



# Behind the scenes



**1 Watch the video. Ask and answer.**

What's your favourite play or show?

Who are the characters? What do they look like?



**mission** Prepare a performance

In this unit I will:



Design a costume.



Make a mask.



Create a set and some props.



Write a scene and put on a performance.

## Unit learning outcomes

### Learners learn to:

- describe clothes and materials
- understand, ask and talk about what things are made of
- talk about the properties of materials and their uses
- make suggestions
- listen for specific information
- read a Greek myth
- empathise with characters in a story or play

**Materials** pictures of sets and characters from a play or show (optional), globe / world map (optional), photo of Greece, including the Parthenon (optional), a mask (optional), digital Mission poster

## Key Competences



Talk about plays and shows.



Learn about Greece.



Reflect on own learning by going through the unit goals.

## Self-assessment

- **SA** Say *Open your Pupil's Books at page 56.* Read the title and explain the meaning of *scenes* (the background scenery for a theatre or film production). Ask *Where can you go behind the scenes? (In a theatre / When people are making a film or TV show)* Say *Look at the picture. What are they doing? Say They are acting. They are actors.* Ask *Can you act? Do you like acting?* Use self-assessment (see Introduction). Say *OK. Let's learn.*

## Warm-up

- Point to the photo and ask *Where is this?* If possible, show photographs of Greece and show where it is on a globe / world map. Ask *What do you know about Greece?*
- Put learners in small groups. Write these sentences on the board. Groups choose *True* or *False*.
  - 1 *The capital of Greece is Paris.*
  - 2 *There are more than 1,000 islands in Greece.*
  - 3 *People live on all the islands.*
  - 4 *The biggest island is called Crete.*
  - 5 *There aren't any mountains in Greece.*
  - 6 *The words 'theatre', 'scene' and 'character' come from Greek.*
  - 7 *The Colosseum is the most famous place in Greece.*

**Key:** 1 False (It's Athens.) 2 True 3 False (They live on 227 of the islands.) 4 True 5 False (There are lots of mountains.) 6 True 7 False (It's the Parthenon.)

- Point to the stamp of the Parthenon and explain what it is. Ask learners *How old is it?* Learners guess. (The Parthenon was built around 300 BC. It was a temple to the goddess Athena.)

## Pupil's Book, page 56



### Watch the video. Ask and answer.

- Say *In this unit we're talking about plays. Say Let's watch the video.* To introduce the topic of the unit, play the video.
- Pause the video while you watch to ask learners for any vocabulary they know and to say what they can see and what they think is happening.
- Discuss with a few learners the questions on the Pupil's Book page and then learners ask and answer in pairs.

## mission Prepare a performance

- Point to the Mission box or the digital Mission poster and say *This is our Mission. Let's prepare a performance. A play is a performance. A show is a performance.* Check understanding. Ask *What do people do to prepare for a performance? (They make scenery, costumes and props. Actors learn their lines and positions on the stage.) Who helps? (The producers, the director, stage designer and prop designers, costume designers, lighting directors.)*
- Say *Let's look at the Mission stages: 1 Design a costume. You are a costume designer!* Draw a sketch on the board as if you were a designer or point to the costumes in the picture.
- Say *2 Create a set and some props.* Explain that a set is the scenery in a play or film. Say *Actors have props.* Use objects around the room to show the meaning of *prop*.
- Say *3 Next make a mask.* Show the class a real mask or a picture. Say *Actors sometimes wear masks.*
- Ask *What's the last stage of the Mission? (Write a scene and put on a performance.)* Say *Actors need words to say. You need to write a scene. Actors learn a scene before they act. Mime reading the lines of a play. You are actors! You perform your scene for the class.* Mime standing up and acting.
- Ask learners to cover the page. See if they can remember the stages of the Mission. Say *This is our Mission.*

## Activity Book, page 56

### My unit goals

- Encourage learners to set their unit goals (See Introduction page xii).
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page.*

### Ending the lesson

- With books closed, write these questions on the board:
  - 1 *What's the capital of Greece?*
  - 2 *How many islands are there in Greece?*
  - 3 *What's the most famous place in Greece?*
  - 4 *What's the biggest island in Greece?*
  - 5 *Which words come from Greek?*
- Learners write answers individually or in pairs.

## 5

## Vocabulary 1

**Learning outcomes** By the end of the lesson, learners will be able to recognise and use words to describe clothes and they will have practised listening to descriptions and identifying people in a picture.

**New language** *bright, dark, gold, light, silver, spot, spotted, stripe, striped, wings*

**Recycled language** *clothes, colours, have got, He's/She's/They're wearing ... , Is it ... ?*

**Materials** Describing clothes flashcards, word cards (optional), items of clothing or objects which are gold, silver, striped, spotted and light, bright or dark colours (optional), audio

## Key Competences

-  Learn to describe clothes.
-  Chant together as a class.
-  Play a game to practise describing people.

## Warm-up

- Ask the learners to stand up. Choose an item of clothing in a colour some learners are wearing and say, e.g. *Sit down if you're wearing a red skirt*. Learners who are wearing the item in the correct colour sit down.
- Continue in this way, e.g. *Sit down if you're wearing a purple T-shirt / white shoes / a pink jacket / socks*.

## Presentation

- Hold up each Describing clothes flashcard and say the word. Learners repeat. Display the flashcards in turn. Learners say the words.
- Show or point to something with stripes. Say *It's striped. It's got stripes*. Learners repeat. Do the same with something spotted (*It's spotted. It's got spots*.) Show or point to something that is a light colour. Say, e.g. *It's light green*. Learners repeat. Repeat for something in a dark colour.
- Display the items of clothing / objects around the room. Say, e.g. *It's bright pink*. Learners go to the item of clothing or object. Repeat with different descriptions. Use *It's got stripes/spots* and the adjectives.

## Pupil's Book, page 57

**1**  **Listen. What is the name of the new show?**

- Say *Open your Pupil's Books at page 57. Who is in the picture? Where are they?*
- Read the caption.
- Ask about the characters learners know: *Who's this?* Learners answer.
- Ask *What is the name of the new show? Let's listen*. Play the audio.

Track 5.01

Today, Diversicus is in Greece. Jim and Jenny are talking to Rose about the new show.

- Rose: Look, Jim and Jenny! The acrobats are practising the new show 'Icaria'. They're wearing their new costumes.
- Jim: Wow! Look at Ivan! He's wearing a light blue shirt with white spots.
- Rose: Yes, and I love his dark blue trousers! He's got a blue and white spotted shirt because he's the sky. The white spots are clouds.
- Jenny: Who's the man standing on Ivan's shoulders? He's got bright orange trousers, but I can't see his face well. His jacket is gold.
- Rose: The orange trousers? Ah, yes, that's Marc. He's the sun.
- Jim: Oh, Marc! I really like those trousers! They're cool.
- Jenny: Who's the person flying to Marc, with the silver wings? She's got light blue paint on her body and face.
- Rose: Hmm hmm ...
- Jim: Yeah, the one with the black and silver striped trousers.
- Rose: Ah ha ...
- Jenny: Oh, I know! It's Lily!
- Rose: Yes, that's right, Jenny.
- Jim: The costumes are fantastic, Rose.
- Rose: Would you like to help design one for the new show?
- Jim & Jenny: Ooh! Yes, please!

## Key: Icaria

- Say *Listen again and point to the people*. Play the audio again. Learners point to the characters as they are described.

**2**  **Say the chant.**

- Say *Listen and say the chant*. Play the audio or video. Learners point and chant.
- Divide the class into four groups. Say *Chant when I point*. Play the audio and point to the first group for the first line, the second group for the second line, etc. Repeat.
- Say *Chant*. Groups chant from memory.

