

# 5 Police!

## Worksheet 1: Hair and face

### Using the worksheet

- This worksheet practises hair and face words: *dark, fair, blond(e), straight, curly, moustache, beard, scar*.
- Students look at the pictures and find the words in the word search. (The words go across and down.) Then they label the pictures.
- Students can then make their own word search with the same words to swap with a partner.

**KEY:** Activity 1: **2** curly, **3** straight, **4** blond(e), **5** dark, **6** scar, **7** moustache, **8** beard

d	a	r	k	s	b	e	u	t	v
b	k	w	o	t	l	r	f	y	b
a	p	q	i	r	o	p	a	r	t
x	y	c	t	a	n	y	i	w	r
v	r	u	y	i	d	t	r	e	p
q	p	r	m	g	e	x	z	a	l
r	m	l	l	h	u	d	c	s	k
t	t	y	j	t	i	f	v	y	j
y	m	o	u	s	t	a	c	h	e
b	e	a	r	d	a	s	c	a	r

Activity 2: Students' own answers.

**Optional follow-up activity:** Ask students to bring in large pictures of famous people from magazines. Stick the pictures on the board. Ask questions to establish who they all are, e.g. *What's his/her name/job? Where is he/she from?* Then describe one of the people in the pictures. Students listen and try to guess the person from the description, e.g. *He's got short blond hair and a beard.* Students continue the activity in small groups.

## Worksheet 2: I used to ...

### Using the worksheet

- This worksheet practises *used to* + infinitive for talking about past habits.
- Students read the text and complete it using the words from the box.
- Students write sentences with *used to* about someone in their family.

**KEY:** Activity 1: **2** be, **3** climb, **4** work, **5** take, **6** love; Activity 2: Possible answers: She used to work in a hospital. She used to work six days a week. Sometimes she used to work at night and sleep in the day. She used to go on holiday to the mountains in the summer. She used to play with my mum and uncle.

**Optional follow-up activity:** Students work in small groups. They take turns to read aloud what they have written about a person in their family. The other students in the group listen. Encourage them to ask questions to find out more information about each person. Monitor and help as necessary.

## Worksheet 3: We had to ...

### Using the worksheet

- This worksheet practises *had to* to talk about past obligations.
- Ask *What is a summer camp?* Find out if any of your students have been to one. Ask *How is the boy in the picture feeling?* Elicit *tired*. Students match the sentence halves to find out why.
- Then students write sentences to describe what they had to do last week. Help with new vocabulary.

**KEY:** Activity 1: **2d, 3e, 4a, 5f, 6b**; Activity 2: Possible answers:

**2** I had to make my bed. **3** I had to wash up. **4** I had to dry the dishes. **5** I had to walk the dog. **6** I had to do my homework.

**Optional follow-up activity:** With the whole class, prepare for a survey to find out what kinds of things students had to do to help at home last week. Elicit from the students questions based on their answers to Activity 2, e.g. *Did you have to clean your room?* and write them on the board. Students each choose six questions. They make a table with four columns and six rows. They copy their chosen questions onto the rows in the first column. Then they work in groups of four and ask and answer the questions. Ask them to report to the class some of their information, e.g. *Three of us had to clean our rooms last week.*

## Worksheet 4: Who are they?

### Using the worksheet

- This worksheet practises vocabulary for art and sketches, using key *Think and learn* vocabulary.
- Students work in pairs. They use the Internet to identify the three people in Activity 1 (if they do not already recognise them).
- They then work individually to complete the sketches, using pencils and black felt-tip pens, trying to match the style of each image.
- Then they work in pairs to talk about the sketches. They describe the materials and lines the artist used.
- Finally, students choose another famous person. They draw a sketch of that person's face. They leave some parts out for their partner to complete.
- They then swap drawings with their partners, who have to complete the sketch and guess who the famous person is.

**KEY:** Activity 1: **1** Einstein, **2** Queen Elizabeth, **3** Greta Thunberg; Activities 2 and 3: Students' own answers.

**Optional follow-up activity:** Students work in pairs. They find photos of famous people and describe them to their partner without showing them the picture. Their partner tries to sketch the person being described. Lay all the photos and sketches on a table at the front of the class. Can students match them?

Name: .....

Class: .....

1

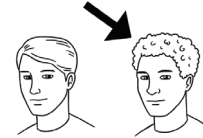
Find the words and write. Look → and ↓.

1

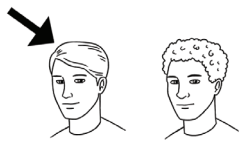


fair

2



3



4



5



6



d	a	r	k	s	b	e	u	t	v
b	k	w	o	t	l	r	f	y	b
a	p	q	i	r	o	p	a	r	t
x	y	c	t	a	n	y	i	w	r
v	r	u	y	i	d	t	r	e	p
q	p	r	m	g	e	x	z	a	l
r	m	l	l	h	u	d	c	s	k
t	t	y	j	t	i	f	v	y	j
y	m	o	u	s	t	a	c	h	e
b	e	a	r	d	a	s	c	a	r

7



8



2

Make a new word search in your notebooks.

