swap and answer each other's quizzes. If time, select the best quiz questions from all the groups in the class (about 12 in all) and include them (with answers) in the class ezine.

Page 78

- **Extra activity 1: Questions and answers**

Each pupil writes five questions about the text in Pupil's Book Activity 1. They need to make sure they know the answers. In pairs, they take turns to ask their friend a question. Their friend gets 2 points for answering it correctly without looking at the text, or 1 point for doing so after looking at the text. At the end, elicit how many points each pair got.

- **Extra activity 2: Words, words**

Write the following words scattered around the board (without the countries). Write the countries down one side of the board.

Germany: hamburger, rucksack

Norway: krill, ski, slalom

Wales: penguin

Portugal: marmalade, dodo

Spain: guitar, mosquito

France: crocodile, medicine

Holland: landscape

Italy: balcony, opera, giraffe

Greece: thermometer, catastrophe

India: pyjamas, bungalow, shampoo

Turkey: coffee

Canada (Inuit): igloo

Australia (Aborigine): kangaroo, boomerang

Japan: karate, bonsai

Mexico: chocolate

Pupils work in groups and try to guess where the words came from. Elicit their ideas and then provide the class with the answers. They can copy the words into their notebooks.

Page 79

- **Extra activity 1: The class ezine**

Review with pupils what articles, texts and other items you have for the class ezine. Decide if there is anything anyone would like to add, for example, from today's project. Once they have decided on the final articles, collate them and produce the final ezine for circulation to other pupils in the school, parents, etc.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on language onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Language*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about where languages come from. I completed a project about my own language.*

Review Units 7 and 8

Page 80

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 7 and 8.

- **Extra activity 2: A group story**

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Streets ahead / Capital cities) and write a story with this title. They need to: a)

brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 81

● Extra activity 1: Activities

Pupils choose an activity from *Kid's Box 6* to do again. They vote for their favourite. Do it with the class.

● Extra activity 2: Games

Play one of the games from Units 7 and 8 with the class.

Page 82

● Extra activity 1: Modern life

Write the following list of modern devices on the board: *computer, mobile phone, MP3 player, washing machine, television*. Tell pupils to think about how important each of these things is in their daily life. They work individually to write a list of the devices in their notebooks in order of importance, number 1 for the most important device and number 5 for the least important. They compare their answers in pairs and discuss the lists. Elicit ideas from pairs and encourage pupils to give reasons for their opinions.

● Extra activity 2: Messages

Draw a table with four columns on the board. Write the column headings *Face to face, Phone call, Email / text, Letter*. Hand out the pieces of paper you prepared before class (see page T82), one to each pair of pupils. Tell each pair to read what is on their piece of paper and decide if the best way to send this message is over the phone, face to face, by email / text or by post (e.g. in a letter or card). Give pupils time to think and discuss with their partner. Circulate and help as necessary. Ask a volunteer pair to read out their message and say which column (or columns) of the table they would choose. Ask them to give the reason why. Repeat until all the pairs have spoken about their messages. If some pairs have the same message, see if they agree about the best way to deliver it.

Page 83

● Extra activity 1: My kitchen

Show pupils the picture of the kitchen in the Pupil's Book. Tell them to think about what their kitchen at home looks like just before a meal. Make sentences about your own kitchen and write them on the board, e.g. *My kitchen is smaller. There's a big fridge. We don't eat in the kitchen. There isn't a table. I've got two children. They don't use knives in the kitchen*. Pupils work in pairs. They discuss similarities and differences between the picture and their own kitchen in the same way. Monitor and help with new language.

● Extra activity 2: What can happen?

Write the headings *Kitchen, Bathroom and Outside* on the board. Pupils copy them in their notebooks. They work in pairs to write sentences about accidents which can / might happen in each place. Elicit some examples before they start, e.g. *Kitchen – A fire can start on the cooker. Someone might fall over if the floor is wet*. Monitor and support as necessary. Pairs compare with pairs. Elicit ideas and discuss ways to prevent the accidents.

Page 84

● Extra activity 1: Harmony at home poster

Pupils work in pairs or small groups to design a poster about how to have harmony at home. They write a list of rules / advice for getting along with your family, e.g. *Work as a team. Talk about your problems. Don't be lazy. Help your parents. Keep your room tidy*. They illustrate their poster with pictures / symbols. Display the posters around the class for pupils to look at their classmates' work.