Track 5.02

Striped, light,  
 Silver wings.  
 Spotted, bright,  
 Dark, gold wings. [x2]

**3** **Play the describing game.**

- Describe one or two of the characters in the picture. Learners say the name, e.g. *She's wearing a dark blue hat*. (*Rose*) *She's got wings*. (*Lily*)
- Learners play the same game in pairs. Monitor and encourage learners to use a variety of language for describing people.

## Activity Book, page 57

See pages TB128–140

## Ending the lesson

- **SA** Say *We learnt words to describe clothes*. Show the flashcards. Ask *Do you know the words?* Use the self-assessment technique (see Introduction). Learners show how they feel.

Vocabulary 1

1  5.01 Listen. What is the name of the new show?

Today *Diversicus* is in Greece. Jim and Jenny are talking to Rose about the new show.



2  5.02 Say the chant.

3 Play the describing game.

He's wearing bright orange trousers. Is it Marc? Yes it is!

5

**DIVERSICUS**



**1** This show's called Icaria. It's an island in Greece. Do you like the new tree?

Yes! What's it made of?

It's made of brown and green rubber.

**2** Rubber? My eraser's made of rubber.

Yes, rubber is one of the safest materials for acrobats.

**3** Here are Lily's wings.

Can I put them on?

OK, but please be careful; they aren't very strong. They aren't made of rubber.

**4** That's clever. The wings are made of paper. Are these the wings for the show?

No, Jim. They're only for the practice.

**5** Look at that helmet. It's made of gold!

No, Jenny, it isn't. We painted it gold.

**6** These are the wings for the show. What do you think they're made of?

Wow! They're made of old T-shirts!

**7** We always recycle things to make the costumes. We painted the old T-shirts gold and now we have to cut them up. Would you like to help us?

**8** I'd really like to help, but ... it's time for me to fly.

**1** Listen to the sentences and say the answers.

**Learning outcomes** By the end of the lesson, learners will have encountered *be made of* in context.

**New language** *rubber, What's it made of? It's/They're made of (brown and green rubber). It isn't made of (gold). Are they made of (old T-shirts)? Yes, they are.*

**Recycled language** colours, words to describe clothes

**Materials** Describing clothes flashcards, word cards (optional) objects made of gold, silver, paper, rubber and card, pictures from Digital photo bank of objects made of these materials (optional), audio

### Key Competences



Read and listen to a story. Identify and understand the structure *be made of* in context.



Give an opinion on a story.

### Warm-up

- Hold up each Describing clothes flashcard and say the words. Learners repeat. Then say *Remember the words!* Turn the flashcards over. Point to the back of each flashcard. Learners chant the word. Reveal the picture. Learners repeat the word.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.
- Choose a learner and say *Find something (dark blue)*. The learner finds an item in the classroom. Repeat with *bright/gold/silver/striped/spotted*.

### Presentation

- Show something made of gold. Say *It's made of gold*. Learners repeat. Say *Gold is strong*. Show something made of paper and say *It isn't made of gold. It's made of paper*. Learners repeat. Say *Paper isn't strong*.
- Show two rubbers and say *They aren't made of paper. They're made of rubber*. Repeat with *card* and *silver*.
- Show more objects. Ask *Is it / Are they made of (silver)? Is it / Are they strong?* Learners say *Yes* or *No*.

### Pupil's Book, page 58



#### The Diversicus song

- Play the song at the beginning of the cartoon story. Learners listen and sing.

Track 5.03

See the Diversicus song on page TB5



#### Diversicus

- Say *Open your Pupil's Books at page 58*. Ask *Who can you see in the pictures? (Rose, Jim, Jenny)* Ask *What's this?* Point to the wings. Repeat with other objects and parts of costumes.

- Ask *Does Jenny help with the preparations?* Play the audio or video. Learners listen and read. (*No, she doesn't.*)
- Say *Listen and complete*. Write on the board 1 *The tree is made of ...* 2 *Holly's wings are made of ...* 3 *The helmet isn't made of ...* 4 *The wings for the show are made of ...* Say *Listen*. Play the audio again. Learners listen and read.

Track 5.03

The Diversicus song + see cartoon on Pupil's Book page 58

- Learners complete the sentences in pairs. Then check. (*1 rubber, 2 paper, 3 gold, 4 old T-shirts*)
- Play the audio or video again. Pause after each frame and ask, e.g. *What's the show called? (Icaria) Why is the tree made of rubber? (Because it's safe) Are Holly's wings strong? (No, they aren't.) Are the paper wings for the show? (No, for practice) Why does Jenny think the helmet is made of gold? (Because they painted it gold) Are the wings for the show made of paper? (No, old T-shirts) What do they have to do to the T-shirts? (Cut them up)*
- Play the audio or video again. Divide the class into three groups and give each a role from the sketch, e.g. group 1 are Rose, group 2 Jim, group 3 Jenny. Learners repeat the speech bubbles for their character.
- Put learners into groups of three to role play the dialogue.



#### 1 Listen to the sentences and say the answers.

- Describe an object in the classroom without saying what it is, e.g. *It's made of silver. It's strong. It's mine. What is it? (A ring)* Repeat for another item.
- Say *Listen and say the answer. Play the audio*. Pause after each sentence for learners to guess.

Track 5.04

- 1 They're made of paper and they aren't strong. What are they?
- 2 It isn't made of gold. It's painted gold. What is it?
- 3 It's made of brown and green rubber. What is it?
- 4 They're made of old T-shirts. They're gold. What are they?

**Key:** 1 Holly's wings 2 The helmet 3 The tree  
4 The wings for the show

### Activity Book, page 58

See pages TB128–140

### Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- With books closed, call out correct and incorrect sentences about the story, e.g. *The tree is made of paper. Holly's wings are made of paper*. Learners jump up and shout *No, it isn't! / No, they aren't!* for incorrect sentences.

## 5 Language practice 1

**Learning outcomes** By the end of the lesson, learners will be able to ask and answer questions about what things are made of.

**New language** *What's it made of? It's made of gold. Are they made of rubber? No, they aren't. They're made of paper.*

**Recycled language** clothes, colours, words to describe clothes, *character, gold, paper, rubber, silver*

**Materials** objects made of paper, gold, silver and rubber (e.g. newspaper, magazine, earrings, bracelet, rubber, rubber ball), music CD (optional), toy helmet or picture of a helmet, worksheet (Teacher's Resource Book page 54), coloured pens or pencils, digital Mission poster, pictures from Digital photo bank of clothes designs (optional)

### Key Competences

-  Learn to talk about what things are made of.
-  Design a costume and describe it.
-  Reflect on own learning.
-  Interact with the digital poster.

**Note:** You may wish to present the grammar using the Grammar spotlight table before doing the activities on the page.

### Warm-up

- Show learners a gold object. Ask *What's it made of? (Gold)* Do a mime for *gold*, e.g. fingers stretched out to represent *shining*. Learners copy. Repeat with paper and rubber.
- Say each word. Learners do the mime.
- Name an object made of gold, paper or rubber. Learners say *It's made of (paper)* and do the mime.

### Presentation

- Hold up a gold object. Ask *Is it made of rubber? (No, it isn't.) Is it made of gold? (Yes, it is.)* Repeat with different objects.
- Hold up two objects made of rubber. Ask *Are they made of gold? (No, they aren't.) Are they made of rubber? (Yes, they are.)* Repeat with other objects.
- Learners sit in a circle. Hand out objects made of different materials. Play some music. Learners pass the objects around. Stop the music. Ask learners who are holding objects *Is it made of ... ?* or *Are they made of ... ?* They reply.

### Pupil's Book, page 59

#### 1 Read. What clothes does Robin describe?

- Say *Open your Pupil's Books at page 59.* Present *helmet, belt* and *crown*.
- Point to the text. Tell learners to read only to find three items of clothing the first time.
- Check answers.

