

# 1 Teacher's notes

## Reinforcement worksheet 1

- Ask students to follow the grid to find out what the eight students are going to do in the play. Note that they can move up, down, or across, but not diagonally. Ask students to write the eight sentences on the back of the worksheet or in their notebooks.
- Key:** 2 John's going to dance. 3 Pat's going to take photographs. 4 Peter's going to be a monkey. 5 Tim's going to be a tree. 6 Mary's going to play the guitar. 7 Sally's going to be a flower. 8 Sam's going to be the Lion King!
- Students match the questions and answers. They use the grid to help.
- Key:** a 4, b 1, c 5, d 2, e 3.
- Students read each speech bubble and the name of the person who says it. They complete the sentences with *I'm/we're/I'm not/we aren't*.
- Key:** Pat – I'm not ... I'm, Peter and Sam – We aren't ... We're, Mary – I'm ... I'm not, Tom and John – We're ... We aren't.
- **Optional follow-up activity:** Students work in pairs. Student A chooses a person from the grid, e.g., Tom. Student B has to guess who it is by asking questions e.g., *Are you going to be a flower? Are you going to sing?* Student A can only respond by saying *Yes* or *No*.

## Reinforcement worksheet 2

- Students look at the pictures of four mythological beasts and spot a mistake in each one. You may want to write these clues on the board: 1 head, 2 body, 3 hands, 4 live. Students write two sentences for each: the mistake and the correct answer. Their answer has to include two words from the box.
- Key:** 1 horns, 2 don't have scales ... They have ... human, 3 Griffins don't have hands. They have claws. 4 Sirens don't live in nests. They live on rocks.
- Finally, they read the clues and write the beasts.
- Key:** 1 a mermaid, 2 a dragon.
- **Optional follow-up activity:** Students choose their favorite mythological beast and write some facts about it. They also write why they like it and add a picture.

## Extension worksheet 1

- Students complete the sentences and questions with the correct forms of *be going to*. Check answers.
- Key:** 2 are going to be, 3 Is ... going to play, 4 aren't going to be, 5 is going to be, 6 isn't going to be, 7 isn't going to play, 8 is ... going to be, 9 Is ... going to be, 10 is going to play.
- Students read the sentences in Activity 1 again and figure out the logic puzzle. As an example, show the first sentence about Carol and the X marked in the chart.
- Key:** Jason – David, Jason's uncle – Ben, Centaur – Adam, Siren – Carol, Argonaut 1 – Fay, Argonaut 2 – Eve
- **Optional follow-up activity:** In pairs, students imagine they are going to direct the play and decide who in their class is going to play each part. You may like to remind them that the siren can sing beautifully, the centaur is very smart, and likes reading, Jason's uncle is bad, and that Jason is the hero. Each pair then joins another pair to compare their choices, e.g., *In our play Mary is going to be the siren because she can sing very well. Who is going to be ... in your play? Is John going to be the (uncle) in your play? Did the two groups make similar choices?*

## Extension worksheet 2

- Make one copy of the board game for each group of three or four students. The first person to reach FINISH is the winner. All students need a token to mark their square, e.g., an earring or an eraser. They also need a dice or a coin ("heads" means they can move two squares; "tails" means one square). When students land on a square, they follow the instructions. When a student lands on a question or question cue, the student to their left asks the question for them to answer.
- **Optional follow-up activity:** Ask students to draw a 6 x 6 grid. In the first column they write questions 3, 5, 15, 19, 25, 36 from the board game. In the second column they write their own answers. Students form groups of four and take turns asking the other students those six questions and writing their answers. Finally, discuss the answers, e.g., *Is anyone going to do the same thing tonight? On Sunday?*

