

# HOW TO USE YOUR PROJECT LOG



Your Project Log is a fun space where you can develop ideas for your project, be creative and reflect on your progress.

**PROJECT BUILDER 1** Think of an idea for a food stall.

→ Workbook Project Log p20

6 Think of some different ideas for your food stall. Write a list.

7 Agree on the best idea from your list.

I like the idea of a Mexican food stall.  
What about you?  
Good idea! I love Mexican food.  
I'm not sure. I prefer Chinese food ...

8 Now decide on the different sections you want on your menu. Use the words from exercise 5 to help you.

Let's have main dishes and sides.  
Yes, and cold drinks.

There is a Log it! section for each Project Builder. Write your notes from your Project Builder discussions in your Log.

**UNIT 5 PROJECT** Create a menu for a food stall  
Project Builder 1 Student's Book p57

**Log it! 1** Here are our ideas for a food stall:

Our group is ...  
and me!

has great ideas!

My favourite idea

DRAWING

OUR BEST IDEA

Our menu has these sections

1 2 3 4

**PROJECT BUILDER 5** Create a flyer for your food stall.

→ Workbook Project Log p22

5 Write a flyer for your food stall. Work in groups for part A only.

**A Plan your flyer**

- Agree on a name for your stall.
- What information do you need to include? Make a list.

**B Write your flyer**

- Use the tips from the Skill UP!
- Describe your food with adjectives.
- Add a special offer.

**C Read and check**

- Check your flyer includes all the necessary information.
- Check your spelling.

Log it! 5 is for your writing task. Plan your task in your group. Write your notes here.

**UNIT 5 PROJECT** Create a menu for a food stall

**Reflections Log** Here are my thoughts:

I say:

I think our food stall is

Now I know how to ...

- agree and disagree with others
- give my opinions about food
- make good decisions
- consider different people's needs
- write important information on a flyer

For example:

I can use:

Our PROJECT

My role(s):

- Create the final menu
- Create the final flyer
- Present the stall

Our group ... is a star.

- helps each other
- disagrees sometimes
- makes good decisions
- works well together

I really like:

My feelings about my role in this project:

excited  nervous  happy

Next time, try to ...

more. again!

Come back and tick!

Teacher comments

**UNIT 5 PROJECT** Create a menu for a food stall  
Project Builder 5 Student's Book p55

**Log it! 5** Here's my WRITING PLAN:

WHAT FOOD do we sell?

WHAT is the NAME of our stall?

WHERE is our stall?

WHEN are we open?

Web address/ social media:

TIPS

- use BIG, colourful fonts for important information
- put important information at the TOP of your list
- use lots of adjectives

DON'T FORGET!

- healthy food
- special diets
- cool combinations

place and time

social media

Teacher check

PL22

Do the writing task here.

At the end of the project you can reflect on what you learned by completing the Reflections Log. Write your thoughts and goals for next time here.



## Here are some special people in my life:

Our group is .....  
..... and me!

**IMPORTANT**

**VERY IMPORTANT**

.....  
.....  
.....  
.....  
.....

.....  
.....  
.....  
.....  
.....

DON'T FORGET! ★ cousins  ★ grandparents  ★ teammates  ★ neighbours

In our group, **family** **friends**  
are more important.

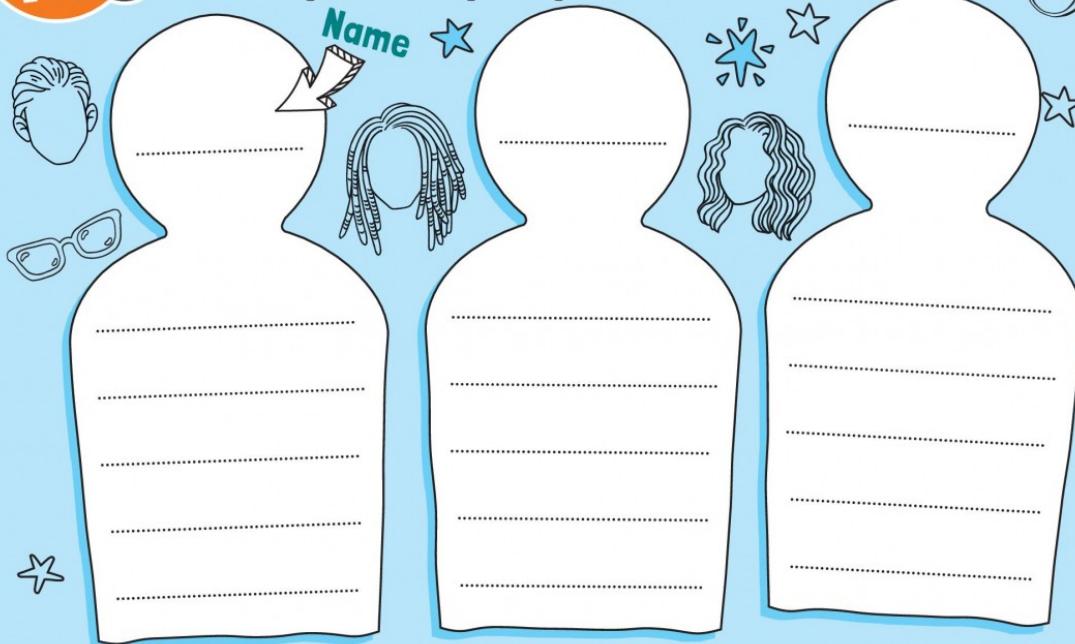
is very  
special to me.



- say who the person is.  
For example, Anna is my aunt.



## Here are some descriptions of the special people in my life:



**DON'T FORGET!**

★ relationship to me

★ appearance

★ personality



My descriptions  
**are** **aren't**  
similar to others  
in my group.

WRITING about my friends and family is **easy** **difficult**.

TALKING about my friends and family is **easy** **difficult**.

Teacher check





## Here are the important places in my life:



PICTURE  
(or a SIGN if  
you don't like  
drawing!)