**Key:** trousers, shoes and helmet

### 5.05 Grammar spotlight

- Point to the Grammar spotlight. Write the same sentences on the board. Learners copy.
- Play the audio. Pause for learners to repeat each sentence.  
Track 5.05  
See Pupil's Book page 59
- For a full Grammar reference, see page 123.

#### 2 Read Activity 1 again and choose the correct answer. Use the words in the box.

- Check comprehension of the words in the box. Learners complete the description and compare in pairs.

**Key:** 2 made 3 bright 4 spots 5 striped  
6 rubber 7 is

#### 3 Describe the costume in the picture.

- Learners describe the costume in pairs.

### mission Stage 1

- Point to the Mission box and say *This is Stage 1 of our Mission. Let's design a costume!*
- Talk about the way a character's costume shows his or her personality and what a costume designer does. Explain that they also choose materials for each part of a costume. Show pictures of clothes designs, if possible.
- Tell learners they need to design a costume for their character. Say *You are a costume designer.*
- Say *Think about your costume. Is your character wearing a hat? A crown? Is he or she wearing a jacket? Has he got a belt or a bag? What's on her feet? What is each thing made of? Are the trousers made of wool? What colour is each thing? Is it dark, light or bright? Is it striped or spotted?* Write the headings *clothes, materials, colours* on the board.
- Give out the worksheet. Say *Design your costume. Draw the different clothes. Write about your costume.* Write a model description on the board.
- In groups, learners show their designs and talk about them. They ask questions, e.g. *What colour is the hat? What are the boots made of?*

**Optional** Learners make their costume at home.

### Activity Book, page 59

See pages TB128–140

### Activity Book, page 56

- Learners open page 56 of the Activity Book and complete the mission diary.

### Ending the lesson

- Display the costume designs. Learners circulate and choose their favourite costume.

## Language practice 1

5

## 1 Read the text. What clothes does Robin describe?

These are the <sup>1</sup>clothes for my costume. The trousers are <sup>2</sup>... of paper.  
 They're <sup>3</sup>... purple with yellow <sup>4</sup>... . I've got yellow and purple <sup>5</sup>... shoes.  
 They're made of <sup>6</sup>... . My helmet <sup>7</sup>... made of gold.

Robin



5.05

## Grammar spotlight

What's it made of?

It's made of gold.

What are the wings made of?

The wings are made of paper.

## 2 Read Activity 1 again and choose the correct answer. Use the words in the box.

clothes striped bright made rubber is spots

## 3 Describe the costume in the picture.

He's wearing a black hat.  
 It's made of ...



## mission STAGE 1

## Design a costume.

- Choose a character from a play, film or book.
- Design a costume for the character. Think about what it's made of.
- Write a description of your costume and what it's made of.
- In groups, talk about your costume.

This is my design for a Peter Pan costume. He's wearing a hat. It's made of green paper ...

My  
mission  
diary

Activity Book  
page 56

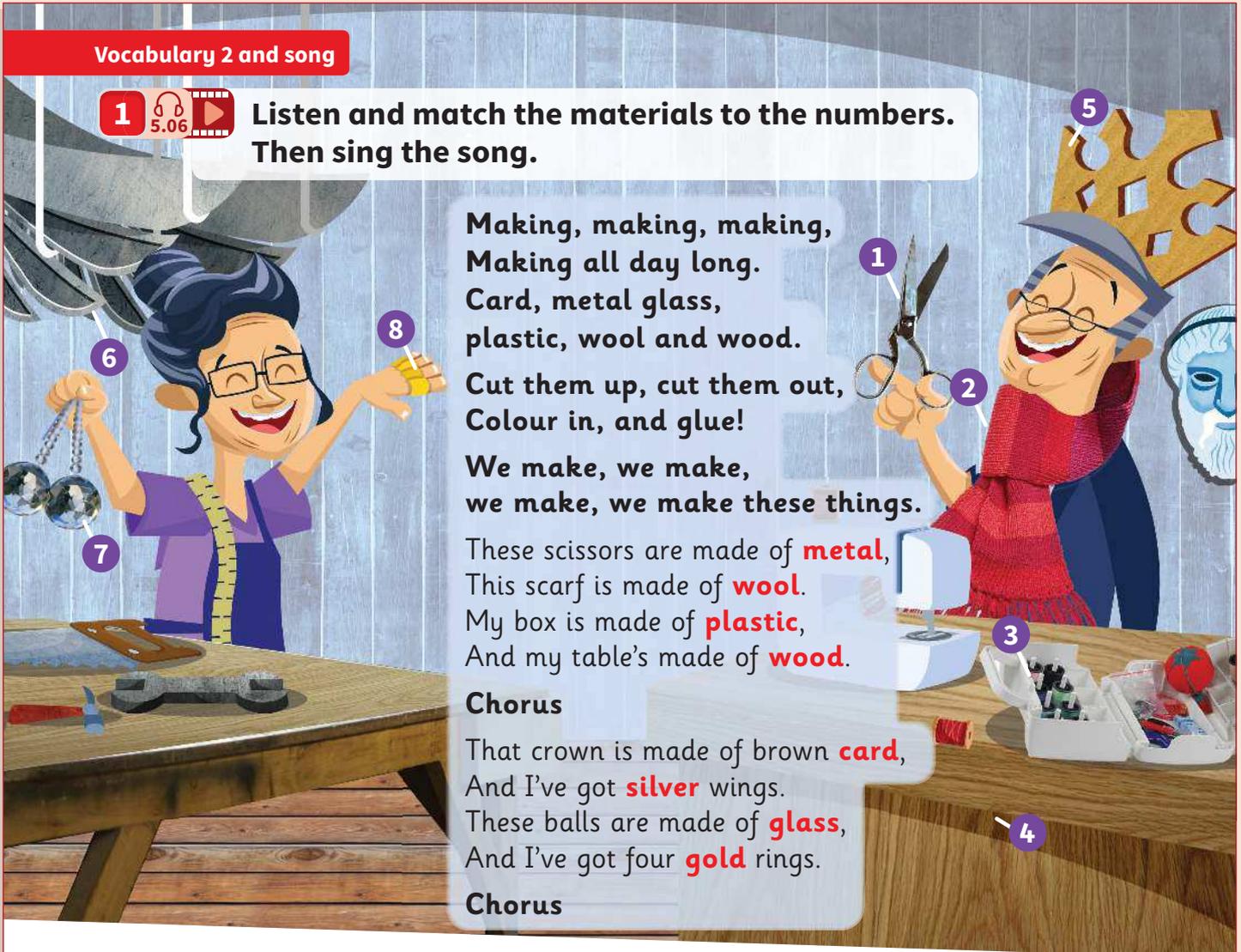
be made of

59

5

**Vocabulary 2 and song**

**1**   **5.06** Listen and match the materials to the numbers. Then sing the song.



**Making, making, making,  
 Making all day long.  
 Card, metal glass,  
 plastic, wool and wood.  
 Cut them up, cut them out,  
 Colour in, and glue!  
 We make, we make,  
 we make, we make these things.**

These scissors are made of **metal**,  
 This scarf is made of **wool**.  
 My box is made of **plastic**,  
 And my table's made of **wood**.

**Chorus**  
 That crown is made of brown **card**,  
 And I've got **silver** wings.  
 These balls are made of **glass**,  
 And I've got four **gold** rings.

**Chorus**

**2 Read and answer. Make two more riddles.**

- 1 It's made of paper. You read it. What is it?
- 2 It's made of wood. You sit on it. What is it?
- 3 It's made of wool. You use it to keep your neck warm. What is it?
- 4 It's made of gold. You wear it on your finger. What is it?

**3 Play the game. What is it?**

I can see something – it's made of wood. What is it?

Yes, that's right!

Is it the teacher's desk?

