

Teaching notes for Photocopiables

Unit 1, page 12

- Tell students they are going to complete the story of a very famous myth. Hand out a copy of Photocopiable 1 (see page T93) to each student. Go through the example and check that students know what to do. Don't explain the vocabulary at this stage. Tell them to underline unknown words as they do the task.
- Check answers with the class (hand out copies of the complete text below, if possible). Then go through the text, encouraging students to guess the meaning of any new words, e.g., *scimitar* = sword / big knife.

Key:

Perseus and Medusa

In the ancient Greek myth of Perseus and Medusa, King Polydectes sent Perseus on a dangerous quest. He had to get the head of Medusa. She was a terrible monster who made people become stone when she looked at them. On the quest, Perseus met the Graeae, who were monsters who shared one eye. He also got presents from some Greek gods. From Hermes he got shoes with wings to run fast, a hard hat that he wore so people couldn't see him, and a special sword called a scimitar to cut off Medusa's head. From Athena he got a clean, shiny shield that worked like a mirror. With this, he could fight with his back to Medusa, looking at her over his shoulder so that he didn't become stone. He won the fight and cut off Medusa's head. He used it to rescue a princess called Andromeda from a ocean monster and, later, to kill King Polydectes. He married Andromeda and went back to Argos, where he lived with his mother and his wife.

Unit 2, page 19

- Make pairs, A and B. Tell students you are going to give them different information about a space program schedule for the future. Write the dates from Photocopiable 2 on the board and check that students know how to say them. Tell them they have to ask questions for different years to complete the information on a chart.
- Hand out Photocopiable 2 (see page T94) to each pair: part A to Student A and part B to Student B. Remind them not to look at each other's papers. Ask volunteers to read the example speech bubbles. Students do the activity in pairs. Monitor and help where necessary.

Unit 3, page 31

- Make pairs. Hand out Photocopiable 3 (see page T95) to each pair: part A to Student A and part B to Student B. Tell them not to look at each other's papers. Demonstrate the activity using two students.
- Students then work in pairs, taking turns reading their texts to each other for their partner to correct. Remind them of useful language for this stage and write it on the board if necessary, e.g., *Can you say that again, please? How do you spell that?*
- Check answers with the class.

Unit 4, page 37

- Tell students they're going to do an information exchange activity. They will look at a list of food for a party. Elicit what food items they think will be on the list.
- Make pairs (A and B). Hand out Photocopiable 4 (see page T96) to each pair: part A to Student A and part B to Student B. Tell them not to look at each other's papers. Demonstrate the activity, reminding students to use *How many* for count nouns and *How much* for non-count nouns. Check that they know what to do (take turns asking questions to complete the missing information on their lists).
- Students complete the activity in their pairs. Monitor and help if necessary. When they have finished, they check with their partner.
- Students then write a sentence in their notebooks for each item, using *enough* (e.g., *There are enough cakes. There isn't enough pasta*). Monitor and check that they are choosing singular or plural verb forms (*is/are*), according to whether the nouns are non-count or count.

Review Units 3 and 4, page 44 (see also page T44, Student's Book Activity 2) **F** toward

- Focus students on the Student's Book Activity 2 instructions and on the picture. Demonstrate the activity. Students work in pairs, A and B. Hand out a copy of Photocopiable Review 3 and 4 (see page T97) to each pair, part A to Student A and part B to Student B. Elicit some example questions before students begin the activity, e.g., Name restaurant: *What's the name of the restaurant?* How many people: *How many people are there?* Where sitting: *Where are they sitting?* Remind students of useful language, e.g., *Could you repeat that, please?*
- Students ask questions and write down their partner's answers. Monitor, but try not to interrupt the activity.

Unit 5, page 48

- Tell students they are going to do a pairwork dictation. Make pairs, A and B. Hand out Photocopiable 5 (see page T98) to each pair: part A to Student A and part B to Student B. Tell students they have the same texts, but with different sections missing. They must not look at each other's papers. Student A starts reading until he/she comes to a blank. Then Student B takes over reading until he/she comes to a blank. They continue taking turns like this to the end. The first time, they read the text right through so they have an idea of what it's about. The second time, they do it more slowly to give each other time to write in the missing words. Remind them of useful phrases, e.g., *Can you repeat that, please? How do you spell that?* See photocopiable solution on the next page that can be handed out for students to check their complete texts.

