



Reinforcement worksheet 1

1 Complete the online chat.

You have to write more than one article, Sue! It's like a magazine article. It's for the Internet. You have to write one every month! The best ezine wins new computers for your school! You have to write an interesting article and add some photographs.	Oh, Sue! Don't be lazy! You can win ten! Students between the ages of 7 and 12.
---	---

Alex: Have you heard about the new ezine Internet competition?

Sue: No. What's an ezine?

Alex: (1) *It's like a magazine article. It's for the Internet.*

Sue: Who can enter the competition?

Alex: (2)

Sue: Cool! What's the prize?

Alex: (3)

Sue: Wow! How many can we win?

Alex: (4)

Sue: Great! What do we have to do?

Alex: (5)

Sue: An article with photographs? Hey, I'm going to do it! It's really easy!

Alex: (6)

Sue: Oh. How often do we have to write them?

Alex: (7)

Sue: Every month? I'm not going to do that!

Alex: (8)

SEND MESSAGE

2 Listen and check.

PHOTOCOPIABLE



Reinforcement worksheet 2

1 Look at the code. Write the secret words.

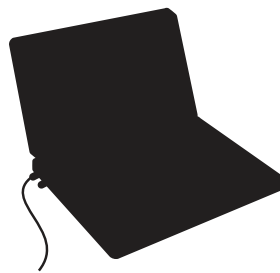


- 1 B7 – T8 – B3 – T4 – T9 – T10 – M6 – T9 – B6 – T3microphone.....
- 2 M2 – T10 – T3 – M1 – M8 – T3 – T4 – M2
- 3 M9 – M1 – T10 – T5 – T9 – T10
- 4 M6 – T3 – M1 – M3 – T10 – M6 – T9 – B6 – T3 – M2
- 5 M8 – T3 – T6 – B5 – T9 – M1 – T4 – M3

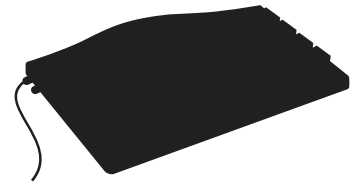
2 Label the pictures with the words in Activity 1.



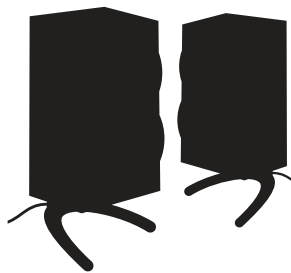
1headphones.....



2



3



4



5

3 What are these words? Write them in code.

- 1 a small thing that you use to carry information M4
- 2 talk to friends online
- 3 a thing that you use to see your friends online



Extension worksheet 1



1 Read and order the text messages.

a

Amy: HI. HOW RU? 1

Amy: SURE. WE CAN C EACH OTHER ON OUR WEBCAMS

Ben: fine thx. and u?

Ben: i have a webcam, too. let's c if they work! 4

Amy: GR8! I HAVE A NEW WEBCAM!

Ben: ru sure u want 2 c me? I'm v ugly :) 6

b

Ben: can i borrow your headphones? 1

Amy: A MICROPHONE AND TWO SPEAKERS

Ben: well, what do u have? 3

Ben: can i borrow those?

Amy: SORRY I DON'T HAVE ANY HEADPHONES

Amy: SURE. COME OVER. U CAN HELP ME WITH MY HOMEWORK WHEN UR HERE :) 6

c

Amy: CAN U HELP ME? MY LAPTOP'S BROKEN. 1

Ben: because the baseball game starts in 5 mins :)

Amy: THE KEYBOARD ISN'T WORKING 3

Ben: o no - what's the problem with it?

Amy: Y CAN'T U COME OVER NOW? 5

Ben: :(sorry, but i can't help u now

2 Now write a text message conversation with your friend.

U WANT TO C A MOVIE 2NITE?



Extension worksheet 2



★ Student A – Color and write. Don't show Student B.
 Describe your picture for Student B to color and write.



- 1 Color the flash drive blue.
- 2 Color the two speakers purple.
- 3 Color the headphones yellow.
- 4 Think of a school subject. Write it under the word *Homework*.
- 5 Think of a day of the week. Write it on the calendar.

★ Student B – Color and write. Don't show Student A.
 Describe your picture for Student A to color and write.



- 1 Color the cell phone close to the books green.
- 2 Color the flowers on Mary's computer screen red.
- 3 Color the webcam gray.
- 4 Think of a day of the week. Write it on the calendar.
- 5 Think of a school subject. Write it under the word *Homework*.