My sentences

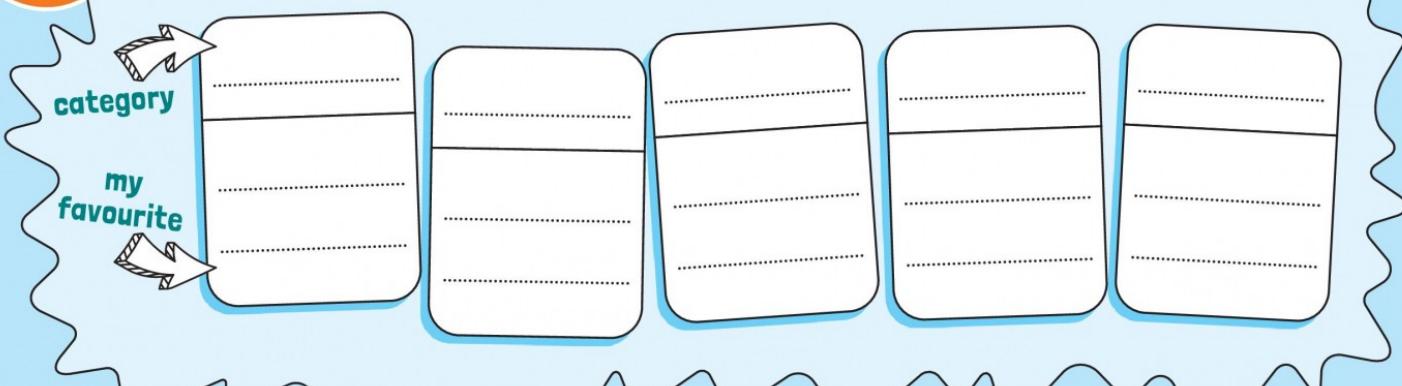
.....

.....

My classmate, ..... ,  
and I like similar places.



## Here are my favourite things:



and I like the same .....

and I like  
different things.

I'm good at working **alone**  
**in a group** **with a friend**

I feel **nervous** **ok** **happy**  
showing my ideas.

Teacher check



# Here's my WRITING PLAN:

## Information about ME:

HOW OLD am I? .....

WHEN'S my birthday?

WHERE am I from?

WHO is in my family?

## Information about SCHOOL and INTERESTS:

- .....
- .....
- .....

## Information about my PERSONALITY and APPEARANCE:

- .....
- .....
- .....

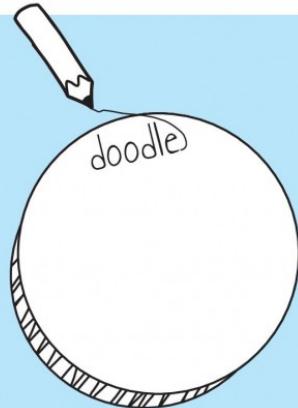
## FUN FACT:

# Here's my WRITING: a personal PROFILE

**facts about you and your family**

**school and interests**

**facts about your appearance and personality**



**TIP**

- choose interesting or surprising information, for example, a pet's name or an unusual sport or club

## DON'T FORGET!

★ contractions

★ spelling and English check

Teacher check



**Reflections Log**

**Here are  
my thoughts:**

**Now I know how to ...**

... talk about different things in my life

For example: .....

... describe people and places

... ask someone to repeat  
when I don't understand

... write a personal profile

I say: .....

... create different infographics

is very quiet

helps each other

**Our group ...**

has very  
different people

I'm good at

is very good  
at ..... .

Come back  
and tick!

**Some new  
adjectives:**

1 .....

2 .....

3 .....

**Next time, try to ...**

Speak  Write more in class.

Listen to  Help others more!

Teacher comments .....





## Here are some details about the school:

School name: .....

Head Teacher: .....

Our group is .....

and me!

Number and age of students: .....

School floor plan

Subjects: .....

Interesting facts: .....

2 Our first class starts at .....

3 We usually do .....

4 Students don't .....

5 Teachers never .....

6 .....



### DON'T FORGET!

★ present simple

★ adverbs of frequency

★ time phrases

### More ideas!

.....

.....

Describing an invented school  
is **fun** **difficult** **easy**.

I **love** **like** **don't like**  
thinking of ideas.

Teacher check



Here are our interview questions:

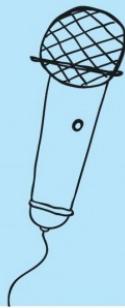
WHAT?

?

... and the answers:

WHEN?

HOW OFTEN?



Draw a star on your favourite answer.

- Our interview is
- on paper.
  - on video.



Here are some ideas for clubs at our school:



I love this club!

likes this club.



TIP

- write what students DO at the clubs

In group conversations, I usually have **one** **some** **a lot of** ideas.

I feel **shy** **OK** **great** speaking English in class.

Teacher check





## Here's my WRITING PLAN:

**WHAT** is the event?

**WHEN** is it?

**WHERE** is it?

**What do people do?**

I like the event because .....

## Here's my WRITING: a DESCRIPTION of an event at our school:

name of the event

general information  
(What? Where?  
When?)

your opinion

### TIPS

- use adjectives for interesting writing
- use different verbs to express opinion

### DON'T FORGET!

★ also to join ideas

★ spelling and English check

description of what people do on the day

I [ love | don't mind | don't like ] group planning before writing.



**Reflections Log****Here are my thoughts:****Now I know how to ...**... talk about school life ... work in a group to create new ideas ... talk about school clubs ... show interest in a conversation ... describe an event ... present clearly 

I say: .....

**My favourite idea:**

speaking in my group

drawing

writing

speaking to the class

listening to others

planning

doodling

I hate

I love

**I don't mind****In our group ...**..... is good  
at .....**Next time, try to ...** Speak more **loudly** **slowly**. **Prepare** **Write** more.

..... again!

Come back  
and tick!**Teacher comments** .....