Text for Photocopiable 5

People all over the world have enjoyed eating different kinds of fish and seafood for thousands of years. One popular kind of seafood is shellfish. As the name tells us, a shellfish is an ocean animal with a shell. It's often more expensive than fish, and it includes lobsters and crabs. Some people like eating "sushi." This is a fish dish from Japan. The fish isn't cooked, and we can eat it with chopsticks.

In England, "fish and chips" is a favorite meal. There are special places where you can go to buy your fish and chips to take home with you.



Unit 6, page 57

- Make pairs, A and B. Tell students they are going to do a crossword puzzle together, but they must not show their paper to their partner. Demonstrate the activity. Student A and student B have different words in their crossword puzzles. To find out the missing words in their crossword puzzle, they ask their friend, e.g., *What's 2 across?* Their friend doesn't say the word (e.g., *sled*), but reads the clue for them to guess (e.g., *This is something we ride on in the snow*).
- Hand out Photocopiable 6 (see page T99) to each pair: part A to Student A and part B to Student B. They take turns asking and answering and complete their crossword puzzles. When they have finished, they compare crossword puzzles and check their answers.

Unit 7, page 67 toward

- Tell students you are going to give them two pictures that look very similar but that have 12 differences. They are going to talk about the pictures in pairs and find the differences.
- Hand out a copy of Photocopiable 7 (see page T100) to each student. Give students 30 seconds to look and then elicit one difference. Check that they are using language of description appropriately.
- Give students five minutes to find all the differences in their pairs. Check as a class, using full sentences. Students then write sentences in their notebooks to describe the differences, e.g., *In Picture A, the girl who's going to catch the ball is wearing striped stockings, but in Picture B she's wearing polka-dotted stockings.*

Key:

In Picture A, the girl drinking from a carton of juice is wearing a jacket with one small pocket, but in Picture B, she's wearing a jacket with two big pockets.

In Picture A, the boy holding his backpack is wearing gloves, but in Picture B, he isn't wearing gloves.

In Picture A, the girl with long hair is wearing a coat with four big buttons, but in Picture B, she's wearing a coat with two big buttons.

In Picture A, the girl playing a video game is wearing glasses, but in Picture B, she isn't wearing glasses.

In Picture A, the girl playing a video game is wearing long striped pants, but in Picture B, she is wearing plain pants.

In Picture A, the boy throwing the ball is wearing a polka-dotted sweater, but in Picture B, he's wearing a striped sweater.

In Picture A, the girl who's going to catch the ball is wearing a dress, but in Picture B, she's wearing a skirt.

In Picture A, the girl who's going to catch the ball is wearing striped stockings, but in Picture B, she's wearing polka-dotted stockings.

In Picture A, the boy sitting down is holding an umbrella, but in Picture B, he's holding a book.

In Picture A, the boy taking off his sweater is wearing pants, but in Picture B, he's wearing shorts.

In Picture A, the teacher has no beard or mustache, but in Picture B, he has a beard and a mustache.

In Picture A, the teacher is wearing a hat, but in Picture B, he isn't wearing a hat.

Unit 8, page 76 (see also page T76, Student's Book Activity 17)

- Demonstrate the activity using four volunteers. Select two pairs of matching cards from Photocopiable 8 (see page T101) and hand them out to the four students. Students don't show their cards to their friends. One student reads aloud a question or statement; the other three read aloud their answers. The class decides which is the correct answer. The student with the correct answer then reads aloud his/her question/statement and the other three read their answers. Again, students decide which is correct. Collect these four cards.
- Hand out cards to all the students in the class. The students have to find a partner whose card has the answer to their question/statement and the question/statement for their answer. They do this by walking around the class and asking/telling as many students as possible their question/statement until they find a matching answer.