## Song worksheet

- Students read the rap and match each underlined word with a word from the scroll that means the same thing. This then makes the original rap lyrics. They listen to the rap (CD 04) to check that they have the correct synonyms. Finally, they say the rap.
- Key:** 2 creatures = animals, 3 wonderful = great, 4 well-known = famous, 5 in addition = also, 6 ocean = sea, 7 terrible = bad, 8 brainy = smart, 9 human = man, 10 professor = teacher, 11 ship = boat, 12 very = really, 13 traveling = sailing, 14 began = started, 15 nice = beautiful, 16 nearer = closer, 17 legend = myth, 18 Old = Ancient.
- **Optional follow-up activity:** Students play a game of Tic-tac-toe in teams to practice the synonyms. Draw a 3 x 3 grid on the board and ask students to close their books. Read out sentences in any order from the song (e.g., *The professor told him all about the dangerous siren*). The team repeats the sentence using a synonym. (*The teacher told him all about the dangerous siren*). If the synonym is correct, the team can mark their symbol in the square of their choice until they have three in a row: vertically, horizontally, or diagonally.

## Topic worksheet

- Introduce the topic by asking the class about dragons. Do they know any movies or stories with dragons? Explain that the Chinese New Year usually starts in February and from February 5, 2000 to January 23, 2001 was the Year of the Dragon. After that the next Year of the Dragon is 2012. Make one photocopy for every two students. Hand out the top half to Student A and the bottom half to Student B. When students have finished reading, put each student with a partner. Encourage them to take turns asking and answering the three questions on their sheet.
- Key:** Student A needs to know these answers: 1 Yes, they could. 2 Chinese dragons had nine children. 3 At Chinese New Year. Student B needs to know these answers: 1 They are nice. 2 You'll have money and good luck. 3 The king's dragon had five, important people's dragons had four, and poor people's dragons had three.
- **Optional follow-up activity:** Students make a poster about dragons. Ask them to draw a dragon (or add a photograph) and write four interesting facts they found in the text (or on the Internet). Display the posters on the wall.

Unit  
**1**



# Reinforcement worksheet 1

**1** What are these eight friends going to do in the school play? Follow the sentences. Go up ↑, down ↓, or across → ←.

|                   |          |          |                  |                    |
|-------------------|----------|----------|------------------|--------------------|
| <b>START</b><br>↓ |          |          |                  | <b>FINISH</b><br>↑ |
| Tom's             | going to | going to | be               | the Lion King!     |
| John's            | sing.    | Sam's    | be a flower.     | going to           |
| going to          | dance.   | going to | play the guitar. | Sally's            |
| going to          | Pat's    | Mary's   | be a tree.       | going to           |
| take photographs. | Peter's  | going to | be a monkey.     | Tim's              |

**2** Read and match.

- |   |                                       |                                     |
|---|---------------------------------------|-------------------------------------|
| 1 Are you going to be a plant, Sally?     | a Yes. I'm going to be the Lion King! | <input type="checkbox"/>            |
| 2 Are you going to be the Lion King, Tim? | b Yes. I'm going to be a flower!      | <input checked="" type="checkbox"/> |
| 3 Are you going to sing, Tom?             | c Yes. I'm going to use my camera.    | <input type="checkbox"/>            |
| 4 Are you going to be an animal, Sam?     | d No. I'm going to be a tree!         | <input type="checkbox"/>            |
| 5 Are you going to take photographs, Pat? | e Yes. I'm going to do two songs.     | <input type="checkbox"/>            |

**3** Write *I'm*, *I'm not*, *We're*, or *We aren't*.

*I'm not* ..... going to act in the play. .... going to take photographs.

Pat

..... going to be plants.  
 ..... going to be animals.

Peter and Sam

..... going to play the guitar, but ..... going to sing.

Mary

..... going to sing and dance! ..... going to say anything.