● Extra activity 2: Interview with the Banks family

Pupils work in groups of four or five. Assign roles to each pupil – 'David' (the reporter), 'Vicky', 'Fred', 'Dad' and (in a group of five) 'Mum'. Hand out the props – notepads and pens for 'David', items of clothing for 'Mum' and 'Dad' (see page T84). Give pupils time to re-read the report about the Banks family in the Pupil's Book. In their groups, they prepare a role play of the interview. They can try to remember the questions 'David' asked, or write new questions. Monitor and help as necessary. Make sure each member of the group speaks. Allow time for the groups to practise their role plays. Then ask volunteer groups to perform their interview for the class.

Page 85

● Extra activity 1: Agony aunts and uncles

Ask pupils to copy out the problem letter they wrote for Activity Book Activity 4 on a separate piece of paper, without signing their name. Display the letters around the class, each marked with a number. Pupils stand up and read each letter (make sure each pupil starts with a different letter, then moves on to the next). They write a piece of advice for each one in their notebooks (just one sentence) next to the number of the letter. Monitor and help as necessary. Set a time limit if you wish. At the end of the activity, elicit pieces of advice for each problem. Write examples of the best pieces of advice on the board.

● Extra activity 2: What should I do?

Hand out two large (A4) pieces of card to each pupil. Ask each pupil to write *should* on one piece of card and *shouldn't* on the other. The words need to be large enough for you to see if the pupil holds up his / her cards. Write one of the following problems on the board and read out one of the pieces of advice about it. Pupils hold up their *should* or *shouldn't* card according to whether they agree with your advice. Ask a pupil to make a sentence with *should* or *shouldn't* (e.g. *You shouldn't change your boyfriend.*), then ask him / her the reasons for this answer. Repeat with the rest of the 'advice' sentences. Then do the same with the remaining problems.

Problem: *My dog doesn't like men and barks at my boyfriend all the time. Yesterday it nearly bit him.*

Advice: *Change your boyfriend. Ask your boyfriend to wear a skirt when he visits your house. Never take your boyfriend to your house. Take your dog to see an expert dog trainer.*

Problem: *I share a bedroom with my little sister. She wants to paint the room pink. I want to paint it yellow.*

Advice: *Paint the room pink. Paint the room yellow. Paint the room a different colour you both like. Use wallpaper with pink and yellow on it.*

Problem: *I haven't done my English homework because I was playing computer games last night.*

Advice: *Copy the homework from someone else. Tell the teacher your dog ate your homework. Tell the teacher the homework was too difficult. Say sorry and ask for more time to do your homework.*

Extra project ideas

Unit 1 Myths and legends from our region

Note: Ideally this should be a joint project with the Literature teacher.

You will need:

Reference books, the internet, collected myths and legends from your region (in English or in L1), large sheets of paper.

For this project, pupils work in pairs or small groups to find out about myths and legends from their region or country. They focus their research **either** on one myth or legend which has different versions, **or** on one character who appears in different myths or legends. They present their findings on a poster and then use this to make an oral presentation to the class.

Tell pupils what the focus of the project is (researching myths and legends from their country / region). Brainstorm myths and legends from the country / region with the class. If necessary, add others to make sure the list is comprehensive. Include at least one myth or legend which has different versions and one character who runs through more than one myth or legend. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Research the myths and legends from your region using the reference materials and choose EITHER one myth or one legend which has different versions OR one character who appears in different myths or legends.

Step 3: Decide which stories you need to research / re-read and divide the research and reading amongst the group. Each person reads and makes notes.

Step 4: Share what you have found out and decide what to include in the final poster / presentation. Decide who is going to write what.

Step 5: Each person writes their information for the poster. This could be a summary of a story, a description of the main character, etc. Swap texts in your group and check for content and grammar.

Step 6: As a group, prepare the poster. Then prepare the oral presentation, making sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Remind pupils that they need to keep the project focused and quite small in scope. They can't include too many myths and legends. Ideally they should focus on something they / the class don't already know. Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 2 The planets in the solar system

Note: Ideally this should be a joint project with the Physics teacher.

You will need:

Reference books, the internet, large sheets of paper, paper, card, paints, glue, scissors.

For this project, pupils work in pairs or small groups to find out about one of the planets in the solar system. They produce a poster or 3D model of their planet which they display as they make their class presentation.

Tell pupils what the focus of the project is (one of the planets in the solar system). Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make eight groups (one for each planet). Your teacher will give you the name of the planet you are going to research.

Step 2: Plan the steps of your project as a group (what to do first, what next, etc.). Think about how you want to display the information: as a poster or a 3D model.

Step 3: Research your planet, finding out as much information as you can about it. Make notes about what you find out.