Photocopiable 1

Name: _____

Read and complete the story with the lines in the box.



hat that he wore so people couldn't see him, and a special sword called a the Graeae, who were monsters who shared one eye. He also got presents from some

Argos, where he lived with his mother and his wife.

worked like a mirror. With this, he could fight with his back to Medusa, looking at her

Medusa's head. He used it to rescue a princess called Andromeda from an ocean monster

~~dangerous quest. He had to get the head of Medusa. She was a terrible monster~~

In the ancient Greek myth of Perseus and Medusa, King Polydectes sent Perseus on a

dangerous quest. He had to get the head of Medusa. She was a terrible monster

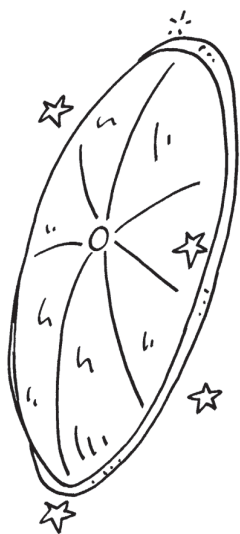
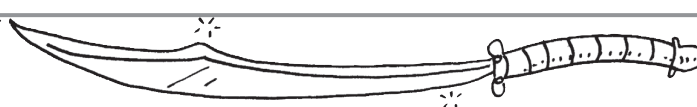
who made people become stone when she looked at them. On the quest, Perseus met

Greek gods. From Hermes he got shoes with wings to run fast, a hard

scimitar to cut off Medusa's head. From Athena he got a clean, shiny shield that

over his shoulder so that he didn't become stone. He won the fight and cut off

and, later, to kill King Polydectes. He married Andromeda and went back to



Photocopiable 2


Name: _____

A

Ask and answer.

A What'll they do in 2023?

B They'll choose some engineers to design a new rocket.



Space Travel Agency Rides

2023	Choose some engineers to design a new rocket.
2025	Build a new rocket to carry 50 astronauts.
2027	
2029	Open the first space hotel on the Moon.
2031	
2032	Design the first city on the Moon.
2034	
2036	Start the first space school for 400 children.
2038	




B

Ask and answer.

B What'll they do in 2025?

A They'll build a new rocket to carry 50 astronauts.



Space Travel Agency Rides

2023	Choose some engineers to design a new rocket.
2025	Build a new rocket to carry 50 astronauts.
2027	Teach the astronauts to fly the new rocket.
2029	
2031	Take tourists to the new space hotel.
2032	
2034	Plant special fruit trees on the Moon.
2036	
2038	Travel to Mars.

Photocopiable 3

A

Name: _____

1 Read this to your friend.

Robert Burke and William Wills were the first Europeans to cross Australia from south to north. They left Melbourne on August 20, 1860. There was a prize of 2,000 pounds to complete this journey because it was difficult and dangerous to cross the desert in the center of Australia. Burke and Wills arrived close to the north coast on February 9, 1861, but they never got back to Melbourne. They died when they were going back because they didn't have enough food or water.

2 Now listen and correct.

On ~~March~~ ^{May} 29, 1953, Tenzing Norgay and Edmund Hillary were the fifth men to stand on the top of Mount Everest, the highest mountain in the world. They carried a lot of things in boxes. They took tents and plastic bags to protect them from the sun when they slept. They also took glasses to see in the dark and in heavy snow storms. When they were climbing Everest, they danced in nine different places.

B

1 Listen and correct.

Robert Burke and William Wills were the ~~third~~ ^{first} Europeans to cross Australia from east to west. They left Melbourne on October 20, 1860. There was a prize of 2,000 pounds to complete this vacation because it was difficult and dangerous to cross the lake in the center of Australia. Burke and Wills arrived near the north coast on February 9, 1861, but they never got back to Melbourne. They died when they were going back because they didn't have enough wood or water.

2 Now read this to your friend.

On May 29, 1953, Tenzing Norgay and Edmund Hillary were the first men to stand on the top of Mount Everest, the highest mountain in the world. They carried a lot of things in backpacks. They took tents and sleeping bags to protect them from the cold when they slept. They also took flashlights to see in the dark and in heavy snow storms. When they were climbing Everest, they camped in nine different places.

