

# 1

# Our school

## Worksheet 1: My school week

### Using the worksheet

- This worksheet revises school subjects: *English, Geography, Music, I.T., History, Maths, Science, Art and P.E.* and the word *lunch*. It also practises the use of *before* and *after*.
- Students work individually or in pairs. Using the code in the table, they write the subject words out next to the numbers. Then they follow the example and complete the trail through the letter maze to find the names of the school subjects they have just written, in the same order.
- Students use the words in Activity 1 and the information in the school timetable to help them complete Pat's email to Sam with *before* or *after*.

**KEY:** Activity 1: **2** Geography, **3** Music, **4** I.T., **5** History, **6** Maths, **7** Science, **8** Art, **9** P.E., **10** Lunch; Activity 2: **3** after, **4** before, **5** before, **6** after

**Optional follow-up activity:** Help students to write their own school timetable in English, then write an email to a friend about it.

## Worksheet 2: I love watching films.

### Using the worksheet

- This worksheet practises *like(s)/love(s) + ing* and *really don't (doesn't) like / don't (doesn't) like + ing*.
- Students read about six members of Clara's family and look at the film posters. They decide which is the best film for each person in the family and write that name under the poster.
- Students then write the reasons for their choice by transforming the sentences in the speech bubbles into the third person. They can then work in pairs or groups to discuss their answers and give reasons.
- Finally, students can work in groups and say which film they personally like and why.

**KEY:** Activity 1: **2** William, **3** Clara, **4** Daisy, **5** Mike, **6** Ann; Activity 2: **2** *Sports, Sports, Sports!* is the film for William. He likes playing basketball, football and tennis and he loves swimming. **3** *Star School* is the film for Clara. She likes listening to music and she loves dancing. **4** *Polar Regions* is the film for Daisy. She likes learning about animals, but she really doesn't like snakes. **5** *Bounce the Ball* is the film for Mike. He loves playing basketball, but he really doesn't like watching football. **6** *Beautiful Ballet* is the film for Ann. She loves dancing, but she doesn't like singing.

**Optional follow-up activity:** Prepare four cards and write on them *I like / I love / I don't like* and *I really don't like*, one phrase for each card. Put the cards face down on your desk without the students seeing which is which. Students take turns to come and turn over a card and then mime an action they do or don't like according to what it says on the card. The rest of the class must

make an appropriate sentence about the mime, e.g. *You really don't like brushing your teeth.*

## Worksheet 3: Start again!

### Using the worksheet

- This worksheet practises *have to + infinitive*.
- Students work individually or in pairs. They match the phrases with the pictures to put the situation right. They then complete the story by writing appropriate *have to* sentences.

**KEY:** Activity 1: **2**f, **3**e, **4**b, **5**a, **6**d; Activity 2: **2** your hands, **3** wear your uniform, **4** to wash your face, **5** have to go to school by bus, **6** You have to start again

**Optional follow-up activity:** Students work in groups and play Chinese whispers (see Introduction). They stand in lines or sit in a circle. One student whispers a *have to* sentence, e.g. *You have to stand on one leg*, to the student next to them who then whispers it to the next student, and so on. The last student in the group says the sentence aloud and does the action. This sentence is compared with the original and if it is correct, the team gets a point. They can then reorganise the group to play again.

## Worksheet 4: Counting angles

### Using the worksheet

- This worksheet helps students reinforce their ability to identify sides and angles in geometric shapes, using key *Think and learn* vocabulary.
- Students look at the three robots and find the main shapes for the head and body in each picture. They complete the sentences about them with the words from the box and the numbers for the sides and angles.
- Students then draw their own robot and give it a name, which they write underneath their drawing. They then complete the sentences about their robot to read to the class.

**KEY:** **1** triangle, **3**, rectangle, **4**; **2** hexagon, **6**, body, **3**; **3** octagon, **8**, head, **4**; **4** Students' own answers.

**Optional follow-up activity:** In pairs, one student describes one of the robots and their partner has to guess which one it is. For example, A: *Its head has got four angles and four sides.* B: *Is it 4U2?* A: *Yes!*

# 1

# Worksheet 1

## My school week

Name: .....