Step 4: Share the information and decide what to include in / leave out from the final presentation. Decide if you are going to make a 3D model or a poster. Divide up the tasks.

Step 5: Each person gets on with their task(s). Those who are writing swap their texts with each other to check content and grammar.

Step 6: Make final preparations of the poster or the 3D model. Then prepare the oral presentation, making sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious, especially with any 3D models. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters / models on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 3 Pictures by famous artists

Note: Ideally this should be a joint project with the Art teacher.

You will need:

Reference books, the internet, a colour printer.

For this project, pupils work in pairs or small groups. They choose a painting of a landscape by an artist and present its history and content to the class. Ideally this picture should not be by an artist mentioned in the unit. They display and talk about the painting to the class.

Tell pupils what the focus of the project is (a landscape painting). Write on the board suggestions of artists that pupils can research. Include ones from their country / region as well as international ones. The artists don't have to be famous and can be contemporary. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Decide which artist to focus on.

Step 3: Research the artist using the internet and reference books. Make brief notes about his / her life and work. Choose one landscape painting for your presentation.

Step 4: Print out a colour copy of the painting. Brainstorm a description of the painting. Make it as detailed as you can and focus on all aspects of the picture.

Step 5: Divide up the tasks, e.g. writing the picture description / about the life of the artist / the reasons why you chose that painting. Each person completes their task(s). Those who are writing swap their texts with each other to check content and grammar.

Step 6: Make final preparations for the presentation. Print a final copy of the landscape painting, arrange the text around the painting and make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Remind them of useful language to describe their paintings. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the paintings / texts on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 4 Looking at food through microscopes

Note: Ideally this should be a joint project with the Science teacher.

You will need:

Microscopes, about six food samples, e.g. blue cheese, live yoghurt, milk, plus other foods which show evidence of micro-organisms.

For this project, pupils work in pairs or small groups to view and document looking at different foods through microscopes. They produce a table of their findings and then write a report in their notebooks. Pupils share their experiences informally as a class.

Tell pupils what the focus of the project is (looking at micro-organisms through microscopes). Write the steps of the project on the board for pupils to copy into their notebooks. Draw a table for the recording of their findings on the board, e.g.

Food item	What we observed

Step 1: Make small groups.

Step 2: Copy the table from the board into your notebooks.

Step 3: Practise using the microscope before you collect the samples of different foods from your teacher.

Step 4: Take turns to look at the sample of each food under the microscope. Discuss what you can see and write notes in your table. Be as descriptive as you can.

Step 5: When you have looked at all the samples, write a draft report as a group. Check the text carefully for content and grammar.

Step 6: Write a final version of your report in your notebooks.

Step 7: Discuss your experiences with the rest of the class.

Prepare the lesson carefully, making sure that you have the food items ready, that you have talked through the project with the Science teacher and that you take time with Step 3. Monitor and supervise pupils as they are working, making sure they all keep on task and don't get too excited (or disgusted). Help pupils with their draft reports. Provide a model on the board or on paper as appropriate. Encourage pupils to check their work carefully at Step 5.

There is no formal project presentation to the rest of the class. Instead, pupils discuss their experiences of doing the project and of using microscopes as a class.

If appropriate, groups write up their projects for the class ezine.

Unit 5 Food chains in the local environment

Note: Ideally this should be a joint project with the Biology teacher.

You will need:

A playground, park or local pond for research, one clipboard for each group, a magnifying glass, a digital camera, large sheets of paper.

Note: You will need to have visited the site before you take pupils there and checked what wildlife there is.

For this project, pupils go out into the local environment to:
a) find out about the wildlife in a particular place, b) document their findings in the form of a food chain.

Tell pupils what the focus of the project is (finding out about the wildlife in a particular place and documenting their findings in the form of a food chain). Write the steps of the project on the board for pupils to copy into their notebooks before they go out on the project:

Step 1: Make pairs / small groups.

Step 2: Take your clipboard, paper and pencils and follow your teacher to the site for the research.

Step 3: Observe and carefully document the animals you find there: use the magnifying glass, and digital camera and sketches to help you remember.

Step 4: In the classroom, read through the information on your clipboards and sequence the animals into a food chain or chains. Ask your teacher for help if you need it.

Step 5: As a group, write a report of what you did and about the food chain(s) you identified. Draw the food chain(s) on the poster and add photos you took and / or drawings you made. Those who are writing swap their texts with each other to check content and grammar.

Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, especially when you are outside doing the field work. Support pupils with creating their food chains if necessary. Help pupils with their draft texts. Provide models for texts on the board or on paper as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 6 Research a musician or a composer

Note: Ideally this should be a joint project with the Music teacher.