Photocopiable 4

Name: _____

A Today is Michael's birthday. At his party there are going to be ten children all together. Look at the picture. Use the "party list" to ask and answer questions.

B How many cakes do they have?

A They have ten.

A How much pasta do they have?

B They have one bowl.



cupcakes	<u>ten</u>
pasta	<u>one bowl</u>
lemonade	_____
popcorn	_____
knives	_____
sausages	_____
tomatoes	_____
glasses	_____

Now write sentences in your notebook.

There's enough ... There isn't enough ... There are enough ... There aren't enough ...

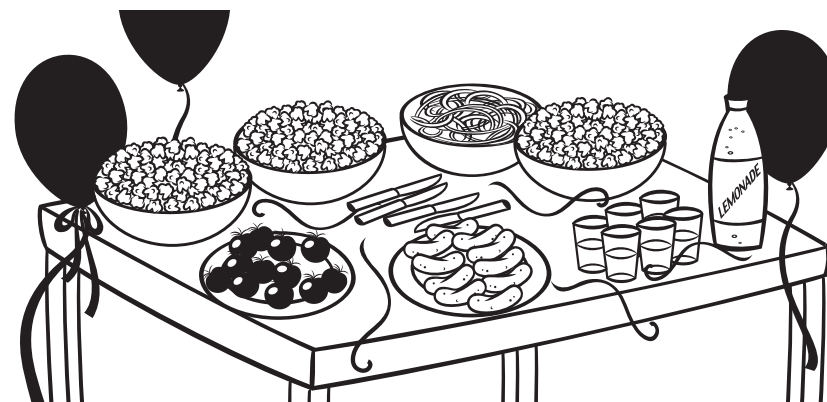
B Today is Michael's birthday. At his party there are going to be ten children all together. Look at the picture. Use the "party list" to ask and answer questions.

B How many cakes do they have?

A They have ten.

A How much pasta do they have?

B They have one bowl.



cupcakes	<u>ten</u>
pasta	<u>one bowl</u>
sandwiches	_____
biscuits	_____
plates	_____
forks	_____
water	_____
salad	_____

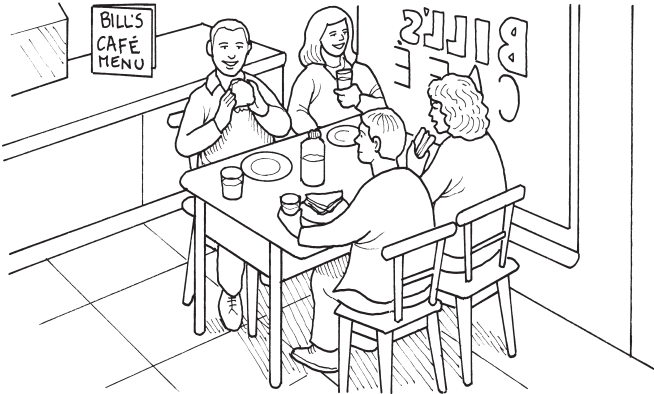
Now write sentences in your notebook.

There's enough ... There isn't enough ... There are enough ... There aren't enough ...

Photocopiable Review 3 and 4

Name: _____

A



Robert's family

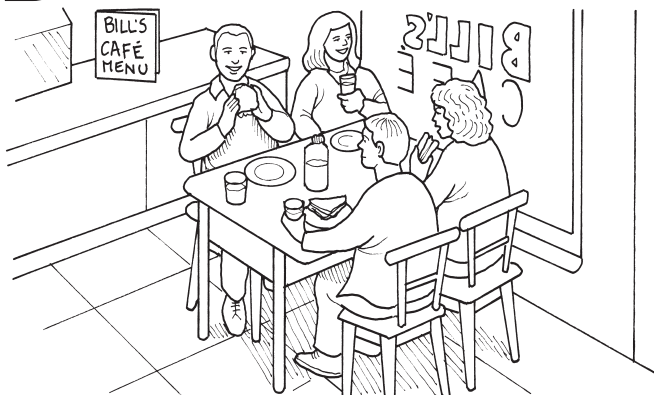
Name restaurant	?
How many people	?
Where sitting	?
What eating	?
What drinking	?