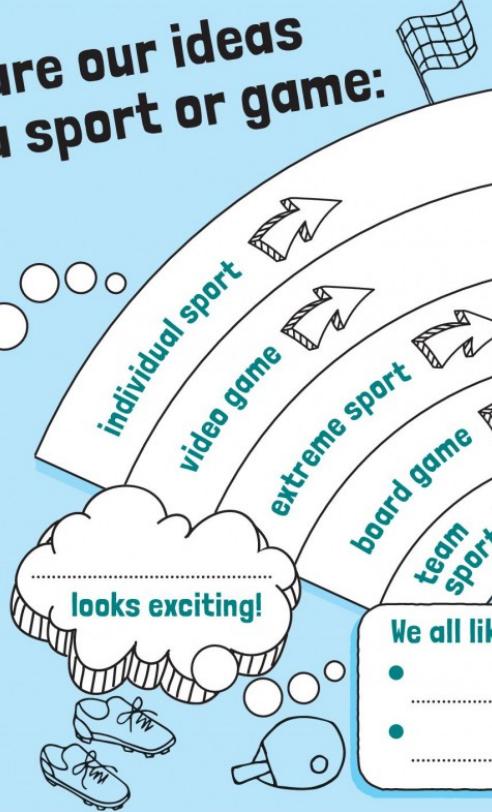


Here are our ideas  
for a sport or game:



Our group is

and me!



looks exciting!

We all like ...

- 
- 
- 
- 



Here are our  
sentences  
for a QUIZ:

Our sport / game is ..... !

DON'T FORGET!

comparatives



1

.....



2

.....



3

.....

4

.....

5

.....

6

.....

This one  
is easy!

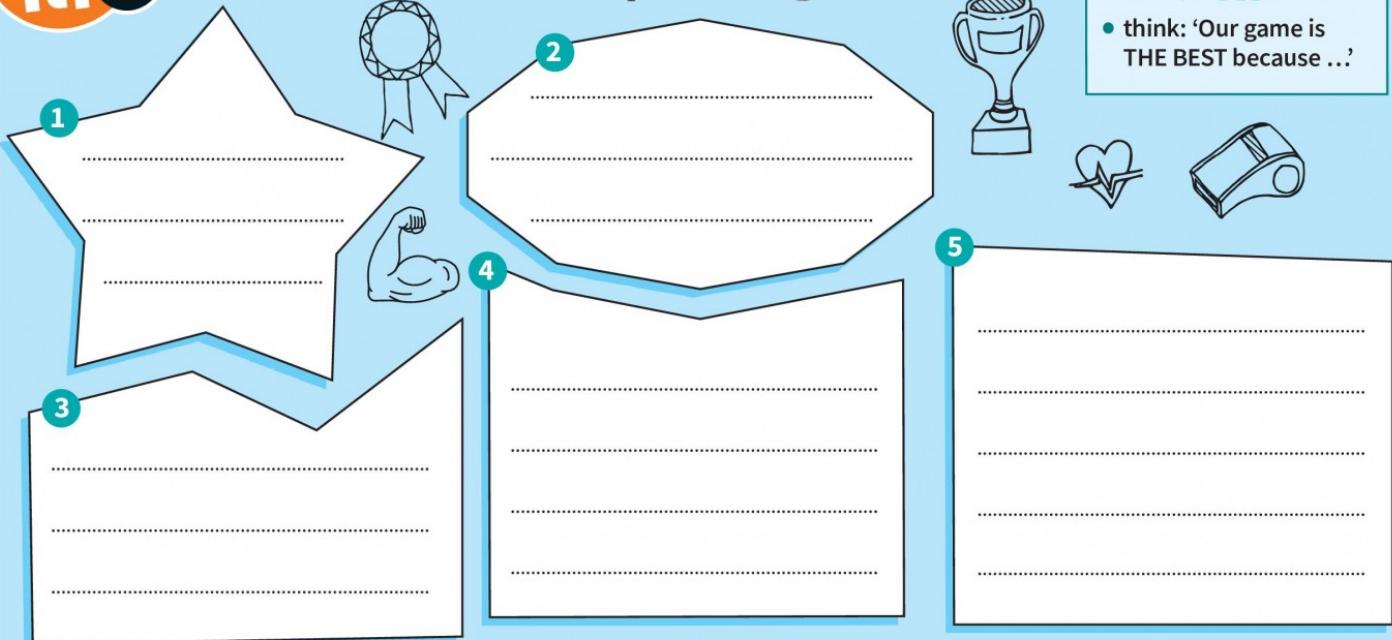
Writing comparative sentences  
is **easy** **OK** **difficult**.

Our group **agrees**  
**disagrees** a lot.