Song worksheet



1 Match the words in A and B to make compound nouns. Circle seven words in the song.

A school flash lap key white head computer text

B board tops games bags drives message phones board

2 Which compound words do we write as one word and which as two words?

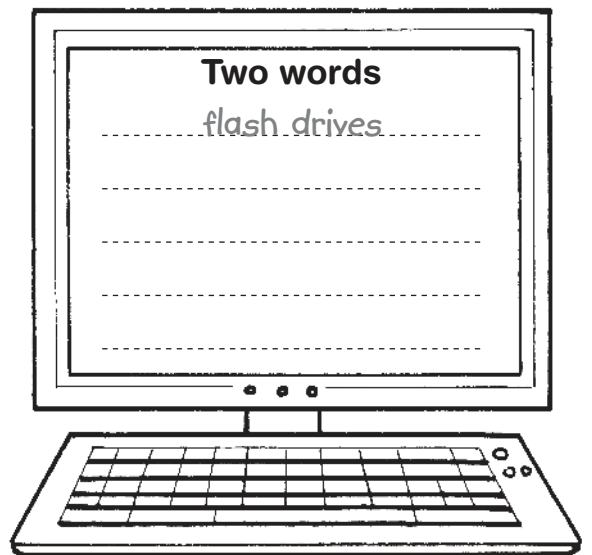
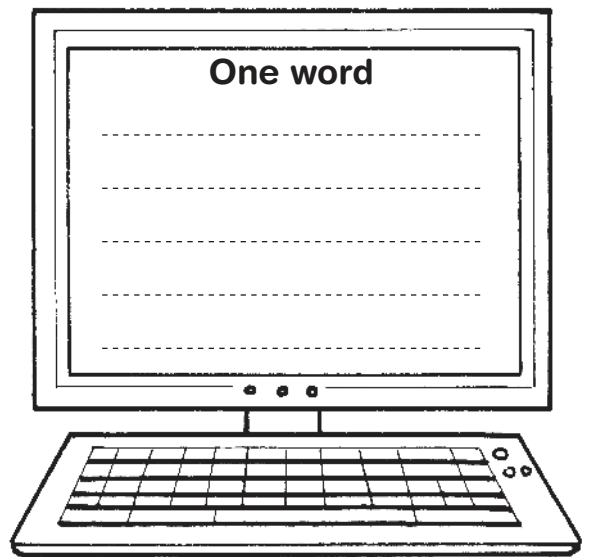
We have flash drives in our school bags,
 An electronic whiteboard on the wall.
 We have laptops, headphones, and MP3s.
 Hear the future call!

Now we text on cell phones,
 We use high technology.
 We communicate by Internet
 And watch movies on DVD.

We take pictures with our phones,
 We watch videos on the screen.
 We use programs for a dictionary
 To find out what words mean.

Some just play computer games
 Or just watch the TV.
 They don't use their imagination
 Or think or speak or listen.

We don't need pens or paper –
 The keyboard does it all!
 There are robots in our factories.
 Hear the future call!



3 **2** **Now sing the song!**



Topic worksheet



Read about safety on the Internet. Are the sentences 1–5 below good (✓) or bad (X) advice?

Computers are smart but humans are smart, too! Some humans are very bad people. We call them *criminals*. They know how to steal your money – and even your name – from the computer.

Junk mail

People often try to find your email address because they want to sell you something. These emails are called *junk mail*. When you open junk mail, the senders know that your email address is correct. Then they send you more emails. Sometimes they sell your address to criminals, so don't open emails if you are not sure who sent them to you. It's important not to reply to emails like this.

Viruses

Viruses are like an illness – they make your computer sick! Sometimes criminals send you viruses inside junk mail. Be careful if you can see something with the email. Don't click on it! If a very bad virus gets inside your computer, it stops working. Some bad websites can give you viruses as well. If possible, buy

an anti-virus program and use it every week. It can find viruses and kill them.

Chat rooms

Chat rooms are great fun. You can play games with other people. You can show people your photographs and make new friends, but watch out! Criminals can see what you write. Never tell people these three things: your home phone number, your email address, and your home address. If you want, use a false name. Also, when you join a chat room, tell your parents. Sometimes you don't know who you are talking to, so don't meet people from your chat room if you don't know them. If you plan to meet a new friend, ALWAYS ask your parents, and NEVER go alone.

Enjoy using the computer, but don't take risks!

- 1 Don't use your real name in a chat room.
- 2 Reply to junk mail.
- 3 Ask your parents when you want to meet a new friend.
- 4 Buy an anti-virus program.
- 5 Click on something in a junk mail message.

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 die 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 (Track 4) 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 aloud 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 → ←.

START ↓				FINISH ↑
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

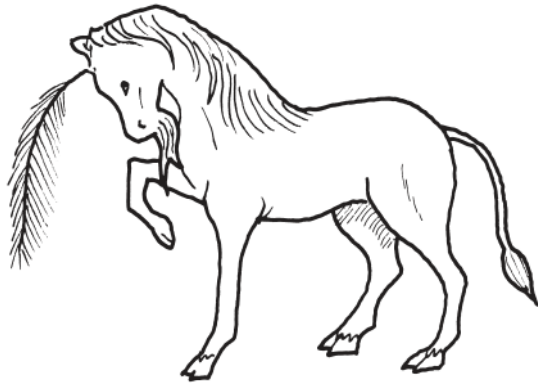


Reinforcement worksheet 2

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

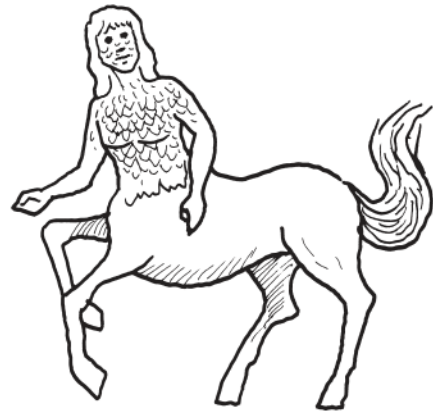
human horns hands claws feathers scales nest rocks

Unicorn



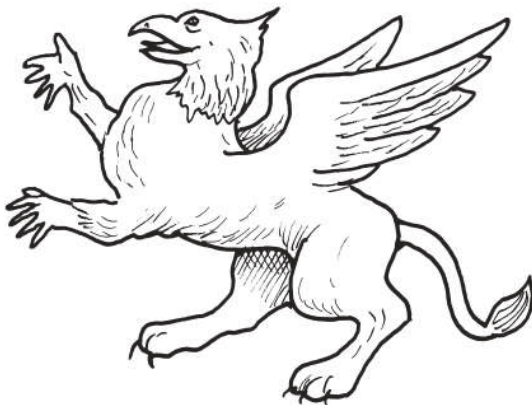
1 Unicorns don't have feathers.
 They have

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						