Look around!  
 What are your things made of?



## Vocabulary 2 and song

5

**Learning outcomes** By the end of the lesson, learners will have learnt words for materials and practised the language through song.

**New language** *card, glass, metal, plastic, wood, wool, belt, crown, helmet, mask, ring, scissors*

**Recycled language** *clothes, words to describe clothes, box, colour in, cut up/out, glue, scarf, It's/They're made of ...*

**Materials** objects made of card, glass, metal, plastic, wood and wool, some scissors, a belt, a crown, a helmet, a mask (or pictures), a tray and a cloth to cover it (optional), Materials flashcards, word cards (optional), audio

### Key Competences

-  Learn materials vocabulary through a song.
-  Act out a story.
-  Play a guessing game in pairs.
-  Complete a crossword puzzle.

### Warm-up

- Introduce the new materials and items using real objects and/or Materials flashcards.
- Put objects made of different materials on a tray, e.g. a mask or crown made of card, a glass bottle, a plastic ruler, a wooden box, a wool scarf, some metal scissors. Show each item in turn and ask *What's it made of?* Learners help you to make two sentences for each item, e.g. *It's a mask. It's made of card.* The class repeat the sentences for each item until they are confident.
- Say *Look and remember*. Give learners a minute to look at the items on the tray, and then cover it with a cloth. Ask *What is there on my tray?* Learners put up their hands and make two sentences about an item they can remember (e.g. *They're scissors. They're made of metal.*) Repeat until the class has remembered all the items.
- You could make this competitive: the class get a point for each correct sentence; you get a point if they make a mistake. Use pictures or drawings that you remove from the board, if you don't have real objects.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

### Pupil's Book, page 60

#### 1 Listen and match the materials to the numbers. Then sing the song.

- Say *Open your Pupil's Books at page 60.* Ask *What are they doing? (Making costumes)* Say *Point to the crown. Point to the scissors. Point to the wings. Point to the table.* Learners point to the objects in the picture.

- Before learners read, ask, e.g. *What's the crown/table/scarf made of?* Learners guess the materials.
- Point to the numbers on the picture and the words in bold in the song. Say *What's number 1? What's the crown made of? Let's listen and say.*
- Play the audio or video once all the way through. Then play it again, pausing for learners to say the material for each number. Check answers.

#### Track 5.06

See song on Pupil's Book page 60

- Teach mimes for *cut up, cut out, colour in, glue, scarf, box, table, crown, wings, ball* and *rings*. Say the words. Learners do the correct mime.
- Play the audio or video again. Learners repeat the song, doing actions, first in small sections and then the whole song. Once they have practised the song, ask them to stand up and perform it.
- Divide the class into groups. Give each group a different part of the song. They sing again, but only their part.

**Key:** card (crown) 5 gold (rings) 8 glass (balls) 7  
 metal (scissors) 1 plastic (box) 3 silver (wings) 6  
 wood (table) 4 wool (scarf) 2

 **5.07 Extension** Once learners are confidently singing along to the song, try singing the karaoke version as a class.

#### 2 Read and answer. Make two more riddles.

- Learners solve the riddles individually. Check answers.
- Learners write two more riddles. Monitor and check.
- In pairs, learners read their riddles and guess the answers. Learners stay in pairs for the next activity.

**Key:** 1 book 2 chair 3 scarf 4 ring

#### 3 Play the game. What is it?

- Choose two learners to read the speech bubbles. Give the class another example to guess, if necessary, e.g. *I can see something. It's made of glass. What is it? (Is it the window?) Yes.*
- Learners work in the same pairs. They take turns to talk about objects in the classroom. Encourage them to talk about colours and patterns (e.g. *It's dark brown. It's striped.*) as well as materials. Monitor and check.
- Show the picture of Rose Quartz in the bottom right-hand corner. Read out the question. Choose individual learners to make sentences about their things, e.g. *My pencil case is made of plastic. / My pencil is made of wood.*

### Activity Book, page 60

See pages TB128–140

#### Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in.

## 5

## Language practice 2

**Learning outcomes** By the end of the lesson, learners will be able to make suggestions, and agree or disagree with suggestions.

**New language** *Shall we (design some props)? Let's (design the sea). We could (use blue paper).*

**Recycled language** colours, materials, words to describe clothes, *props*

**Materials** objects made of different materials (optional), audio, large sheet of paper for each group (optional), coloured pens or pencils, newspapers with 'What's on' pages (optional), digital Mission poster

## Key Competences



Learn to use *should*, *could* and *let's* for making suggestions.



Work in groups to create a set and props for a play.



Reflect on own learning.



Interact with the digital poster.

## Warm-up

- Choose a learner and say *Find something made of metal*. The learner finds and points to the object (no need to say the name). Repeat with different learners and other materials (e.g. plastic, wool, glass, card, wood, rubber, gold, silver).
- Learners repeat in pairs.

## Pupil's Book, page 61



## 1 Listen. What are Kelly and Sophia designing?

- Ask learners *What can you see behind the actors in a play? (The set) Someone designs and makes the set. He or she is the set designer. People also make things the actors use. They make props.* Check that learners remember the meaning of *props* from the beginning of the unit.
- Read the instructions and the question. Play the audio.

Tracks 5.08 and 5.09

Kelly: Shall we design some props for the school play?  
 Sophia: Hmm ... let's design the sea!  
 Kelly: OK! What material shall we use?  
 Sophia: Hmm ... we could use blue paper.  
 Kelly: OK, good idea.  
 Sophia: What else shall we make?  
 Kelly: Let's make the sky. We could use yellow plastic for the sun and wool for the clouds.  
 Sophia: Yeah! Now let's design it.

**Key:** They're designing props for the school play (the sea and the sky).



## 2 Listen again. What material do they use for each thing?

- Focus on the word box. Explain that each prop the girls talk about is made from a different material.

- Play the audio again. Learners write their answers and compare in pairs. Check answers.

**Key:** sea – blue paper sun – yellow plastic clouds – wool



## Grammar spotlight

- Play the audio. Pause for learners to repeat each sentence.
- Write the sentences on the board. Learners copy.

Track 5.10

See Pupil's Book page 61

3 Read the situations. Share ideas with a partner. Use *Shall*, *Let's* and *We could*.

- Act out the sentences, demonstrating making suggestions. Write some responses on the board, e.g. *OK. / Good idea. / That's a nice idea.* Learners repeat.
- Divide the class into two. Half make suggestions and half respond.
- Swap roles and repeat.
- For a full Grammar reference, see page 123.

## mission Stage 2

- Point to the Mission box or the digital Mission poster and say *This is Stage 2 of our Mission. Let's think about set and props.* Read the instructions and check comprehension.
- Tell learners to think about their character from Mission Stage 1. Explain that they need to make a group with two or three other characters to perform a scene. The characters don't have to be from the same play or show – the funnier the combination, the better. Monitor and help form groups.
- Say *Think. Where are your characters? Are they in a forest? In the mountains? By the sea? In a house? In a castle?* In their groups, learners think about a setting. They use *We could ... Let's ... Shall we ... ?* Each group makes notes.
- Say *An actor has things like a bag, an umbrella or a book on stage.* Remind learners that these are called *props*. Say *Think about the props you need for your scene.* Learners make a list.
- Ask *What materials do you need? Is your sky made of blue paper? Is the castle made of silver card?* Together each group adds materials to their list of scenery and props.

## Activity Book, page 61

See pages TB128–140

## Activity Book, page 56

- Learners open page 56 of the Activity Book and complete the mission diary.

## Ending the lesson

- SA** Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Create a set and some props' stage. Use self-assessment (see Introduction).