You will need:

A CD player, the internet, paper, staples, coloured pencils.

For this project, pupils work in pairs or small groups to produce booklets about a musician or a composer. The books should include: a brief biography, information about the musical genre, and famous works / songs.

Tell pupils what the focus of the project is (to produce booklets about a musician or a composer). Write the steps of the project on the board for pupils to copy into their notebooks.

Step 1: Make pairs / small groups.

Step 2: Decide which musician or composer you are going to find out more about. It should be someone / a musical genre you don't know much about.

Step 3: Brainstorm the categories for your research and divide up the tasks according to the number of pages in your final booklet and / or the number of people in your group.

Step 4: Do your research individually and make notes. Share your information with the rest of your group.

Step 5: Decide on the contents of each page of the booklet. Each person writes a draft of text for one of the pages. Swap texts in your group and check content and grammar.

Step 6: Assemble the booklet, including pictures. Don't forget about the contents page and the cover. Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Each group should have time to make their presentation to the rest of the class. Leave the booklets on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 7 Clothes from our country

Note: Ideally this should be a joint project with the History teacher.

You will need:

Reference books, the internet, large sheets of paper, glue, coloured pencils, dictionaries.

For this project, pupils work in pairs or small groups to research typical / traditional clothes and fabrics from their country or region. Each group focuses on a different aspect of clothing / period of history. They produce a poster which they display as they make their class presentation.

Tell pupils what the focus of the project is (to research typical / traditional clothes and fabrics from their country or region). Brainstorm some typical / traditional clothes and fabrics from their country or region before they start the project to give them ideas. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make small groups.

Step 2: Decide what period of history / type of clothing you are going to research for your project.

Step 3: Do the research using the internet and reference books. Don't forget to find out about the materials and the dyes, e.g. Were they natural? How did people make them? Make notes about what you find out.

Step 4: Decide which information you are going to use for your poster. Allocate tasks. Each person finds out more about their particular area and draws / finds pictures to use as illustrations.

Step 5: Share ideas and plan and prepare the poster. Those who are writing swap their texts with each other to check for content and grammar.

Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 8 Learning with Kid's Box 6

You will need:

Kid's Box 6 Pupil's Books and Activity Books, large sheets of paper.

For this project, pupils review their year's learning with Kid's Box 6 and, in pairs or small groups, select at least six aspects of the book, e.g. listenings, the story, projects, content lessons, which they think have been particularly interesting and useful, and think about why. Each group produces a poster which they display as they make their class presentation.

Tell pupils what the focus of the project is (a review of their year's learning with Kid's Box 6). Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: On your own, look back through Kid's Box 6 Pupil's Book and Activity Book and choose at least six aspects which have helped you improve your English this year, e.g. stories, CDs, readings, crosswords, matching activities. Note them on a piece of paper. Be ready to talk about why you chose them and how they helped you.

Step 2: Make pairs / small groups. Share your ideas with the others in your group and tell them your reasons for choosing each one.

Step 3: As a group, agree on about six aspects of Kid's Box which have been particularly useful for you all in learning and improving your English this year. Make sure you can say why you have chosen them.

Step 4: Decide on and allocate the tasks for the poster. Think about the design of the poster too.

Step 5: Write up your texts for the poster. Swap your texts with each other to check content and grammar and make sure you agree with what your friends have written.

Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to work together for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

YLE irregular verbs

Infinitive	Past tense	Past participle
be	was / were	been
be called	was / were called	been called
be going to	was / were going to	been going to
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
can	could	could
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dry	dried	dried
eat	ate	eaten
fall	fell	fallen
fall over	fell over	fallen over
feel	felt	felt
find	found	found
find out	found out	found out
fly	flew	flown
forget	forgot	forgotten
get	got	got
get (un)dressed	got (un)dressed	got (un)dressed
get (up / on / off)	got (up / on / off)	got (up / on / off)
get married	got married	got married
get to	got to	got to
give	gave	given
go	went	gone / been
go out	went out	gone / been out
go shopping	went shopping	gone / been shopping
grow	grew	grown
have	had	had
have (got) to	had (got) to	had (got) to
have got	had got	had got
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

Infinitive	Past tense	Past participle
know	knew	known
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lie down	lay down	lain down
lose	lost	lost
make	made	made
make sure	made sure	made sure
mean	meant	meant
meet	met	met
must	had to	had to
put	put	put
put on	put on	put on
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
should	should	should
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
take a photo / picture	took a photo / picture	taken a photo / picture
take off	took off	taken off
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written