Teacher  
check



## Here are some positive features of our sport / game:

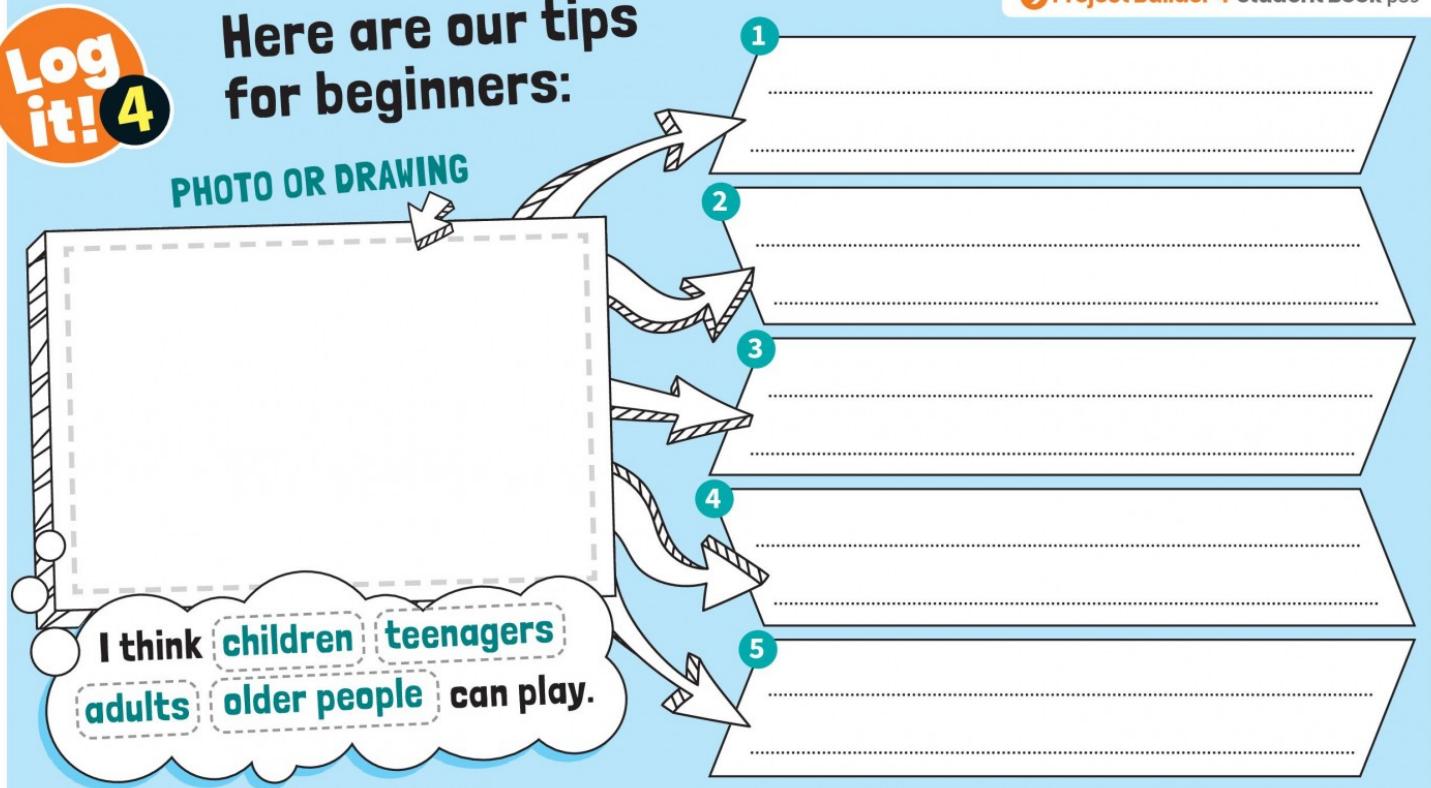


- think: 'Our game is THE BEST because ...'



## Here are our tips for beginners:

PHOTO OR DRAWING



I think **children** **teenagers**  
**adults** **older people** can play.

I prefer **thinking of ideas**  
**finding ideas online**.

I prefer **drawing**  
**finding photos**.

Teacher check



## Here's my WRITING PLAN:

**WHEN** is it?

**WHERE** is it?

**HOW MUCH** is it?

**WHAT** do people need?

### FUN FACT:

.....  
.....  
.....  
.....

I think this sport or game is good  
for **me** **my friends** **my parents**  
**quiet people** **energetic people**

## Here's my WRITING: an ADVERTISEMENT for our sport or game

The advertisement template features a large central dashed-line box for writing the main content. To its left, a vertical sidebar contains five circular icons with arrows pointing towards the main box:

- title** (top)
- speech bubble statements** (second from top)
- What do you need?** (middle)
- fun fact** (second from bottom)
- picture** (bottom)

To the right of the main box, there is a speech bubble containing the question **When? Where? How much?**. Below the main area, a section titled **DON'T FORGET!** lists **capital letters** and **superlatives**, each with a checkbox.

**TIPS**

- place pictures FIRST and then write
- write sentences BEFORE you draw the speech bubbles

**Teacher check** (checkbox)

**Reflections Log**

# Here are my thoughts:

## Now I know how to ...

... give tips about a sport or game

... compare different sports

... write an advertisement for a sports or games club

... make a creative presentation

... suggest ideas to my group

... encourage others in my group

I say: .....

I say: .....

The most difficult thing in the unit:



## Our PROJECT

**My role(s):**

- Lead the quiz
- Say or act out the tips
- Record sentences

I feel .....  
about my role(s).

**3 new words for me:**

- 1 .....
- 2 .....
- 3 .....

These sports  
are really  
interesting

**Next time, try to ...**

- Be **quicker** **slower** choosing ideas.
- Be **quicker** **more careful** with writing.
- Work with ..... again!

Teacher comments





## Here are our thoughts on WHO our clothes are for:

Ages:

0-7	8-12	13-18	19-29	30-50

... and WHEN they are for:

Our clothes are for

every day    weekends  
parties    school  
special events

Here are our ideas for clothes items:

OUR LIST

We want to include ...

1	4
2	5
3	6

## OUR DECISIONS

- 1 Our clothes are for .....
- 2 They're interested in .....

Our group is .....  
and me!

They might think this

I like .....  
and .....

I don't like .....  
or .....



PHOTOS

This person is wearing .....

Our group has similar  
different ideas.

It's easy fun  
difficult to find photos.

Teacher check



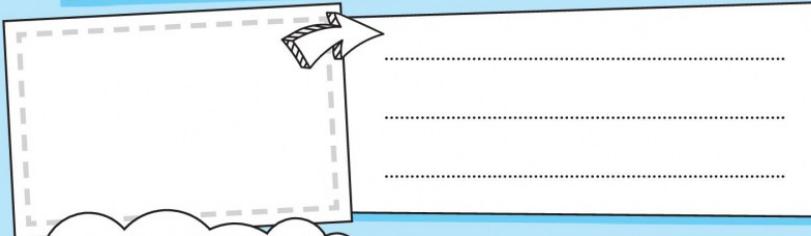
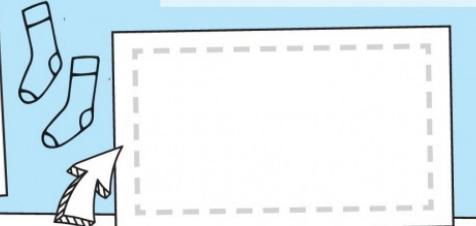
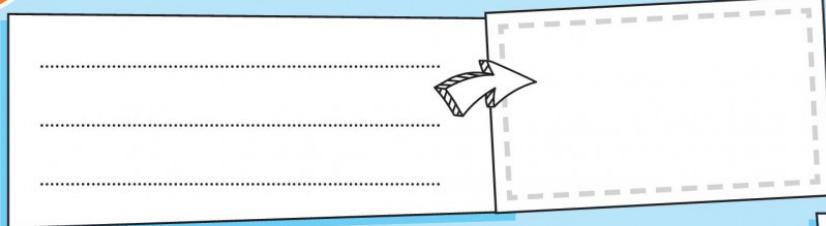