## Language practice 2

5

**1**  5.08 **Listen. What are Kelly and Sophia designing?**

**2**  5.09 **Listen again. What material do they use for each thing?**

sea sun clouds

  5.10 **Grammar spotlight**

**Shall we design** some props?

**Let's design** the sea.

**We could use** blue paper.

**3** **Read the situations. Share ideas with a partner. Use *Shall*, *Let's* and *We could*.**

- 1 You're at the cinema. What film do you want to watch?
- 2 You're in the playground. What game can you play?
- 3 It's your friend's birthday. What present do you want to buy for him/her?

Shall we watch a funny film?

Let's play hide and seek!

We could buy Julia a ring.

**mission**  **STAGE 2**

**Create a set and some props.**

- Think of your character from Mission Stage 1. Make a group with different characters.
- In your groups, think of a set. Where are the characters?
- Think of some props and decide what materials you need to make them.
- Now make your set and props.

**My  
mission  
diary**

Activity Book  
page 56

5

Cross-curricular

# Materials and properties

1  Watch the video.

2  Listen and read. Say the opposites.



This crown is made of gold. Gold is **heavy**.



This table is made of wood. Wood is **rigid**.



This ruler is made of plastic. Plastic is **flexible**.



This house is made of bricks. Bricks are **rough**.



This newspaper is made of paper. Paper is **light**.



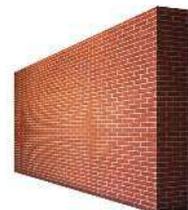
This slide is made of metal. Metal is **smooth**.

The opposite of heavy is ...

3 Read and say.

- 1 Find something flexible and something rigid in the classroom.
- 2 Think of something heavy and something light at home.
- 3 Think of something rough and something smooth outside.

4 Choose and say.



Plastic is a good material for this because it’s light and rigid.

Is it a cup?

Yes it is!

**Learning outcomes** By the end of the lesson, learners will be able to read and talk about the properties of different materials.

**New language** *bricks, flexible, heavy, light, rigid, rough, slide, smooth*

**Recycled language** materials, words to describe costumes, *strong*, making suggestions

**Materials** objects made of metal, wood, plastic, rubber, paper and wool, colouring pens or pencils (optional), one item for each pupil made of wood (e.g. a pencil), one made of paper (e.g. a notebook), one made of metal (e.g. a pencil sharpener) and one made of plastic (e.g. a ruler), small plain cards (16 for each pair of learners) (optional), video

### Key Competences



Learn and practise opposite adjectives.



Learn about the properties of materials.



Play a guessing game in pairs.

### Warm-up

- Draw a rectangle on the board and say *We're designing a house. How many doors shall we have? (We could have two doors. / Let's have two doors.)* Ask about the rest of the house (e.g. *Shall we have a garden? / Let's have a big garden.*), adding each feature to your picture.
- When you have drawn the house, ask about materials: *What is our house made of? (e.g. The doors are made of wood.)* Draw textures or write labels about the materials. Ask, e.g. *Can we make the doors of paper? Why not?*

**Extension** Learners repeat the activity in pairs, and then show their designs to the class.

### Presentation

- Show an object made of wood. Ask *What's it made of? (Wood)* Knock on the object and ask *Why is it made of wood? Because wood is rigid. Which other materials are rigid? Is wool rigid? (No) Is metal rigid? (Yes, usually)* Learners practise saying *rigid*.
- Teach the rest of the new adjectives using objects (*flexible, heavy, light, rough, smooth*).

### Pupil's Book, page 62

#### 1 Watch the video.

- Say *Let's watch the video.* Learners watch the video about materials. Pause the video to check comprehension and learners answer the questions at the end.
- Watch the video again, this time without pausing.

#### 2 Listen and read. Say the opposites.

- Say *Open your Pupil's Books at page 62.* Focus on the pictures. Say *Point to the (crown).* Learners point. Teach *slide* and *bricks* using the pictures.

- Learners listen to and read the texts and find the opposites in pairs.

Track 5.11

See Pupil's Book page 62

- Check answers.

**Key:** The opposite of heavy is light. The opposite of rigid is flexible. The opposite of rough is smooth.

**Extension** Write more pairs of adjectives learners know on the board in random order. Call learners to the board to match opposites by drawing lines (e.g. *happy – sad, beautiful – ugly, fat – thin, tall – short, hot – cold, easy – difficult, boring – exciting*). The learner can also say *The opposite of ... is ...* Alternatively, write each adjective on a separate small card. Hand out the cards. Learners circulate and find their 'opposite'. Pairs stand together, show their cards and make a sentence, e.g. *'Boring' is the opposite of 'exciting'.*

### 3 Read and say.

- Read the instructions. Learners think of objects and compare ideas in pairs.
- Pairs share their ideas. Help with language.

**Fast finishers** Think of two things for each sentence.

### 4 Choose and say.

- Focus on the objects and check comprehension.
- Two learners read the speech bubbles.
- Learners play the game in pairs.

**Extension** In pairs, learners make a set of 16 cards. On eight cards they write materials: *wood, plastic, rubber, paper, metal, card, glass, wool*. On the other eight cards they draw objects: *window, door, scarf, kite, ball, chair, phone, ruler*. They put the cards in two piles, face down (one with materials, one with objects). They take turns to pick up a card from each pile. The learner who turns over the cards makes a sentence about the object and the material, e.g. *You can use glass to make a window because it's strong and smooth. / You can't use paper to make a window because it is flexible and it isn't strong.*

### Activity Book, page 62

See pages TB128–140

### Ending the lesson

- Ask learners to put items on their desk made of: wood (e.g. a pencil), paper (e.g. a notebook), metal (e.g. a pencil sharpener) and plastic (e.g. a ruler).
- Describe the properties of one material, e.g. *It's light. It's smooth. It's flexible but it's strong.* Learners hold up the plastic item from their desks. Repeat with each material, e.g. *It can be light or heavy. It's rigid. It can be rough. It comes from trees. (Wood) It's heavy. It's strong. It's rigid. Silver and gold are this. (Metal) It's light. It's smooth. It isn't strong. (Paper)*

## 5

## Culture

**Learning outcomes** By the end of the lesson, learners will be able to read for specific information and make a mask with the appropriate materials.

**New language** *cover, decorate, dry, glue, important, mix, newspaper, papier-mâché, safe, set, strip, workshop*

**Recycled language** instructions, materials, properties of materials, words to describe costumes, *bow, cut, put*

**Materials** photos from Digital photo bank of theatrical and ceremonial masks made of different materials (optional), a plain plastic mask for each learner (or a balloon inflated to the size of the learner's head), newspapers, scissors, water, liquid glue, for the next lesson: paints and brushes

## Key Competences



Read a text about Greek masks.



Learn about theatre in Ancient Greece.



Work in groups to make and describe a mask.



Reflect on own learning.

## Warm-up

- Show photos of masks made of different materials (e.g. a Japanese Noh mask made of wood, an African mask made of leaves, a Chinese New Year mask made of metal or paper, a carnival mask made of plastic or papier-mâché). For each photo, ask *What is the mask made of? Where does it come from?*
- Encourage learners to describe the masks with words for talking about costumes, e.g. *It's bright pink. It's dark blue. It's gold.*
- Tell the class that people started wearing masks in plays and shows thousands of years ago. Explain that actors in Greek theatre wore masks to help to make the characters on stage look different from one another (to make it easier for the audience to follow the story).

## Pupil's Book, page 63

5  Listen and read. Then read the sentences and say *yes* or *no*.

- Say *Open your Pupil's Books at page 63. Focus on the picture of the children on stage. Ask What are the costumes made of? What materials can you see? (Card, metal, paper) Ask Why is the sun costume made of card? (It's light. It's flexible.) Say Card is also safe for people to wear. Check comprehension of safe.*
- Focus on the picture of the mask. Ask *What is it? (A mask) Ask What is it made of? Learners guess. Don't confirm the answer yet.*
- Focus on the reading text and present *theatre workshop*. Ask learners if they have ever been to a workshop to learn a new skill.