Daisy's family

Name restaurant	Emily's Eater
How many people	6
Where sitting	Close to the door
What eating	pizza
What drinking	milk

B



Robert's family

Name restaurant	Bill's Café
How many people	4
Where sitting	Next to the window
What eating	sandwiches
What drinking	water



Daisy's family

Name restaurant	?
How many people	?
Where sitting	?
What eating	?
What drinking	?

Photocopiable 5

Name: _____

A Seafood

People all over the _____
different kinds of _____ for thousands of
years. _____ seafood is shellfish.
_____, a shellfish is an
ocean animal _____.
more expensive than fish, _____ and
crabs.

Some people _____ “_____.” This is a fish dish
_____. _____ cooked, and we
can _____.

In England, “fish and _____”
_____. There are special places _____
_____ buy your fish _____
_____ home with you.

Can you repeat that, please?

How do you spell ... ?

Does that have a capital letter?

B Seafood

_____ world have enjoyed eating
_____ fish and seafood _____
_____. One popular kind of _____
_____. As the name tells us, _____
_____ with a shell. It's often _____
_____, and it includes lobsters _____
_____.

_____ like eating “sushi.” _____
_____ from Japan. The fish isn't _____,
_____ eat it with chopsticks.

_____, “_____ chips” is a favorite meal.
_____ where you can go to
_____ and chips to take _____
_____.

Can you repeat that, please?

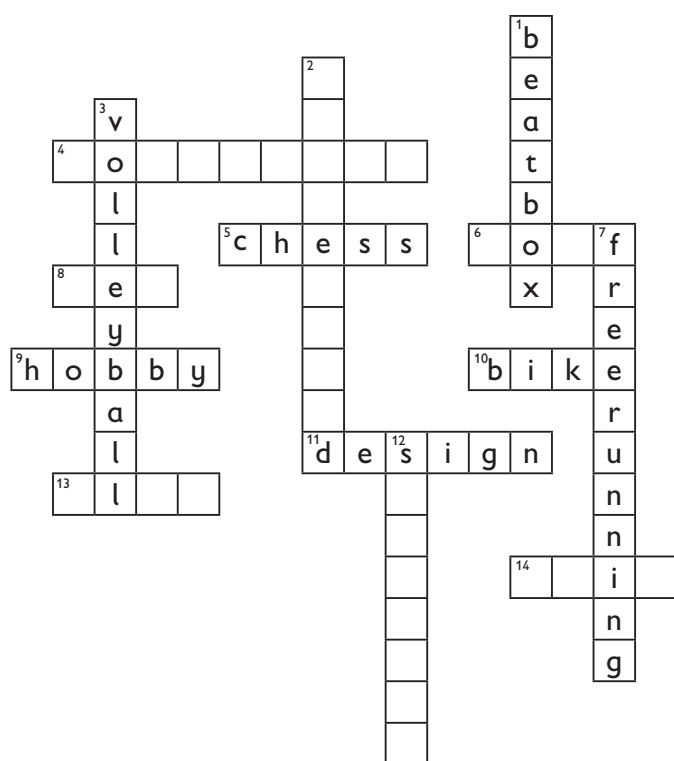
How do you spell ... ?

Has that got a capital letter?

