

## 1 Word wheel. Write the words and complete the puzzle.

### Language focus:

- Revision of vocabulary
- Spelling

Explain to pupils that this word wheel puzzle is a type of crossword. They must look at the pictures and then write the word for each picture in the appropriate line of squares. All the words begin with the letter 's', so all the answers start from the letter 's' square at the centre of the wheel and work outwards. Show pupils the example *sea*, and show them how it begins in the centre and goes outwards. All the words do this.

Allow pupils to work in pairs. When they have finished the puzzle, they can compare their answers with another pair.

### Answers:

**A** sea, **B** strong, **C** seven, **D** story, **E** sad,  
**F** sky, **G** string, **H** say, **I** sword, **J** sleeping,  
**K** sail, **L** soldier.

If you wish, you can ask pupils to choose a different letter (not 's'), to think of at least six words beginning with that letter, and then to make their own word wheel puzzle. They must draw the word wheel. There are various ways they can supply clues for the six words they have chosen:

- they can draw picture clues
- or they can translate the word and give it in the mother tongue
- or they can give a definition of the word in the mother tongue
- or they can give a definition of the word in English

Circulate around the class, helping where necessary.

## 2 Use words from each column and make true sentences about the story.

### Language focus:

- Present simple
- Prepositions

Tell pupils they must make sentences about the story by matching phrases from each column in the table. Give a few examples. For instance, say *King Aegeus lives...* and encourage pupils to finish the sentence, e.g. *King Aegeus lives in a city*. Then say, *King Minos lives...* and again encourage pupils to finish the sentence, e.g. *King Minos lives on an island*. or *King Minos lives in a palace*. Say *The minotaur lives* and elicit different responses: *on an island, in the maze, under the palace*.

Now ask pupils to make sentences. When they have finished, go through answers with the class. If you wish, you can make this a game and give pupils 1 point for any sentence which no-one else has got.

### Possible answers:

King Aegeus lives in a city.  
King Aegeus waits by the sea.  
King Aegeus waits for the boat.  
King Minos looks at Theseus.  
Ariadne goes to the prison.  
Ariadne goes to Theseus.  
Ariadne gives the sword to him/Theseus.  
Ariadne waits for him/Theseus.  
Theseus gets on the boat.  
Theseus goes to the maze.  
Theseus ties the string to the door.  
Theseus swings the sword at the minotaur's head.  
Theseus cuts off the minotaur's head.  
Theseus and Ariadne go to the prison.  
Theseus runs to the boat.  
Theseus looks for his father.

The young people get on the boat.  
The young people (and Ariadne and Theseus) creep out of the prison.  
The minotaur lives under the palace.  
The minotaur lives in the maze.  
The minotaur waits for Theseus.

### 3 Now number your sentences in order, so they tell the story.

#### Language focus:

- Revision of the story
- Building a narrative
- Retelling a story

Ask pupils to look at their sentences and to number them in order, to match the order of events in the story. When they have finished, put pupils in groups of three. Explain that each group should put together all their sentences and number them in chronological order. (If some of their sentences are duplicates, they should just choose one.) When they have done this, they should read their sentences together in numbered order, and see whether their sentences tell the complete story. If not, they can write a couple more sentences to fill any gaps in the story. Finally, pick one or two groups to read their sentences out to the class to retell the story. Put these words on the board: *Now, then, again, and, but, suddenly* and encourage pupils to link their sentences with these words.

If you wish, each group can draw pictures to illustrate their story. If possible, display the finished stories in the classroom.

### 4 Read this email. Then write a email to Ella.

#### Language focus:

- Revision of has got, can, present simple, comparison of adjectives
- Revision of vocabulary: family members, hobbies, nature, adjectives
- Describing yourself, giving personal information

Ask pupils to read the email from Ella. Check that they understand it all. Now ask pupils to write a reply to Ella. They should use Ella's email as a model, copying what she says but changing it to make it about themselves. Circulate round the class helping where necessary. When they have finished, ask some pupils to read out their emails to the class.

### 5 Choose the best title for this story.

#### Language focus:

- Understanding the whole story

Ask pupils to decide which is the best title for the story. Explain that the title should sum up the whole story, not just part of it. **Answer: D** Theseus's Adventure on Crete.

### 6 Circle the words that describe the people in the story. You can circle more than one word for each person.

#### Language focus:

- Adjectives

Tell pupils to draw a circle round the

adjectives which describe the people in the story. There is more than one answer for each person. Remind pupils that the people have different feelings at different times in the story.

Go through answers with the class, asking pupils to tell you (in their mother tongue if necessary) which part of the story the adjective applies to:

### Answers:

- A Theseus** - strong, big, alive, young, happy
- B Ariadne** - happy, clever, good
- C King Aegeus** - good, afraid, sad, old, angry
- D King Minos** - angry, bad
- E The minotaur** - ugly, big, strong, horrible, dead

### Explanations:

- A** Theseus is young, big and strong. He is alive after he has killed the minotaur. He is happy when they are all going home.
- B** Ariadne is clever and good. She is happy when Theseus comes out of the maze.
- C** King Aegeus is good and old. He is afraid of King Minos. He is angry when Theseus wants to go to Crete. He is sad when he sees the black sail / when he thinks Theseus is dead.
- D** King Minos is bad. He is angry when Theseus say he is not afraid of the minotaur.
- E** The minotaur is ugly, big , strong and horrible. He is dead when Theseus cuts off his head.

## 7 Can you ...?

### Language focus:

- Personalisation
- Building pupils' confidence and motivation

This task aims to build pupils' confidence by highlighting the skills they have learnt. You can ask the questions orally and then ask pupils to write the answers – perhaps for homework.

When they have written the answers, pupils can tell their classmates or partners what they can do. Encourage them to go home and also tell their families and friends what they can do.