## Here are some descriptions and drawings of our clothes:



**DON'T FORGET!**

★ lots of adjectives



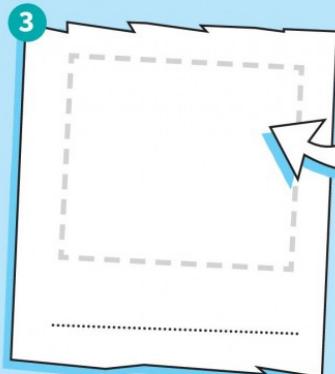
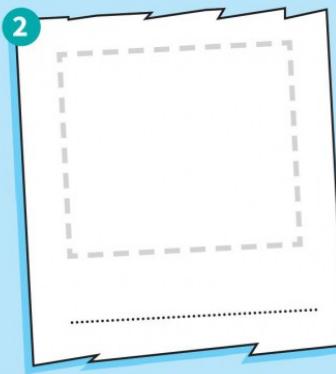
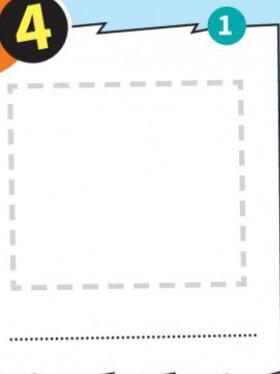
I like the  
.....  
the best.

The ..... is  
are ..... 's idea.

The .....  
is ..... are ..... not  
my style.



## Here are our colours:

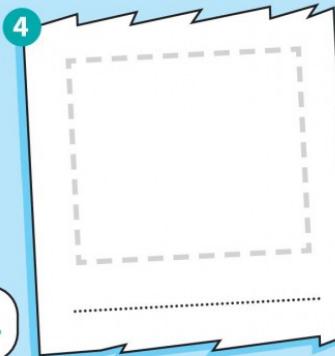


This colour  
makes  
people feel .....

This colour makes people  
feel .....



The colour  
.....  
makes me feel good.



I like this  
pattern:  
.....



Nobody in our group likes the colour .....

I'm **happy** **OK** **confident**  
**disappointed** with our choices.

I **love** **like** **don't like**  
lots of drawing.

Teacher  
check





## Here's my WRITING PLAN:

**WHAT** is the **NAME** of our clothing range?

**WHAT CLOTHES** do we want to show?

**HOW MUCH** do the clothes cost?

**WHERE** can people buy them?

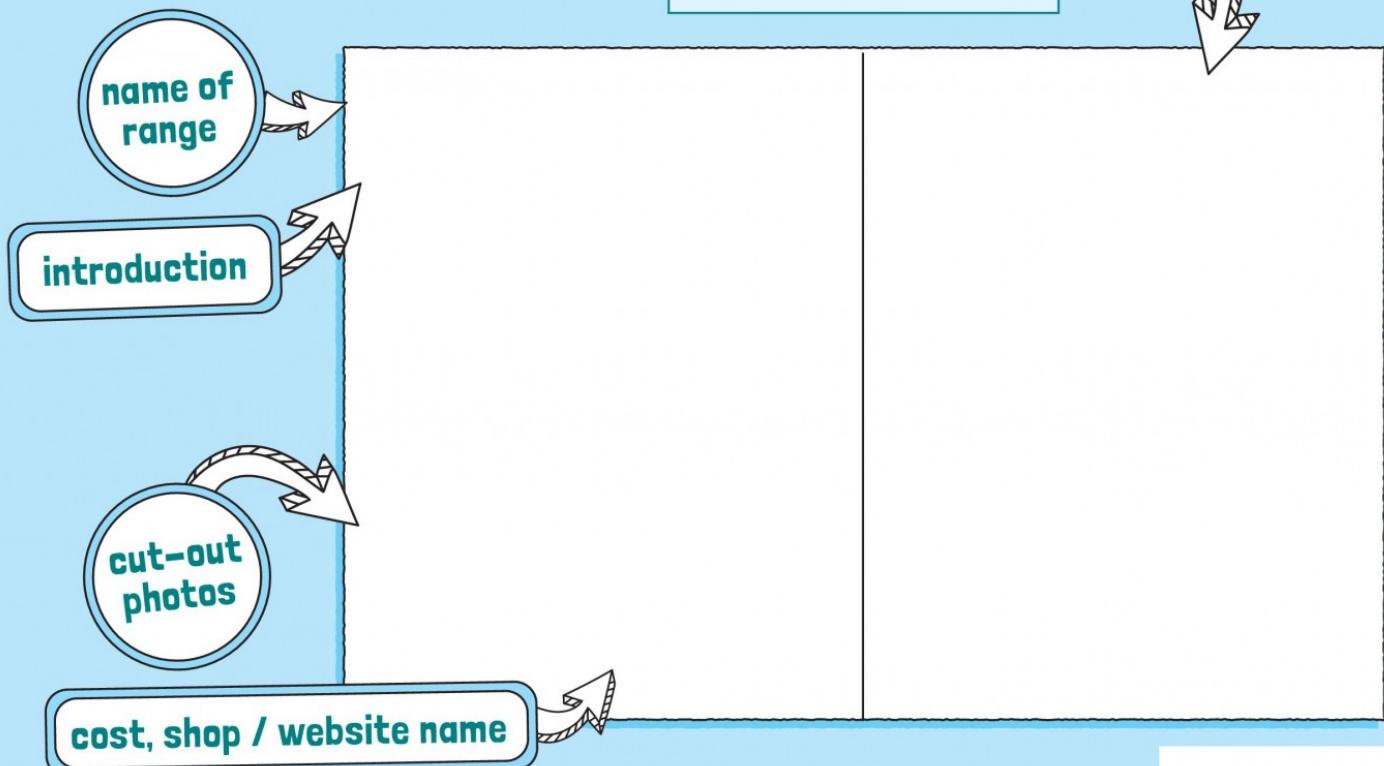
Our clothing range **is** **is not** my style!