- Play the audio for learners to listen and read. Learners decide if each sentence is true or false.

## Track 5.12

See Pupil's Book page 63

- Put learners into pairs to compare their answers. Check with the whole class and check comprehension of new language (*important, decorate*).

**Key:** 1 no 2 yes 3 no 4 no 5 yes 6 yes

- Check learners' guesses about the mask. Ask *What is the mask made of? (Papier-mâché)*

**Extension** Learners correct the false sentences.

## mission Stage 3

- Show the class the third stage of the Mission poster: *Make a mask*.
  - Read the first instruction and demonstrate. Hand out newspapers and scissors. Each learner needs to cut plenty of strips to make their mask (there have to be three layers of paper strips to cover each mask). Monitor and help. You could prepare the strips of newspaper before the class to save time.
  - Read the second instruction and demonstrate. Hand out bowls with water, liquid glue and sticks or plastic spoons for mixing. You could also prepare the glue mixture before the class.
  - Read the next two instructions and demonstrate wetting the strips and sticking them to the mask. Monitor and help. Learners need to shape the features on their mask and they might need to use several layers of the paper and glue mixture.
  - Leave the masks to dry. In the next class, learners can paint and decorate the masks.
  - When the masks are finished, put the learners into small groups. They compare their masks and talk about the colours, the material and the properties of the materials.
- Stronger learners** They can write a description of their mask.
- Alternative** Learners can make masks made of card, with elastic to secure them. They can also decorate pre-made masks.

## Activity Book, page 63

See pages TB128–140

## Activity Book, page 56

- Learners open page 56 of the Activity Book and complete the mission diary.

## Ending the lesson

- **SA** Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Make a mask' stage or invite a learner to do it. Use self-assessment (see Introduction).

Culture

5

5 Listen and read. Then read the sentences and say *yes* or *no*.

### A theatre workshop



In our theatre group, we use different materials to make our costumes, props and sets. We use materials with different **properties**. Some materials are flexible and light. Some materials are rigid and strong. It’s important to use materials that are safe.



We make masks with papier-mâché. It’s flexible and light because it is made of paper, glue and water. You can paint the masks and decorate them with lots of different things.



Today we’re making Greek masks. Theatre was very important in Ancient Greece. Most cities had a theatre and people went there to watch comedies (funny shows) or tragedies (sad or serious shows). The actors used masks to show different emotions more clearly. Some masks were double-sided, which means they could have one face on one side and a different one on the other side. Let’s make happy and sad double-sided masks!

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 All materials are flexible and soft.</li> <li>2 Papier-mâché is made with paper, glue and water.</li> <li>3 You can’t paint papier-mâché.</li> </ol> | <ol style="list-style-type: none"> <li>4 People in Ancient Greece didn’t like the theatre.</li> <li>5 Tragedies were usually serious shows.</li> <li>6 You can have two different emotions on double-sided masks.</li> </ol> |
|---|--|

### mission STAGE 3

Make a mask.

#### Instructions

- 1 Cut a newspaper into strips.
- 2 Mix water and glue in a bowl.
- 3 Put the paper strips (one by one) in the bowl and cover them with the glue.
- 4 Put the strips on a plastic mask.
- 5 When it’s dry, paint and decorate your mask.

- In groups, read the instructions.
- Design and then make a mask for your character.
- Tell the class about your mask.

My mask is very light. It’s made of papier-mâché.

My mask is bright purple with gold stripes.

My mission diary  
 Activity Book  
 page 56

## Literature

**1** Look at the pictures. What do you think the story is about? Discuss with a partner.



5.13

## THE MYTH OF ICARUS

One morning on the island of Crete, Icarus and his father Daedalus were in their workshop. Daedalus was an inventor. Suddenly, King Minos arrived and he spoke to Daedalus.

'I'd like you to build me a labyrinth,' he said. 'I want to put that Minotaur inside it.' The Minotaur was a terrible monster. He had the head of a bull and the body of a man.

King Minos was pleased when he saw Daedalus's work. He put the Minotaur inside the labyrinth. Then he locked Daedalus and Icarus inside a tower. 'What are you doing?' said Daedalus. 'Well,' said the King, 'you know the secret of how to get out of the labyrinth. And I don't want anyone else to know it.'



1



2



3

Daedalus and his son felt sad. Days passed, then Daedalus had an idea. He collected feathers from the birds that flew to the window of the tower. Then he made wings with the feathers. He used wax from a candle to stick the feathers together.

**Learning outcomes** By the end of the lesson, learners will have read a Greek myth and learnt about listening to others.

**New language** *advice, began, bull, candle, feathers, flew, follow, forgot, get out, high, inventor, king, labyrinth, lock (v), low, melt, monster, secret, tower, wax*

**Recycled language** *behind, below, bird, body, head, in front, island, near, sad, sea, shout, sun, window, wings, couldn't, making suggestions*

**Materials** music CD (optional), photos from Digital photo bank of an island, a tower and a labyrinth, a real candle (and matches) (optional), paper and coloured pens or pencils (optional)

### Key Competences



Read a story.



Learn about *The myth of Icarus*.



Put the pictures of a story in order.

### Warm-up

- Show a photo of an island. Ask *What's the name of the island in the show? (Icaria)*
- Show a photo of a tower. Say *This is a tower. I'm going to tell you about a tower. Listen and imagine. Close your eyes. Learners close their eyes. Say I can see a very tall tower. It's very old. It's ancient. It's made of bricks. It's very strong. The door of the tower is closed. It's locked. No one can get in. But someone is inside the tower. Who is it? Why are they in the tower? How can they get out? Open your eyes.*
- Give each learner a piece of paper. Say *Draw a picture of the tower and what you imagined.*
- Learners compare their pictures and talk about their ideas in pairs.

### Pupil's Book, pages 64 and 65

- Say *We are going to read a story with a tower in it. Is it going to be like your tower? Say Open your Pupil's Books at page 64.*

#### 1 Look at the pictures. What do you think the story is about? Discuss with a partner.

- Put the class into pairs. Say *The pictures tell us about the story. Who are the people? What are they doing? What's the story about?* Learners talk about the pictures in pairs. Monitor. Do not confirm ideas.
- Use the discussion and the pictures to teach *king, bull, lock, candle, wax* and *feather*.



### The myth of Icarus

- Say *Read and listen to the first part.* Show the learners paragraph 1. Play the audio. Learners listen and read. Pause the audio after picture 1.  
Track 5.13  
See story on Pupil's Book pages 64–65
- Ask *What is the Minotaur? (A monster) Who is Minos? (A king) Who is Icarus? (Daedalus's son) Who is Daedalus? (An inventor)* Write the names on the board, with the role next to each one: *Minotaur – monster, Minos – king, Daedalus – man, Icarus – boy.* Say *These are the characters.*
- Ask *What does Minos want? (A labyrinth)* Show a photo of a labyrinth. Ask *Why does Minos want a labyrinth? (To put the monster inside)*
- Say *Read and listen to the next part.* Show the learners paragraph 2. Play the audio for picture 2. Ask *How did Minos feel – did he like the labyrinth? (Yes. He was pleased.) What did Minos do? (He locked Daedalus and Icarus in a tower.) Why? (Because they know the secret of the labyrinth)* Check comprehension of *locked* and *secret*. Ask *How do you think Icarus and his father feel? (Angry, scared) What are they going to do next?* Learners predict (do not confirm ideas yet).
- Focus on picture 3. Ask *What is Daedalus making? (Wings)* Say *Read and listen.* Play the audio for picture 3. Ask *What materials did he use to make the wings? (Wax from a candle and feathers) Why did Daedalus say 'Don't fly too high'? (Because the wax melts if it is near the sun) How do they feel before they fly? (Scared, excited) What do you think is going to happen next?* Learners predict.
- Say *Look at pictures 4 and 5. What happened to Icarus?* Say *Read and listen to the rest of the story.* Play the rest of the audio. Check answers and see if they match learners' predictions. *(He fell into the sea.)* Ask *How did Daedalus feel at the end of the story? (Sad) Why is the island called Icaria? (Because it is named after Icarus / Because of the myth)*  
**Extension** Show learners what happened to the wings in the story. Light a real candle and ask *What happens to the wax? (It melts.)*

### Activity Book page 64

See pages TB128–140

### Ending the lesson

- With books closed, write the character names and key words from the story on the board. Choose a learner to start telling the story. After one or two lines, choose a different learner to continue. Retell the whole story in this way, giving as many learners a possible a chance to take part.