Photocopiable 6

Name: _____

A



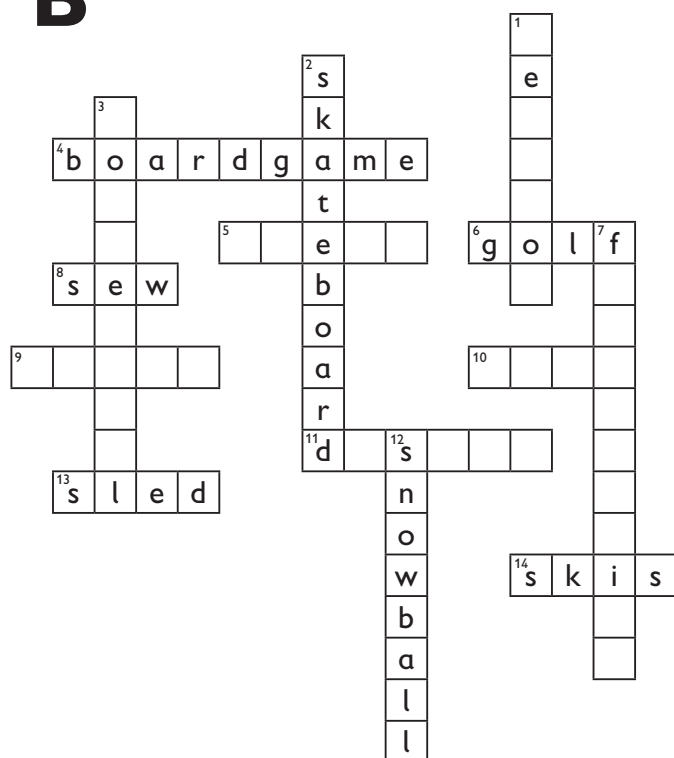
Across

- 5 In this game, someone has black pieces and someone else has white. Both players start with a king and a queen.
- 9 This is what everybody enjoys doing in their free time.
- 10 You can ride this everywhere, in the town or in the country.
- 11 This is what you do when you imagine, draw, and make something that you can use or wear.

Down

- 1 Someone does this when they make rhythms and musical sounds with their mouth, but it isn't singing.
- 3 This is something two teams can play inside or out. Players have to hit a big ball with their arms. It must not touch the ground.
- 7 This is a fairly dangerous hobby. People run through the city jumping over walls.

B



Across

- 4 This is something we usually play sitting at a table with pieces and a dice.
- 6 This is something we usually play on grass. Players have to hit a small ball into a hole in the ground.
- 8 We do this to hold pieces of cloth together to make clothes. We can do it by hand or by machine.
- 13 This is something we ride on in the snow.
- 14 We wear these on our feet to travel quickly over snow.

Down

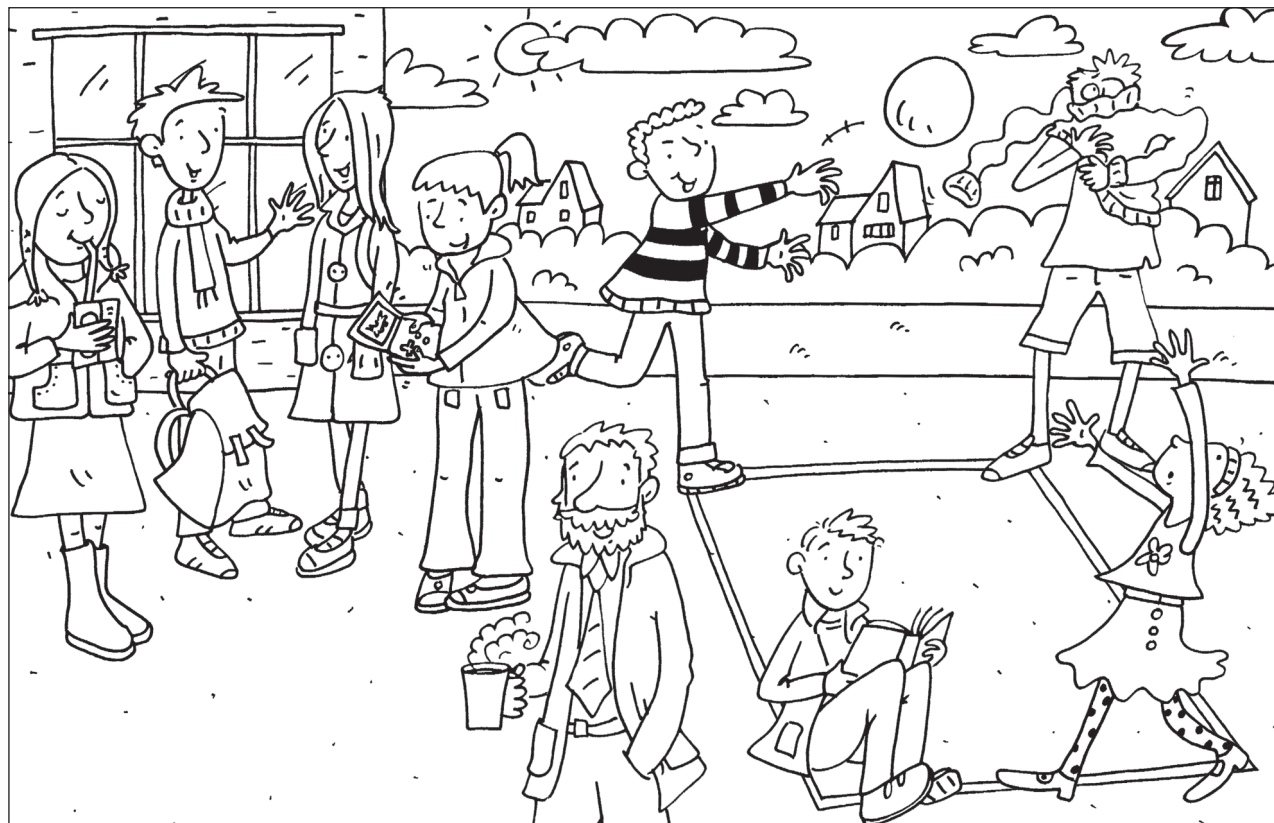
- 2 This is something we stand on to ride in special parks. We can go very fast and we can jump with it, too.
- 12 You need a big one to make a snowman's head. You can throw small ones at your friends, too!