Class: .....

### 1 Write the words. Then complete the trail.

1	2	3	4	5	6	7	8	9	10	11	12	13
E	N	I	S	H	P	H	Y	T	H	I	S	T
14	15	16	17	18	19	20	21	22	23	24	25	26
H	G	L	E	G	A	U	M	I	M	Y	R	O
27	28	29	30	31	32	33	34	35	36	37	38	39
C	L	E	O	G	R	S	I	C	A	T	H	S
40	41	42	43	44	45	46	47	48	49	50	51	52
N	U	P	T	R	A	E	C	N	E	I	C	S

- 1 1-2-15-16-3-4-5 ENGLISH
- 2 18-17-30-31-32-19-6-7-8 \_\_\_\_\_
- 3 21-20-33-34-35 \_\_\_\_\_
- 4 22-9 \_\_\_\_\_
- 5 10-11-12-13-26-25-24 \_\_\_\_\_
- 6 23-36-37-38-39 \_\_\_\_\_
- 7 52-51-50-49-48-47-46 \_\_\_\_\_
- 8 45-44-43 \_\_\_\_\_
- 9 42-29 \_\_\_\_\_
- 10 28-41-40-27-14 \_\_\_\_\_

### 2 Look at Pat's timetable and complete the email.

Monday	Tuesday	Wednesday	Thursday	Friday
A B C	A B C	+ - × ÷		+ - × ÷
	+ - × ÷	A B C		A B C
+ - × ÷				
<b>LUNCH</b>				
				
				

Hi Sam,

On Monday and Tuesday, I've got Science. On Monday, it's (1) after Music and on Tuesday it's (2) before lunch. I've got P.E. on Wednesday. It's (3) \_\_\_\_\_ English, and then on Friday it's after History and (4) \_\_\_\_\_ we go home! I've got I.T. on Thursday. It's (5) \_\_\_\_\_ Geography, and then on Wednesday it's (6) \_\_\_\_\_ lunch. We have Art on Thursday afternoon. Write and tell me about your school week.

Love, Pat

**Vocabulary:** School subjects; *before / after*

# 1

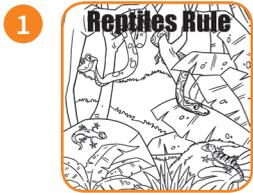
# Worksheet 2

I love watching films.

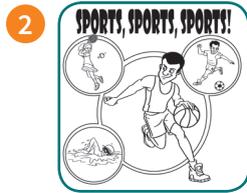
Name: .....

Class: .....

## 1 Read, choose and write the names under the films.

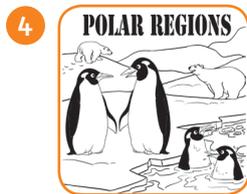


John



I'm Ann. I love dancing, but I don't like singing.

Hello, my name's John. I love looking at plants and animals.



My name's Mike. I love playing basketball, but I really don't like watching football.



Hello, I'm William. I like playing basketball, football and tennis and I love swimming.



Hi, I'm Daisy. I like learning about animals, but I really don't like snakes.



Hi, I'm Clara. I like listening to music and I love dancing.



## 2 Write about the family.

1 **Reptiles Rule** is the film for John. He loves looking at plants and animals.

2 **Sports, Sports, Sports!** is the film for \_\_\_\_\_.

3 **Star School** is the film for \_\_\_\_\_.

4 **Polar Regions** is the film for \_\_\_\_\_.

5 **Bounce the Ball** is the film for \_\_\_\_\_.

6 **Beautiful Ballet** is the film for \_\_\_\_\_.

Language focus 1: Like / Don't like + ing

# 1

# Worksheet 3

## Start again!

Name: .....

Class: .....

### 1 What is Tom's mother saying? Look and match.



c



Tom, you have to ...

- a go to school by bus
- b wash your face
- c ~~go to school~~
- d start again!
- e wear your uniform
- f wash your hands

### 2 Write the story.

It's raining. Tom is in the garden.