## Here's my WRITING: a MAGAZINE FEATURE about our clothes

### TIPS

- use CAPITALS, and exclamation marks for important points
- plan your spaces for photos and text BEFORE you write

descriptions



DON'T FORGET! ★ lots of adjectives

★ check spelling and punctuation

Teacher check

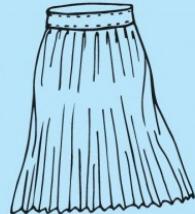


**Reflections Log****Here are my thoughts:****Now I know how to ...**

... describe different types of clothes

For example: .....

... describe what people are wearing



... talk about feelings

2 new adjectives  
for FEELINGS

... talk about the importance of colours

- 1 .....  
2 .....

... write a magazine feature about clothes

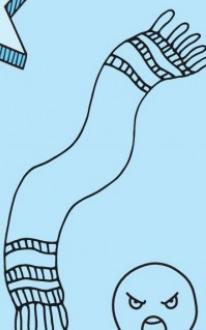
... share project work with my group

My group is great at .....

**Our PROJECT****My role(s):**

- Say the introduction
- Do the commentary
- Model or show the clothes
- Present the magazine feature

My feelings about our presentation:



My angry colours

My happy colours

**Next time, try to ...**

- Check spelling punctuation more.
  - Plan Write more.
- again!

Teacher comments .....





Here are  
our ideas  
for a food  
stall: ➔



Our group is

.....  
.....  
.....  
.....

and me!



has great  
ideas!



Our menu has these sections

1

2

3

4

OUR  
BEST  
IDEA

My favourite  
idea



Here are our menu ideas so far ...

## Menu

1

.....  
.....  
.....

3

.....  
.....  
.....

2

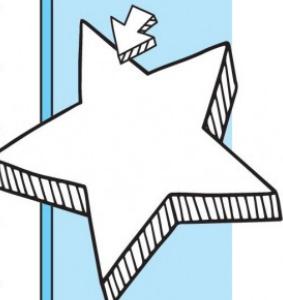
.....  
.....  
.....

4

.....  
.....  
.....



My  
favourite  
item



Healthy  
food

doodle

I think it's **easy** **difficult**  
to think of ideas.

Next time: **listen** **talk**  
more in group conversations!

Teacher  
check



Log it! 3

## Here are our ideas for special diets:

Pescetarian

.....  
.....  
.....  
.....  
.....



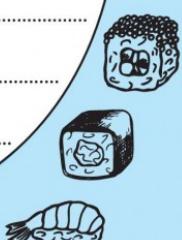
Vegetarian

.....  
.....  
.....  
.....  
.....



Vegan

.....  
.....  
.....  
.....  
.....



We can adapt .....

for ..... people.

Dairy-free

Nut-free

Gluten-free

Log it! 4

## Here are our ideas for interesting food combinations:



.....  
.....  
.....  
.....  
.....



.....  
.....  
.....  
.....  
.....

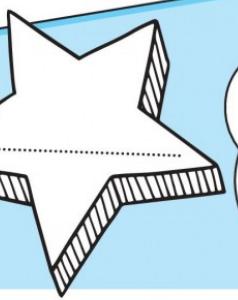


.....  
.....  
.....  
.....  
.....

This is ..... 's amazing idea!

adjectives to describe our combinations

My favourite idea

In group conversations now I **listen** **talk** more.I feel **good** **shy** **worried**  
**confident** in group conversations!

Teacher check





## Here's my WRITING PLAN:

WHAT is the NAME of our stall?

WHERE is our stall?

WHEN are we open?

WHAT FOOD do we sell?

WHAT is the special offer?

Web address/  
social media:

## Here's my WRITING: our food stall FLYER

name  
of our  
stall

food  
descriptions

photos

special  
offer

### TIPS

- use BIG, colourful fonts for important information
- put important information at the TOP of your list
- use lots of adjectives

### DON'T FORGET!

★ healthy food

★ special diets

★ cool combinations

place  
and time

social  
media

Teacher  
check

**Reflections Log**

Here are  
my thoughts:

I think our  
food stall is



I say: .....

**Now I know how to ...**

... agree and disagree with others

... give my opinions about food

... make good decisions

... consider different people's needs

... write important information on a flyer

For example: .....

I can use: .....

## Our PROJECT

**My role(s):**

- Create the final menu
- Create the final flyer
- Present the stall

**My feelings about my role  
in this project:**

**excited** **nervous** **happy**

Come back  
and tick!

## Our group ...

is a star.

... helps each other

... disagrees sometimes

... makes good decisions

... works well together

I really like: .....

## Next time, try to ...

more.

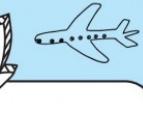
again!

Teacher comments .....





## Here are some facts about our island:

Name ..... 

2

1

You can find our island in .....  
 ..... .

It looks like this  


3

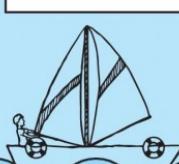
You get there by ..... .

It takes ..... .

4

Description:

.....  
 .....  
 ..... .



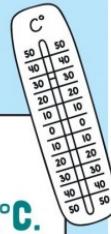
Our group is ..... and me!

DON'T FORGET!

★ geographical words



## Here's what the weather's like:

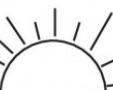


The average temperature is ..... °C.

The typical weather is ..... .

On our first day:

06:00	08:00	10:00	12:00	14:00	16:00	18:00
-------	-------	-------	-------	-------	-------	-------



Add weather icons.

It was **fun** **difficult** inventing our island.

Our ideas were **similar** **different** **creative**.



- use time phrases like *In the morning / evening ...*

Teacher check



Here's what we did on our island:



The most amazing thing I saw was .....

Day 1



Day 2

.....  
.....  
.....  
.....  
.....  
.....  
.....

Day 3

.....  
.....  
.....  
.....  
.....  
.....  
.....

found

a ..... !



I was scared of



Here are some details about the wildlife:

We discovered a new animal!

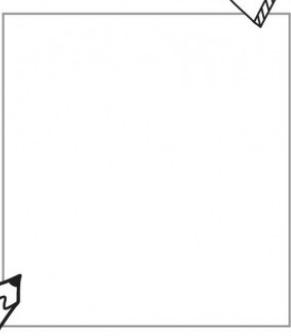


It's called .....