**5 Literature**

**Learning outcomes** By the end of the lesson, learners will have retold a story, appreciated listening to others and practised a Cambridge Movers-style reading task.  
**Recycled language** language from the story  
**Materials** coloured pens or pencils (optional)

**Key Competences**

- Read a Greek myth.
- Act out a story.
- Learn to appreciate the advice others give us.

**Social and Emotional Skill: listening to others**

- After reading the story, ask the learners *What happened at the end of the story? (Icarus fell into the sea.) Why? (He flew very near the sun and the wax on the wings melted.) Why did it happen? (Icarus forgot what his father said / didn't listen to his father.)*
- Ask learners *What advice do your parents give you? Do you listen to them?* Learners give their answers.
- Ask *Why is it important to listen to your parents and your teachers? Can you think of examples where you didn't listen? What happened?*
- Say *It's important to understand the consequences of not listening to advice.*
- Draw a cerebral chart on the board:

- The upper branch is what happens when a person listens and the lower branch is what happens when he/she doesn't.
- Write *Mum: Take a raincoat and umbrella* as the main idea and in the upper branch: *Yes – I'm dry at school. I pay attention in class. I'm happy.* In the lower branch: *No – I'm wet at school. I'm sad. I get ill.*
- Hand out paper. Learners work in pairs and do their own chart. Suggest the main idea: *Dad: Study for your test tomorrow*, or the learners can think of their own. (Possible answers: *Yes – I pass the test. I get 10/10. I am happy. No – I don't pass. I have to study more and I miss a football match. I'm worried.*)

**Warm-up**

- Write names from the story on the board: *Minos, Minotaur, Icarus, Daedalus.* Say a sentence about one character. Learners say the name.

Example sentences: *It was a monster. (Minotaur) They were trapped in a tower. (Daedalus and Icarus) He didn't listen to his father. (Icarus) It lived in a labyrinth. (Minotaur) He was king of an island. (Minos) He made some wings. (Daedalus) He loved flying. (Icarus)*

**Alternative** Write the sentences on the board. Learners match a name to each sentence.

**Pupil's Book, page 65**

- Say *Open your Pupil's Books at page 65.* Play the audio. Learners read and listen to the story again.  
 Track 5.13  
 See story on Pupil's Book pages 64–65
- Retell the story together as a class. Write it up on the board, e.g.  
*King Minos had a monster called the Minotaur. Daedalus made a labyrinth for the monster. King Minos put Daedalus and Icarus in a tower. Daedalus made some wings from wax and feathers. Daedalus told Icarus not to fly near the sun. Daedalus and Icarus flew out of the tower. Icarus flew too near the sun and the wax melted. He fell into the sea.*

**2 Read and answer.**

- Draw a happy face emoticon on the board. Draw a sad face emoticon. Ask *How does Daedalus feel at the end of the story?* Learners point to the sad emoticon. Ask *Why did Icarus fall into the sea? (He didn't listen to his father. / He forgot his father's advice.)*
- Read the questions and check comprehension. Learners discuss their ideas in pairs. Ask learners to share their answers.

**3 Act out with a partner.**

- Put the class in pairs. Learners choose who is Daedalus and who is Icarus. Remind them of the language for making suggestions (*We could ... Should we ... ? Let's ...*).
- Learners do the role play in their pairs. Monitor and help.

**Activity Book, page 65**

See pages TB128–140

**Ending the lesson**

- Write sentences on the board (without the letters):  
*I love flying!* (I)  
*Don't fly too near the sun.* (D)  
*You have to stay in the tower forever.* (M)  
*We should make some wings.* (D)  
*You are a great inventor, father!* (I)  
*I want a labyrinth for my monster.* (M)
- Say *Read and think: Which character says it? Write M for Minos, D for Daedalus or I for Icarus.*
- Check answers (in brackets).

5

Daedalus told Icarus what to do. 'Follow me. Don't go too high because the sun will melt the wax in your wings. Don't go too low because the sea will make the feathers in your wings wet. Are you ready? Go!' Daedalus and Icarus jumped out of the window. They flew away from the island, and away from King Minos.



Daedalus flew in front, Icarus followed behind. Icarus loved flying. He was just like a bird! He forgot his father's words and he flew higher and higher. But as he got nearer to the sun, the wax between the feathers began to melt.



When Daedalus looked behind him, he couldn't see his son. 'Icarus!' he shouted. 'Icarus! Where are you?' Daedalus looked down. There were feathers in the sea. Daedalus went to the nearest island. He sat and looked at the sea for a long time, and he felt sad for his son. That island is now called Icaria, and the sea around it is called the Icarian Sea.

## 2 Read and answer.

- 1 Do you like the story?
- 2 What is the most exciting part?
- 3 What is the saddest part?
- 4 Do you know any other Greek myths? Who are the characters? What happens?

## 3 Act out with a partner.

Imagine you are Icarus and Daedalus in the tower. Talk about how to escape.

How can we get out of here?

We could ...

OK, let's try to...

5

A2 Flyers



1 Finish these sentences.

I like reading / listening to stories about ...

My favourite kind of costume is ...

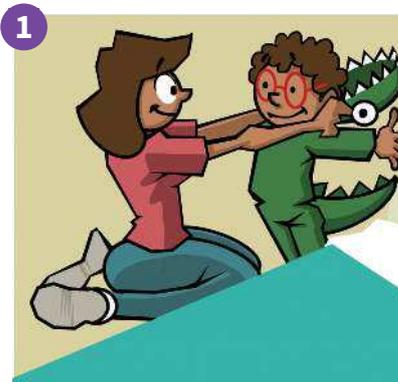
I don't like costumes made of ...

The best objects to make are ...

I'd like to have a ... made of ...

2 Look at these pictures. They tell a story. Read and say *yes* or *no*.

- 1 A boy is putting on a robot costume with his mum. His name is Charlie.
- 2 Charlie is at a competition. It's four o'clock.
- 3 Charlie is buying his favourite toy monster. His mum is reading a comic.
- 4 Charlie is standing next to two people in costumes. He's crying.
- 5 Charlie is the winner! He's got some DVDs and he's happy. A man is taking a photo.



Talk about all the pictures.



3 Listen. Now you finish the story.



**Learning outcomes** By the end of the lesson, learners will have practised describing pictures, telling a story using picture prompts and speaking confidently in an exam (A2 Flyers Speaking Part 3).

**Test skills** Suggesting a picture which is different and explaining why

**New language** *competition, first, winner*

**Recycled language** colours, materials, words to describe clothes, *best, bottle, bowl, box, comic, costume, crown, DVD, eraser, helmet, monster, o'clock, put on, ring, scarf, table, take a photo*

**Materials** audio, paper, coloured pens or pencils

### Key Competences



Describe pictures.



Work together to tell a story.



Practise activity types found in *Cambridge English: Flyers* exams.

