



## Behind the scenes

### Vocabulary 1

#### Using the worksheet

- This worksheet provides practice of the core vocabulary to describe costumes: *bright, dark, gold, light, silver, spotted, striped, and wings*. Before the students do the exercise, ask them to color the T-shirt in a bright color, the shirt gold, and the skirt silver.
- Students work individually or in pairs. They look at the pictures and find and circle words in the word snake. They write the words below the correct pictures.

Key: 1 bright 2 dark 3 gold 4 light 5 silver  
 6 spotted 7 striped 8 wings

- There are some extra letters in the snake. Students write them on the spaces to find the secret character.

Key: acrobat

- Students read, choose, and put a check mark next to three of the items on the list. They use the items to complete the costume for the acrobat and finish the picture. Students work in pairs to describe their characters.

#### Optional follow-up activity (reinforcement):

Organize a box of dress-up clothes in your classroom. Students choose three items from the box and dress up in them. Students stand back-to-back and describe their partner's costume.

### Grammar 1

#### Using the worksheet

- This worksheet provides practice of the target grammar: *X is made of Y, X isn't made of Y, Xs are made of Y, Xs aren't made of Y*.
- Students can work individually, in pairs, or in small groups.
- Each student needs access to at least one die. If there are no dice available, students take six squares of paper and write the numbers 1–6 on them. They shuffle them and put them in a pile face down. They take the top piece of paper and use that number.
- Students roll two dice or use two piles of numbers 1–6. The first roll is an object and the second is a material. They have to make a true sentence using the two words, as in the example.
- After playing orally, they roll again and write eight sentences.
- Students mingle and compare their sentences. They score one point for each unique sentence.

#### Optional follow-up activity (reinforcement):

Work with the whole class. Play a variation of *I spy* using the materials: *I spy with my little eye something that is made of (rubber)*. *Is it a ... ?* The student who guesses the object has the next turn, and so on.

### Vocabulary 2

#### Using the worksheet

- This worksheet provides practice of the core materials vocabulary: *cardboard, glass, gold, metal, paper, plastic, silver, wood, wool*, and the additional costume items: *belt, crown, helmet, mask, ring*.
- Students work in A/B pairs to complete the crossword. They have to ask about and explain words to do so. To check that they understand the task, ask stronger students to do one or two examples in open pairs. In weaker classes, you may like students to work in A and B groups first to prepare their answers.

Key: Students show each other their worksheet to check their answers.

#### Optional follow-up activity (extension):

Work with the whole class. Play a variation of *20 questions* with classroom objects. Choose an object. Students play in teams and ask yes/no questions to guess the object, e.g. *Is it made of (rubber)? Are there lots in the classroom?*, etc. They play further rounds in groups.

### Grammar 2

#### Using the worksheet

- This worksheet provides practice of the target language for making and responding to suggestions with *let's, should, and could*.
- Students can work individually, in pairs, or in small groups or as a whole class.
- Students cut out the cards and then read and match the suggestions to the responses.

Key: 1 d 2 h 3 a 4 j 5 b 6 i 7 c 8 e  
 9 g 10 f

#### Optional follow-up activity (extension):

Students work in pairs with a mini dialog. Write on the board *Who? Where? When?* and elicit some possible scenarios, e.g. friends, brother and sister, at home, at school, etc. They choose the situation for their mini dialog and then improvise a short scene in which the dialog occurs. Ask pairs to volunteer to perform their scenes for the rest of the class.

## Skills 1: Listening and speaking

### Using the worksheet

- This worksheet provides listening and speaking skills practice in describing costumes.
- Students listen to four monologues in which children describe their costumes for a play.

Key: Isabella b Joshua c Lily d Harry a

#### Track 8

Narrator: Isabella

Girl 1: I’m wearing a long dress. On my head I have a tall spotted hat. It’s made of cardboard. It has small paper spots on it.

Narrator: Lily

Girl 2: I’m wearing an old costume of my sister’s. It’s a bear costume made of wool. The mask is made of cardboard and plastic. I love wearing masks.

Narrator: Joshua

Boy 1: I’m wearing a long T-shirt and my mom made me a little paper hat. I love acting. I’m really looking forward to the show.

Narrator: Harry

Boy 2: My costume is really cool. My dad made it for me. My crown is made of cardboard and I have a mask, too, but I’m not wearing it in the picture.

- Students choose a character and imagine a costume. They write notes in the chart, e.g. a bat.