His mum says, 'Come in, Tom. (1) You have to go to school.'

She sees his hands. She says, 'You have to wash (2) \_\_\_\_\_.'

She sees his clothes. She says, 'You have to (3) \_\_\_\_\_.'

She sees his face. She says, 'You have (4) \_\_\_\_\_.'

Look at Tom's bike! His mum says, 'You (5) \_\_\_\_\_  
\_\_\_\_\_.'

The bus comes. Oh dear! Tom's mum says, 'Oh no! (6) \_\_\_\_\_  
\_\_\_\_\_!'

**Language focus 2: Have to + infinitive**

# 1

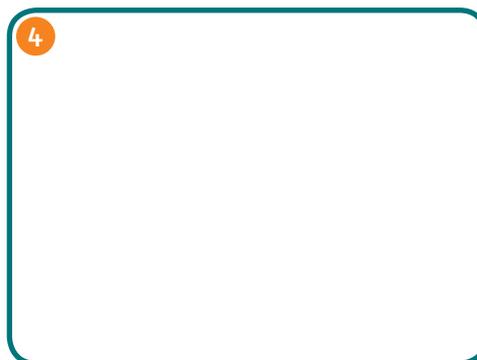
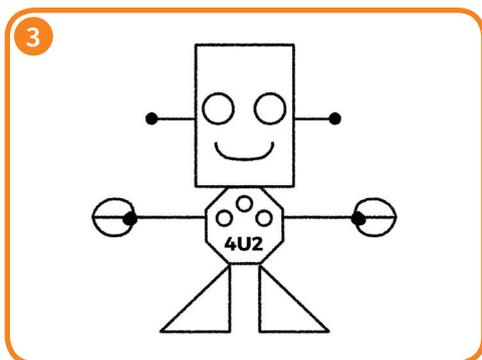
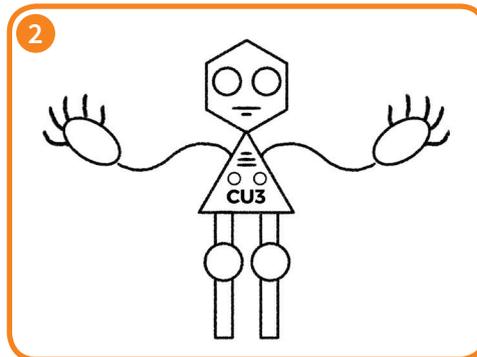
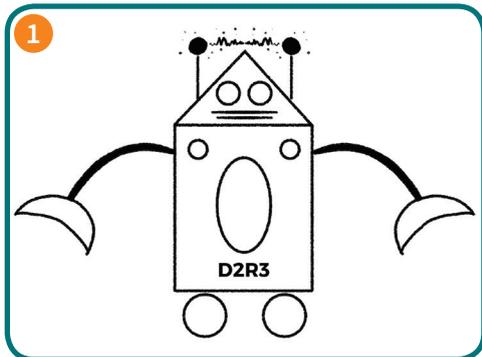
# Worksheet 4

## Counting angles

Name: .....

Class: .....

1 Look, read and complete. Then draw and write.



hexagon    head    body    octagon    triangle    rectangle

- 1 Robot D2R3's head is a \_\_\_\_\_. It has got \_\_\_\_\_ sides. Its body is a \_\_\_\_\_. It has got \_\_\_\_\_ angles.
- 2 Robot CU3's head is a \_\_\_\_\_. It has got \_\_\_\_\_ angles. Its \_\_\_\_\_ is a triangle. It has got \_\_\_\_\_ sides.
- 3 Robot 4U2's body is an \_\_\_\_\_. It has got \_\_\_\_\_ sides. Its \_\_\_\_\_ is a rectangle. It has got \_\_\_\_\_ angles.
- 4 My robot's name is \_\_\_\_\_.  
It's head is a / an \_\_\_\_\_. It has got \_\_\_\_\_ sides and \_\_\_\_\_ angles.  
Its body is a / an \_\_\_\_\_. It has got \_\_\_\_\_ sides and \_\_\_\_\_ angles.

Maths: Geometrical shapes