Find the difference

A



B



Photocopiable 8

Name: _____

 <p>How long has she been here? Yes, I've just broken one.</p>	 <p>Have you broken any plates yet? She's been here for five minutes.</p>
<p>How long have you known David? No, they still haven't drunk it.</p>	<p>Have they drunk their coffee yet? We've known him since 1999.</p>
<p>Have you ever eaten pasta? Yes, she's just found it.</p>	<p>Has she found her camera yet? Yes, I've eaten it a lot of times.</p>
<p>Have they cleaned their desks yet? I've already seen it.</p>	<p>Let's go and see the new <i>Maskman</i> movie! Yes, they've just cleaned them.</p>
<p>How long has she been here? Yes, he's just cooked it.</p>	<p>Has he cooked the dinner yet? She's been here for five minutes.</p>
<p>Have they done their homework yet? No, she still hasn't ridden it.</p>	<p>Has she ridden her new bike yet? No, they still haven't done it.</p>
<p>Take a picture of that castle! We've already done it.</p>	<p>Do your homework! I've just taken one.</p>
<p>Have you cleaned your room yet? He's lived here since 1998.</p>	<p>How long has he lived in this village? Yes, I've already cleaned it.</p>
<p>Have you broken any plates yet? Yes, they've just cleaned them.</p>	<p>Have they cleaned their desks yet? Yes, I've just broken one.</p>
<p>Take a picture of that castle! No, they still haven't done it.</p>	<p>Have they done their homework yet? I've just taken one.</p>
<p>Have they drunk their coffee yet? He's lived here since 1998.</p>	<p>How long has he lived in this village? No, they still haven't drunk it.</p>
<p>Have you ever eaten pasta? No, she still hasn't ridden it.</p>	<p>Has she ridden her new bike yet? Yes, I've eaten it a lot of times.</p>
<p>Have you cleaned your room yet? We've known him since 1999.</p>	<p>How long have you known David? Yes, I've already cleaned it.</p>
<p>Has he cooked the dinner yet? We've already done it.</p>	<p>Do your homework! Yes, he's just cooked it.</p>
<p>Has she found her camera yet? I've already seen it.</p>	<p>Let's go and see the new <i>Maskman</i> movie! Yes, she's just found it.</p>