Color and pattern	Clothes	On my feet	Extras	What material?
black	tights	black shoes	wings	an old umbrella
black	T-shirt		a mask	cardboard

- Students work in pairs to ask and answer questions as in the example and to guess the characters.

### Optional follow-up activity (extension):

Students work in small groups of different characters to improvise and act out a scene from a play.

## Skills 2: Reading and writing

### Using the worksheet

- This worksheet provides reading and writing skills practice linked to the unit topic of costumes and performances.
- Students read and follow the instructions to make a cow mask.

### Optional follow-up activity (reinforcement):

Students design and make different masks using paper plates. Many ideas can be found on the Internet. They could make them for the characters from the previous activity.

- Students work individually or in pairs to make a poster for a theater performance.

### Optional follow-up activity (reinforcement):

Students write a short summary of the story and add it to their posters.

### Optional follow-up activity (extension):

Students write a script based on *The Myth of Icarus* then perform the scene.

## mission Stage 1: Design a costume

### Using the worksheet

- Students are going to design a costume for their chosen characters. Ask students to work individually. First ask them to think of a character that they like from a play, movie, or book. Write some ideas on the board. Use the Internet to find some pictures of famous characters from movies and books. Once students have decided, ask them to complete the template with a picture of their character and their character’s costume. Encourage them to think about how each part of the costume looks and what it’s made of. When complete, ask them to write a description of their costume.

## Culture

### Using the worksheet

- Pre-teach or check that students know the words in the box. Then ask students to make sentences using the words.
- Read the options with the class making sure that they understand the different text types. Then they look quickly at the text and choose the answer.

Key: a

- Students read the leaflet and note down the answers.

Key: a Athens b on foot / walking c four hours  
 d VR glasses e Temple of Zeus f Theater of Dionysius  
 g Temple of Athena h Agora

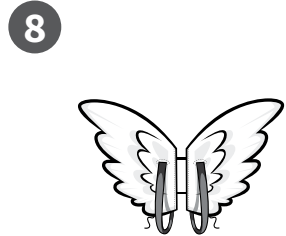
- Students work in groups to invent a history tour of their own town. They should all work together to plan the tour on a map. Then each group member does a different task to produce the leaflet.

# 5 Vocabulary 1

1 Circle the words to describe costumes and write them under the pictures.



silver adark cwings r spotted dolight bgold a striped t bright

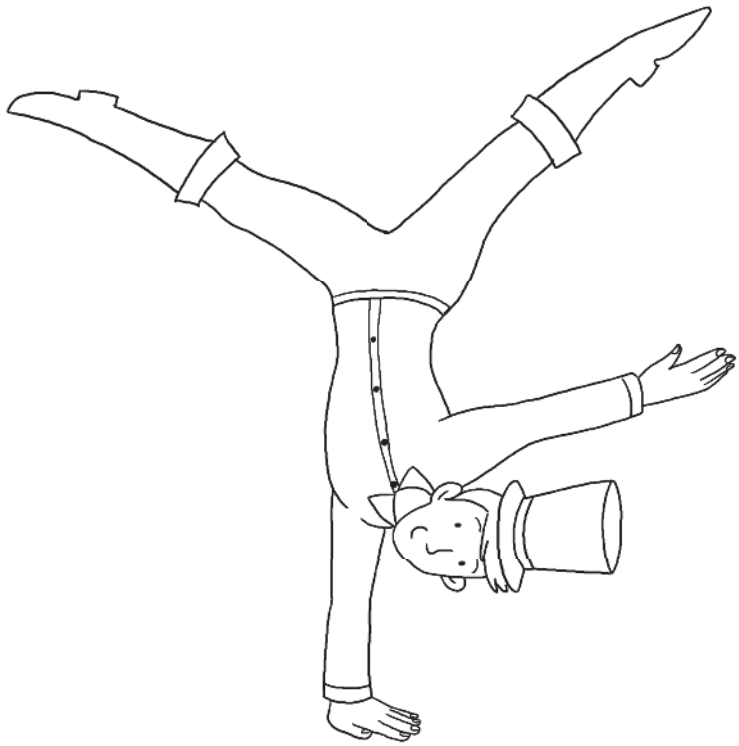


2 Write the extra letters to find the secret character.

\_\_\_\_\_

3 Check (✓) three items and use them to finish the costume for the secret character. Complete your picture.







- white pants with bright pink spots
- large silver wings
- a light-blue and orange striped shirt
- a dark-green and white spotted hat
- high gold boots









# ★ 5 Grammar 1

Play a game and write true sentences.