Tom and John

Unit  
**1**

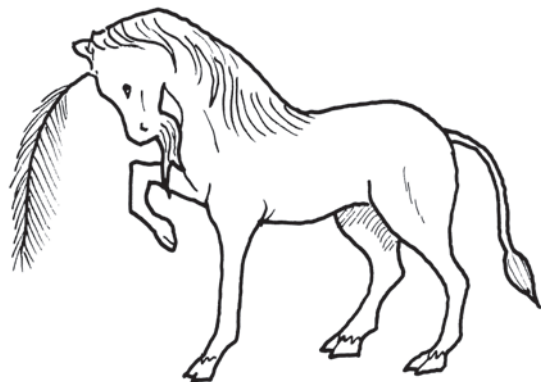


# Reinforcement worksheet 2

**1** Find and correct the mistake in each picture. Use two words from the box in each answer.

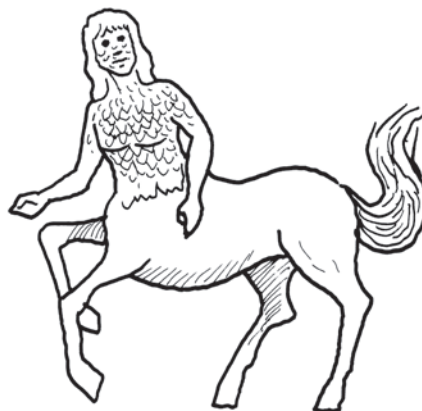
human    horns    hands    claws    feathers    scales    nest    rocks

Unicorn



1 Unicorns don't have feathers.  
 They have \_\_\_\_\_!

Centaur



2 Centaurs \_\_\_\_\_.  
 \_\_\_\_\_ skin like a \_\_\_\_\_.

Griffin



3 Griffins \_\_\_\_\_.  
 \_\_\_\_\_.

Siren



4 Sirens \_\_\_\_\_.  
 \_\_\_\_\_.

**2** What am I? Read the sentences and write the beast.

- 1 I'm half woman, half fish. I have beautiful long hair, but I don't have any legs. I have a big fish tail with scales. What am I? \_\_\_\_\_
- 2 I have the body of a lizard and scales like a fish. I have a bat's wings and I can fly. What am I? \_\_\_\_\_

**Unit**  
**1**

**Extension worksheet 1**



**1** Complete the sentences and questions with *is / isn't / are / aren't going to be*.

- 1 Carol *isn't going to be* (be) Jason.
- 2 Both the Argonauts ..... (be) girls.
- 3 ..... a girl ..... (? play) Jason? No!
- 4 Ben and David ..... (be) beasts.
- 5 Fay ..... (be) one of the Argonauts.
- 6 The siren ..... (be) a boy.
- 7 David ..... (play) Jason's uncle.
- 8 Who ..... Adam ..... (? be)? He's going to be the centaur.
- 9 ..... Ben ..... (? be) Jason? No, he isn't.
- 10 Who ..... (? play) Argonaut 2? Eve.

**2** Read the sentences in Activity 1 again. Who is going to play each part in the school play? Use this chart.

| Parts         | Adam | Ben | Carol | David | Eve | Fay |
|---------------|------|-----|-------|-------|-----|-----|
| Jason         |      |     |       |       |     |     |
| Jason's uncle |      |     |       |       |     |     |
| Centaur       |      |     |       |       |     |     |
| Siren         |      |     |       |       |     |     |
| Argonaut 1    |      |     |       |       |     |     |
| Argonaut 2    |      |     |       |       |     |     |