Wildlife on our island:



1 It looks like this



It looked like .....

2

It sounded like .....

3

We felt .....



### DON'T FORGET!

★ mammal? reptile?

★ size? colour?

★ tail? wings?

I think this animal is friendly unfriendly

I prefer writing about  
animals geography events

My writing  
speaking is improving.

Teacher check

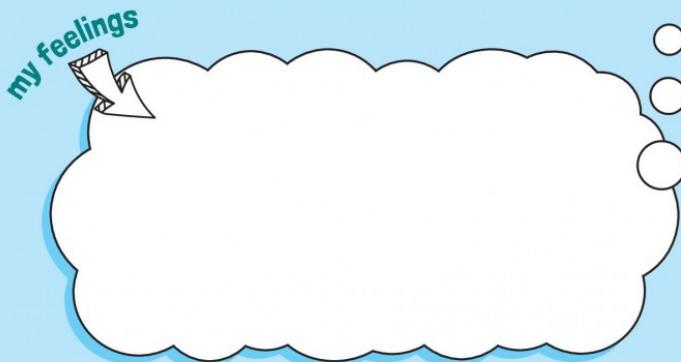


# Here's my **WRITING PLAN:**

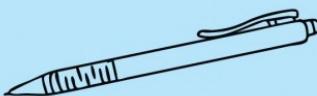
## WHERE were we? .....

## WHAT activities did we do?

## WHAT was the weather like?



# Here's my WRITING: a DIARY about a day on our island



**Choose the most exciting activities.**

This image shows a single sheet of white paper with horizontal grey ruling lines. A vertical blue spiral binding is attached to the right edge of the page. The spiral binding consists of a blue plastic strip with several white plastic loops. There are small triangular marks at the top and bottom corners of the page, likely from a previous page or binding.

 **TIPS**

- include FEELINGS  
(*I was ...*, *I felt ...*)  
and FACTS (*It was ...*,  
*There were ...*,  
*We saw ...*)
  - start in the morning  
and finish in the  
evening

## Describe an animal

**DON'T FORGET!**

- ## past simple verbs

**Include weather and geography**



**Reflections Log****Here are my thoughts:****Now I know how to ...**... describe geographical features 

For example: .....

.....

... talk about things that  
happened in the past **Our PROJECT**... describe different animals **My role(s):**

- Write the diary script
- Present the video diary
- Film the video diary

... make a good video presentation ... write a diary entry My group **divided these tasks**  
**did them all together**... give feedback to other groups My favourite thing  
on the island

doodle

I .....

..... appearing in videos.

- 1
- 2
- 3

**3 animal body parts:**

- 1
- 2
- 3

3  
geography  
words**Next time, try to ...**

- Work with ..... again!
- Spend more time **drawing** **thinking** ..... again!
- ..... again!

Come back  
and tick!

Teacher comments .....



## Log it! 1

## Here are some details about our band:

Our musical style is ...

is the singer.

plays the

plays the

Our band name

I think our band name is  
great creative  
the best amazing.

**TIP**

- think about your music style
- think about where you're from
- join 2 words together
- add *The* at the beginning or *X* at the end

## Log it! 2

## Here's some information about our past:

DON'T FORGET! ★ Where? When?



Here are our interview questions and answers:

## OUR FIRST CONCERT!

Four large speech bubbles for interview questions and answers, each ending with a question mark (?) and a small musical note.

Four smaller speech bubbles for additional conversation.

A ticket stub graphic with fields for Price, Date, Time, and Place, and a barcode.

SECTION A • ROW 27 • SEAT 4

Price	.....
Date	.....
Time	.....
Place	.....



Here's our new song:

**Songwriter(s):**  
.....

**Singer(s):**  
.....

**It's about**  
.....

Ideas for the video!

some sample song lines

Our song makes me feel  
.....

date of release

's amazing at writing songs!

**title**  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Writing songs is easier  
more difficult than writing questions.

Our group is isn't very musical!

Teacher check



# Here's my WRITING PLAN:

## INFORMATION about the band member:

- .....
- .....
- .....
- .....
- .....



## TIP

- write notes or words here, NOT sentences

Project Builder 5 Student Book p89

## EVENTS in the band member's life:

- .....
- .....
- .....
- .....
- .....

Interesting fact



- .....

# Here's my WRITING: a BIOGRAPHY of a band member

picture  
as a  
child

general  
information  
(past)

important  
events  
(past)

## DON'T FORGET!

★ order of  
events

★ present and  
past simple

★ time phrases

★ dates

picture  
today!

## TIPS

- invent MUSICAL events like first concert, music awards and number of downloads!

now  
(present)

Teacher  
check



**Reflections Log****Here are my thoughts:****Now I know how to ...**

- ... talk about different types of music
- ... talk about stages of life
- ... write and ask QUESTIONS about the past
- ... invent creative details
- ... write a biography
- ... do a role-play presentation

My favourite music style is ...



For example: .....

I use: .....

..... was  
amazing at role-play!

I really enjoyed ...



inventing the band

doing interviews

writing songs

**Our PROJECT****My role(s):**

- Introduce the band
- Introduce my band character
- Talk about our new song
- Answer questions from the class

I **loved** **hated** role-playing  
a character.

Come back  
and tick!**Next time, try to ...**

more.

again!

Teacher comments .....





## Here are our ideas for the tour:

**OUR TOUR**

Theme? ..... Where? .....

Transport? .....

Our group is ..... and me!

Other ..... **OUR CITY**

I think ..... looks interesting.

I think ..... looks boring.

**PLACES TO VISIT ON OUR TOUR**

**Look UP!**



## Here are the places we are going to visit on our tour:

1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....

**TIPS**

- think about what you can do at each place
- ask: is it an interesting place for teenagers?

..... looks so fun!