**OBJECTS**

-  pens
-  balls
-  scarf
-  sandwiches
-  belt
-  cake


**MATERIALS**

-  rubber
-  paper
-  gold
-  chocolate
-  wool
-  bread

**Examples**

  Sandwiches aren’t made of paper. \_\_\_\_\_

  The belt is made of gold. \_\_\_\_\_

- 1   \_\_\_\_\_
- 2   \_\_\_\_\_
- 3   \_\_\_\_\_
- 4   \_\_\_\_\_
- 5   \_\_\_\_\_
- 6   \_\_\_\_\_
- 7   \_\_\_\_\_
- 8   \_\_\_\_\_



## 5 Grammar 2

**Cut out and match the suggestions to the responses.**

1 Should we go for some ice cream after school?	a Great idea! We could make some chocolate sauce to have with them.
2 It's a beautiful day. Should we go to the park?	b We could go to the circus. There are two performances on Sunday.
3 Should we have pancakes for breakfast?	c You could use them to make a bag.
4 What color should we paint the acrobat's wings?	d Yes, let's. We could call Amy and ask if she wants to come with us.
5 What should we do at the weekend?	e Let's go and play soccer at the park.
6 Should I use paper or cardboard to make the crown?	f Let's get up early tomorrow so we can finish making our costumes for the party.
7 What should I do with these pants? They're too small for me.	g You could make a robot costume with a box and some silver paper.
8 Where should we go after school today?	h We went to the park yesterday. Let's go to the swimming pool.
9 What costume should I wear to the party?	i You could make it with cardboard and then cover it with that gold paper.
10 What time should we get up tomorrow?	j Well, we could paint them gold, but I think silver will look better.



# 5 Skills 1: Listening and speaking

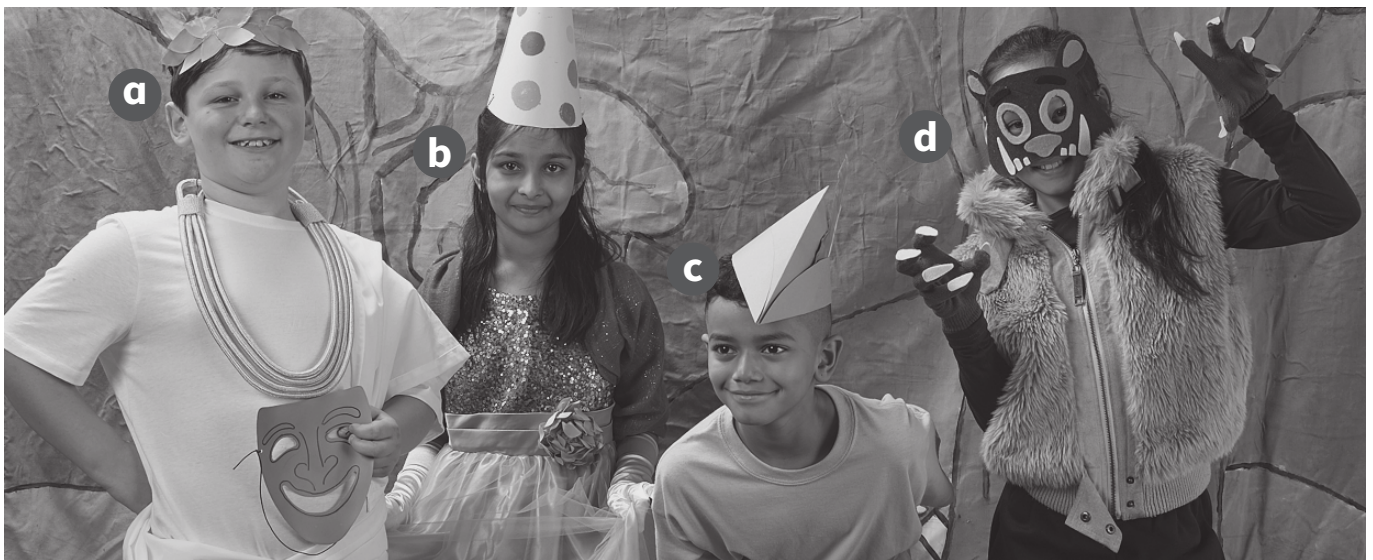
**1** Listen and match the children to the costumes they are wearing in their school play.

Isabella

Joshua

Lily

Harry



**2** Choose one of the characters for a school play and make notes about your costume.

bat clown donkey jellyfish kangaroo lion nurse  
 pirate plane pop star robot spider zebra

Color and pattern	Clothes	On my feet	Extras	What material?