Unit  
**1**

# Extension worksheet 2



**Move around the board. Read and follow the instructions.**  
**The person on your left will ask you the questions.**

|  |  |   |   |
|--|--|---|---|
| <b>40</b><br><b>FINISH</b>                                       | <b>39</b> A dragon is going to attack you. Go back five squares. | <b>38</b><br>   | <b>37</b> What / going / do / tomorrow evening?           |
| <b>33</b> Does a mermaid have long or short hair?                | <b>34</b> What / going / be / when / leave / school?             | <b>35</b><br>   | <b>36</b> going to / play sports / tomorrow?              |
| <b>32</b> Where do sirens live?                                  | <b>31</b><br>  | <b>30</b> How / going / travel / school / tomorrow?                   | <b>29</b> Which mythical beast has a horn on its head?    |
| <b>25</b> What / going / do / tomorrow morning?                  | <b>26</b><br>  | <b>27</b> A harpy is going to steal your food. Go back three squares. | <b>28</b><br>   |
| <b>24</b><br>  | <b>23</b> What time / going / get up / tomorrow?                 | <b>22</b> Which beast sings beautifully?                              | <b>21</b><br>   |
| <b>17</b><br>  | <b>18</b> A centaur is half man. What is the other half?         | <b>19</b> What / going / do / after school / today?                   | <b>20</b> Where was the phoenix born?                     |
| <b>16</b> The Minotaur is going to eat you. Go back two squares. | <b>15</b> What time / going / go to bed / tonight?               | <b>14</b><br>   | <b>13</b> A mermaid is half woman. What's the other half? |
| <b>9</b> When / going / do your homework?                        | <b>10</b> What / going / do / before / go to bed?                | <b>11</b><br>   | <b>12</b> Which beast makes nests from gold?              |
| <b>8</b> Does a griffin have wings?                              | <b>7</b><br>   | <b>6</b> A siren is singing. Go back two squares.                     | <b>5</b> What / going / do / Sunday?                      |
| <b>1</b><br><b>START</b>   | <b>2</b><br>   | <b>3</b> What / going / do / tonight?                                 | <b>4</b> Who / going / see / this weekend?                |



# Unit 1

## Song worksheet



### 1 Read the rap. Find words that mean the same as words 1–18.

Myths and legends, (1) tales of old,  
 Beastly tales that people told.  
 Adventures and monsters, strange (2) creatures too,  
 Heroes who had (3) wonderful things to do.  
 The Greeks are (4) well-known, not just for sports,  
 But (5) in addition for Jason and the Argonauts.  
 They wrote, in their mythology,  
 Of his adventures across the (6) ocean.

#### Words 1–6

- animals
- great
- sea
- famous
- also
- 1 stories

Jason's (7) terrible uncle made him look for the "fleece."  
 Special wool made of gold, so they tell us in Greece.  
 He had a (8) brainy teacher, like yours, of course!  
 His teacher was a centaur – half (9) human, half horse.  
 The (10) professor told him all about the dangerous siren  
 Who could break his (11) ship on rocks around the islands.  
 She's half woman, half bird, with feathers and wings.  
 She sounds (12) very beautiful when she sings.

#### Words 7–12

- man
- boat
- teacher
- really
- 7 bad
- smart

The Argonauts were (13) traveling and before too long,  
 They (14) began to hear the siren's song.  
 It sounded (15) nice, but they didn't go (16) nearer  
 'Cos Orpheus' music was louder and clearer.  
 This is part of the (17) legend from (18) Old Greece  
 Of Jason and the Golden Fleece.

#### Words 13–18

- myth
- beautiful
- 13 sailing
- closer
- Ancient
- started

### 2 Listen and check. Say the rap.

Unit

1

## Topic worksheet



**Student A – Read about dragons. Then ask Student B the three questions.**

In many movies dragons are ugly, they kill people, and they're horrible. In China, people think that dragons are nice. Did you know that the dragon is one of the 12 animals in the Chinese zodiac? If you are born in the Year of the Dragon, you will have money and good luck.

Dragons are long creatures with scales, wings, and claws. Not all dragons were the same. The king's dragon had five claws. Important people had a dragon with four claws, but poor people's dragons only had three claws.

You can find dragons everywhere in China, for example on the top of old buildings.

- 1 Could Chinese dragons fly?
- 2 How many children did Chinese dragons have?
- 3 When do people do a Dragon Dance in China?



**Student B – Read about dragons. Then ask Student A the three questions.**

There are many myths about dragons in China. People believed that dragons could control the water and the weather. They could fly in the clouds or hide in water, and they could bring rain.

Another famous myth about Chinese dragons is that there were nine kinds of dragons, and that dragons had nine children. There are many place names in China with the word "dragon" (for example, "Kowloon" means "Nine Dragons"). In China, nine is a lucky number because it is the biggest single number.

Many Chinese people don't believe in dragons today, but they often celebrate the Chinese New Year with a Dragon Dance.

- 1 Are Chinese dragons nice or horrible?
- 2 What happens if you are born in the Year of the Dragon?
- 3 How many claws did dragons have?