This place looks amazing!

doodle

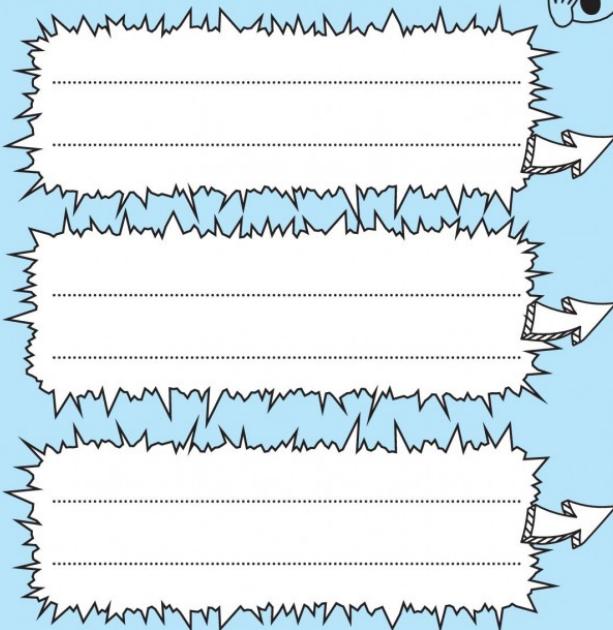
When we present ideas I prefer  
**listening** **speaking**.

I **enjoy** **don't enjoy**  
doing online research.



## Here are some possible problems for our tour – and our solutions:

**PROBLEMS!**



**SOLUTIONS!**





Project Builder 3 Student Book p97

### TIPS

- think about diversity, disability and culture
- think about weather and seasons



### DON'T FORGET!

★ will and won't

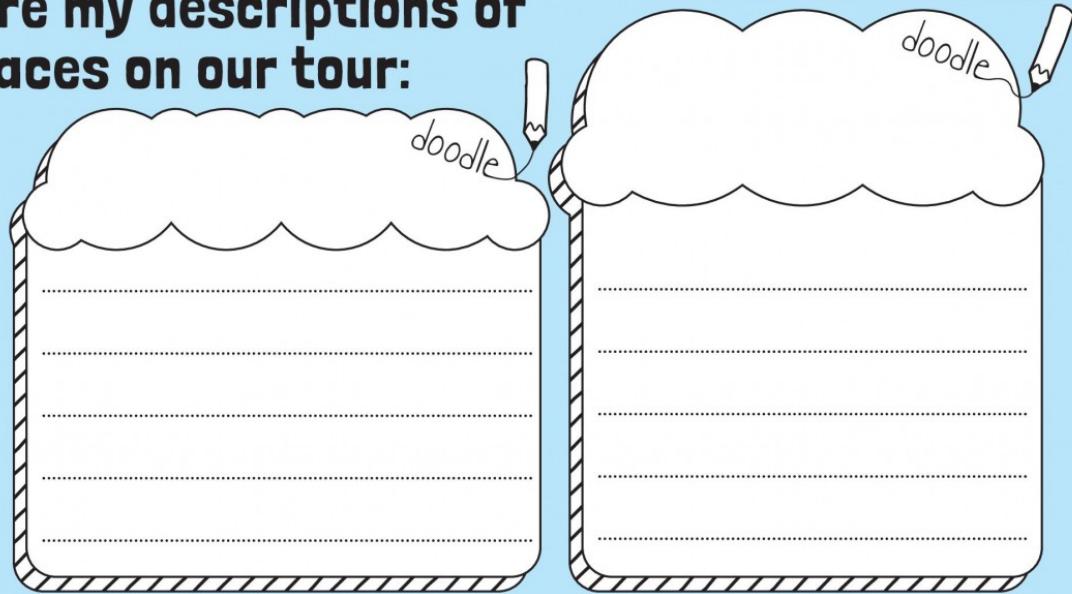


## Here are my descriptions of two places on our tour:

Project Builder 4 Student Book p99

### DON'T FORGET!

- ★ adjectives
- ★ historic information
- ★ your opinion



I think ..... is the  
most interesting place.

I think ..... is  
the most exciting place.

's  
descriptions are excellent!

I prefer writing about the  
**past** **present** **future**.

It was **helpful** **difficult**  
to divide the work.

Teacher check



# Here's my WRITING PLAN:

**TIP**

- use must / can't

## WHICH PLACES are we going to advertise?

- .....
- .....
- .....

## WHAT RULES are there?

- .....
- .....
- .....
- .....
- .....

## FAQs

1

..... ?

2

..... ?

## WHICH PHOTOS do we want?

# Here's my WRITING: an ADVERTISEMENT for our tour

city name and places on tour

**TIPS**

- COOL PHOTOS create interest
- use big, colourful text for important details
- use small text for details like cost, rules

FAQs and details

activities, transport

great photos!

## DON'T FORGET!

★ capitals for city and place names

★ will and going to

★ examples using like and such as

Teacher check



**Reflections Log****Here are my thoughts on this unit:****Our PROJECT****My role(s):**

- Find photos
- Make recordings and video
- Write the introduction
- Present the tour

**Date:** .....

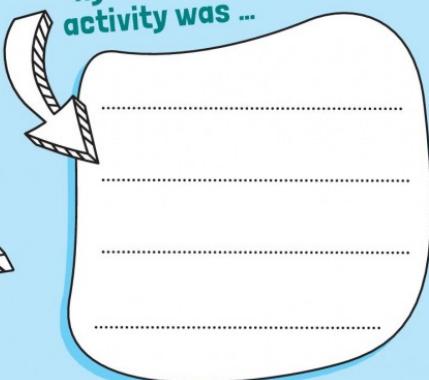
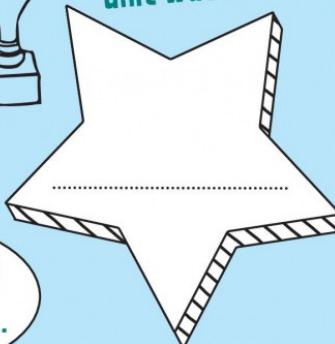
**For this project I tried  
didn't try a new role.**

**Here are my thoughts on my work ALL YEAR!****In GROUP WORK  
now I am ...**

- ... a better listener
- ... more confident
- ... better at sharing work
- ... more creative
- ... more hard-working
- ... more helpful

**My best skill is** .....**In PRESENTATIONS, I ...**

- tried lots of different roles**
- usually did the same type of role**
- often felt** .....
- was best at** .....

**My favourite unit was ...****My favourite activity was ...****Teacher comments** .....