**3** Work in pairs. Ask and answer questions to guess your partner’s character.

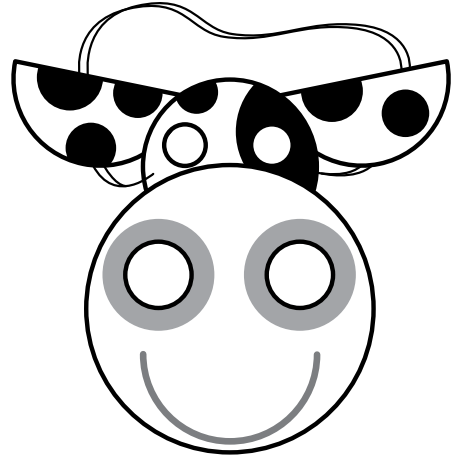
Are you wearing a shirt?	Yes, I am. It’s blue and white striped.
What do you have on your head?	A black hat. It’s made of cardboard.
Are you wearing pants?	Yes, I am. I’m wearing old brown pants. One of my legs is made of wood.
What else do you have?	I have a parrot on my shoulder.

## 5 Skills 2: Reading and writing

### 1 Read the instructions and make a mask.

#### You will need:

two small paper plates  
 one large paper plate  
 glue  
 scissors  
 two rubber bands  
 black, brown, red, and pink crayons;  
 colored markers or pencils  
 a stapler



Cow Mask

#### Instructions

- Glue a small paper plate to the top of the large paper plate. The large plate goes on top.
- Draw two eyes on the smaller plate. Cut them out.
- Cut the other small paper plate in half and color some black or brown spots.
- Glue the two halves on the top of the smaller plate. They are the ears.
- On the larger plate, draw two white spots for the nose and color a circle around them pink.
- Draw and color a big red smiley mouth.
- Color some black or brown areas on the smaller plate to make the face spotted.
- Use the stapler to attach one piece of elastic to each side of the smaller plate.
- Put on your mask and put the rubber bands around your ears.

### 2 Your theater group is doing a performance. Design and make a poster for it.

#### Use:

a large sheet of cardboard  
 colored markers  
 gold and silver glitter sticks  
 colored paper to cut out letters  
 scissors and glue

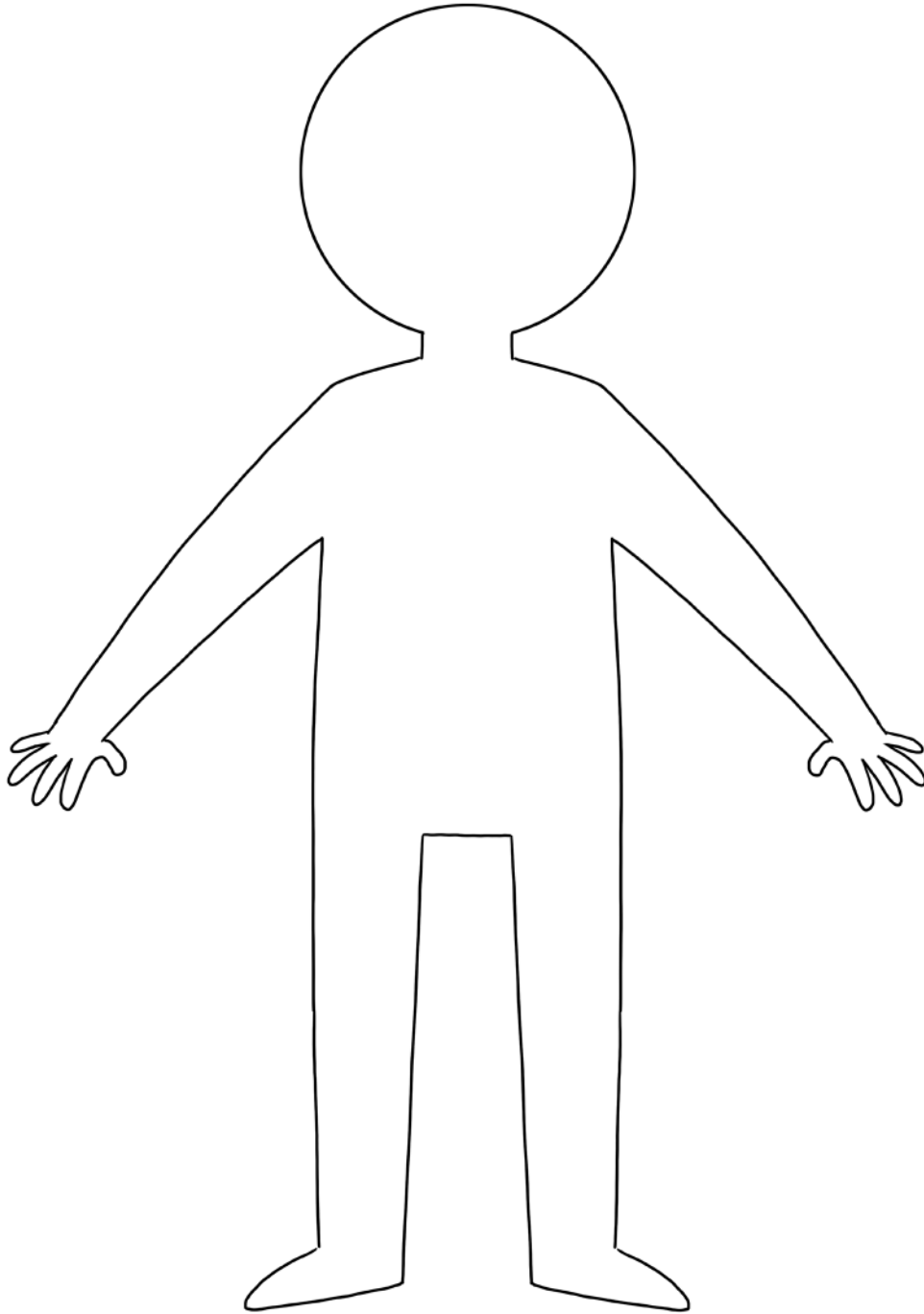
#### Include this information:

- the name of your group
- the name of the play
- where the show is
- when the show is (date and time)
- how much the tickets cost



## 5 mission Stage 1: Design a costume

**Choose a character from a play, movie, or book. Design a costume for your character. Then write a description of your costume.**



My costume has \_\_\_\_\_

It's made of \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 5 Culture

## Visit Athens

### 1 What do you know about Greece? Make sentences.

ancient Athens god goddess Greek myth ruin temple

### 2 Look quickly at the text. What is it? Check (✓) the correct answer.

- a a leaflet for tourists in Athens
- b a page from a school book about ancient Greece
- c a story about the Greek gods
- d a Greek myth


#### The Greek Mythology Tour

A four-hour walk in ancient Athens with special VR glasses.

The tour starts in the Temple of Zeus. Zeus was the king of the gods, and this temple was the biggest in ancient Athens. It is now a ruin, but when you put on your VR glasses, you can see what it was like 2,000 years ago and listen to a story about Zeus.

On the walk from the temple to the most famous ruins in Greece – the Acropolis – use the VR glasses to imagine that you are walking in Athens 2,000 years ago. People around you are wearing ancient Greek costumes and you can listen to them – if you understand ancient Greek!

Your first stop on the Acropolis is the Theater of Dionysius. It's the oldest Greek theater and 17,000 people can sit here. Actors performed the first play in the theater more than 2,600 years ago. Sit down on a

stone seat, put on your VR glasses, and watch a play about the god of wine.

Walk around the Acropolis and visit the Temple of Athena. With your VR glasses you can watch and listen to a famous Greek myth, the myth of Poseidon and Athena. The myth tells the story of a competition between them. Who do you think was the winner? Put on your VR glasses to find out.

The tour finishes in the Agora, the center of daily life in ancient Athens. Sit down and listen to Socrates and Aristotle when they walk past. You can see a big market in the Agora with lots of food – but it was there 2,000 years ago. If you're hungry, there are many modern-day restaurants near the square where you can try some modern Greek food – without the VR glasses!

Enjoy your trip back in time!

### 3 Read again and complete the notes.

#### The Greek Mythology Tour

City: <sup>a</sup> \_\_\_\_\_

How long: <sup>c</sup> \_\_\_\_\_

Transport: <sup>b</sup> \_\_\_\_\_

Special: with <sup>d</sup> \_\_\_\_\_

Places visited on the tour:

1 <sup>e</sup> \_\_\_\_\_ 2 <sup>f</sup> \_\_\_\_\_ 3 <sup>g</sup> \_\_\_\_\_ 4 <sup>h</sup> \_\_\_\_\_

### 4 Work in groups to invent a history tour of your town. Draw it on a map, and then make a leaflet about it.