### Warm-up

- Retell the story from the previous lesson, but with mistakes, e.g. *One morning on the island of Crete, Icarus and his father Minos ...* Pause and wait for the learners to correct you (*his father Daedalus*). Continue.

**Extension** Learners repeat the activity in pairs. One learner has his/her book open and reads the story, making mistakes. The other learner corrects. They swap halfway.

### Presentation

- Say *Let's do a speaking exam. Write Speaking Exam on the board.*
- Sit down and act being afraid to speak, nodding and shaking your head instead of using words. Say *Is this good? (No)* Act out looking at a picture and saying just one word. Ask *Is this good? (No)* Say *In the speaking exam you need to speak! Use as many words as you can. Show what you know!*

### Pupil's Book, page 66

#### 1 Finish these sentences.

- Say *Open your Pupil's Books at page 66.* Read the first speech bubble and finish the sentence, e.g. *I like reading stories about monsters.* Choose a learner and encourage them to repeat the sentence stem and complete it with their own ideas.
- Continue, using the sentences to revise vocabulary from the unit. Write key words on the board.

**Alternative** Put the class in pairs. They take it in turn to complete the sentences. Learners feed back about what their partner said (e.g. *Carlos likes reading stories about animals.*) Remind them that listening is very important in the speaking exam.

#### 2 Look at these pictures. They tell a story. Read and say yes or no.

- Say *Look at all the pictures. What's the story about? What can you see?* Learners share their ideas. Write key words on the board (e.g. *costume, monster, competition, win*).
- Say *Now let's look at the pictures more carefully. What is Charlie doing? What is his mum doing? Where are they? Read the sentences and say 'yes' or 'no'.* Read the first sentence and answer (yes). Learners read the rest of the sentences and choose 'yes' or 'no'. Monitor and help.
- Check answers.

**Key:** 1 no 2 yes 3 no 4 no 5 yes

**Extension** Learners ask each other *yes/no* questions about the pictures, e.g. *Is Charlie in the living room? (No. He's in his bedroom.) Are they at the competition at four o'clock? (Yes, they are.)*

#### 3 Listen. Now you finish the story.

- Point out the exam tip at the bottom of Pupil's Book page 66. Say *Look at the pictures carefully. Talk about what's happening. Let's listen to a description of picture 1.* Play the audio. Learners listen and look at the first picture.

##### Track 5.14

There's a competition for the best costume at four o'clock today in town. Mum is helping Charlie put on a monster costume. He's very excited. Now you tell the story.

- Point out that the story is in the present (*There's ... He's ...*) and talks about what the characters are doing (*Mum is helping ...*).
- Put the class into pairs. Say *Now you finish the story.* Learners tell the rest of the story. They can take it in turns to tell the whole story, or talk about a picture each. Monitor and note down any common errors / useful phrases.
- Say *Well done! When you told the story you looked carefully at all the pictures (mime looking), and you talked about what's happening and what you can see. Good job!*

**Key:** (possible answer) Charlie and his mum arrive at the competition. It's four o'clock. There are lots of people. Charlie buys his favourite comic. He loves monsters. Mum is talking on the phone. Charlie is next to a puppy and a panda. Mum is smiling and clapping. Charlie is the winner! He's got some DVDs. A man is taking a photo. Charlie is very happy.

### Activity Book, page 66

See pages TB128–140

#### Ending the lesson

- Learners work in pairs. They look back at the pictures on pages 64 and 65. One learner describes a picture using the present (*There's / There are ... He's ...ing ...*) The other learner says the number of the picture. Then they swap roles.

## 5

## Review

**Learning outcomes** By the end of the lesson, learners will have revised the language in the unit, planned a scene, written a short script and put on a performance.

**Recycled language** unit language

**Materials** Describing clothes and Materials flashcards, objects made of different materials (optional), notes, costume designs and masks from Mission Stages 1–3, real costumes and props for the performances (optional), dice, counters, scissors

## Key Competences

-  Revise vocabulary and language learnt in the unit.
-  Work together to present a show to the rest of the class.
-  Complete self-assessment tasks. Reflect on own learning.

## Warm-up

- Write the following words on the board:  
*bright wings silver helmet glass  
 spotted gold dark rubber wood  
 crown mask wool striped card*
  - Check comprehension using the flashcards, drawings or objects.
  - Pick a learner to stand at the front, with their back to the board. Choose one of the words and ask, e.g. *Can you spell 'crown'?* The learner spells the word, letter by letter, without looking at the board. If the spelling is correct, the learner stays at the front. If it is wrong, he/she sits down. Repeat, choosing different words.
- Alternative** Play as a team game.

## Pupil's Book, page 67

## mission in action!

## Write a scene and put on a performance.

- Point to the Mission box or show the learners the last stage of the digital Mission poster. Say *Let's put our Mission in action! Let's write a scene and put on a performance.*
- Learners sit in their Mission groups. Read the instructions and check comprehension. Remind the learners of Mission Stage 2 and the notes they made about the setting.
- Say *Think about your characters.* Each learner creates one character. Ask *What's his/her name? Is he/she good or bad? What is he/she good at?* Write an example description on the board, e.g. *My character's name is Jet. He is a superhero. He can fly in a magic helicopter.* Learners practise describing their character to the rest of their group.
- Monitor and help as groups plan their scene. Encourage learners to say, e.g. *We could ... Shall we ... ? Let's ...*

- Make sure learners have their costume design from the first Mission stage. Learners work in pairs (in their groups) to talk about the costumes (e.g. *My character is wearing dark blue trousers and a silver top. She's got a crown. The crown is made of silver card.*)
  - If learners are using their mask, tell them to prepare to present the mask to the class in the same way (e.g. *My mask is for Timo. He's a superhero. The mask has got long hair and a happy mouth. The hair is made of wool.*)
  - Learners rehearse in their groups. Allow plenty of time. If possible, they memorise their lines and practise movement and gesture.
  - Groups take it in turns to perform their scene. After each performance, encourage the class to clap while the 'actors' take a bow. The audience can ask questions afterwards.
- Alternative** You may want to spread the performances over several lessons or present them to the whole school/year.

## Self-assessment

- **SA** Ask *Did you enjoy preparing a performance? Which part of the Mission did you like best?* Learners look back through the unit and their notes/worksheets. Encourage them to give reasons for their answer (e.g. *Stage 4 because it was fun to put on the performance.*)
- Say *Our next Mission is 'Have a school prize-giving ceremony.'* Ask *Have you ever won a prize at school?*

## Can you remember?

- Focus on the 'Can you remember?' box. In pairs, learners answer the questions. Check answers.

**Key:** 1 Ivan 2 They're made of paper. 3 Possible answers: ruler, bottle, toy 4 They use wool.  
 5 Possible answers: card, scarf, plastic bag  
 6 Because he flew too high / near the sun.

## Activity Book, page 67

See pages TB128–140

## Activity Book, page 56

- Learners open page 56 of the Activity Book and complete the mission diary and 'can do' statements.
- Learners add words to the word stack (see complete notes on page TB17). See Introduction for techniques and activities.

## Ending the lesson

- **SA** Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Tell the learners *You have finished your Mission! Well done!*

## Review

5

## mission in action!

Write a scene and put on a performance.

- ★ Plan and write a scene in your groups
- ★ Who are the characters?
- ★ What's the name of the show?
- ★ What are they doing?
- ★ What do they say?
- ★ Where are they?

My  
mission  
diary  
Activity Book  
page 56

- ★ Talk about your costumes, props and masks.

My crown is made of gold paper and my mask is made of card.

- ★ Act out your scene for the class.



## Can you remember?

- 1 Which circus artist is wearing a spotted shirt?
- 2 What are the practice wings made of?
- 3 Say something made of plastic.
- 4 What do Kelly and Sophia use to make the clouds?
- 5 Name three materials that are flexible.
- 6 Why did Icarus fall into the sea?