Name: .....

Class: .....

# 1 Complete the story about Sam and her grandfather.

climb ~~play~~ work love take be

It was Saturday afternoon. Sam and her grandfather were walking through their garden. They were talking about life.

‘Things change, Sam,’ said Sam’s grandfather. ‘When I was a boy I used to

(1) play football with my friends. We used to play every Saturday afternoon.

But my old legs can’t run very fast now. I can only watch football with my friends.’

‘What job did you do, Grandpa?’ Sam asked.

‘Oh, I used to (2) \_\_\_\_\_ a firefighter. I used to (3) \_\_\_\_\_ ladders and rescue people from houses that were on fire. I used to (4) \_\_\_\_\_ very hard.’

‘It sounds exciting, Grandpa!’

‘It was,’ said Sam’s grandfather. ‘Sometimes.’

They walked on up the path. It was a beautiful, quiet afternoon. ‘When your father was a boy, I used to

(5) \_\_\_\_\_ him to the swimming pool every Saturday

afternoon. I taught him to swim. He used to

(6) \_\_\_\_\_ it.’

‘What do you do on Saturday afternoons now, Grandpa?’ asked Sam.

Sam’s grandfather laughed. ‘I go for walks with you!’



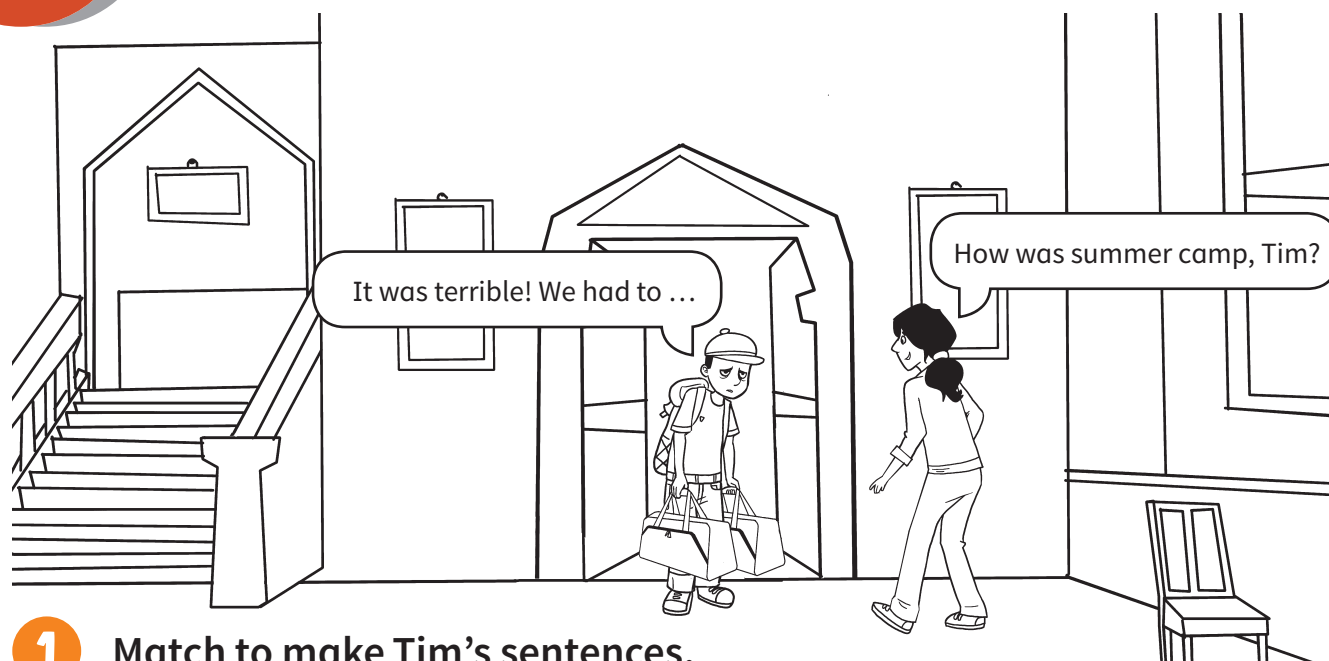
# 2 Write six *used to* sentences about someone in your family.

My grandmother used to be a nurse.

Language focus 1: *Used to*

Name: .....

Class: .....



# 1 Match to make Tim's sentences.

- |                        |                                 |
|------------------------|---------------------------------|
| 1 We had to tidy up    | a Geography every morning.      |
| 2 We had to wash       | b dinner every evening.         |
| 3 We had to look after | c the camp every day.           |
| 4 We had to study      | d our clothes.                  |
| 5 We had to run        | e the animals on the farm.      |
| 6 We had to cook       | f for 20 minutes every morning. |

# 2 What did you have to do at home last week?

- 1 I had to clean my room.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Language focus 2: *Had to*

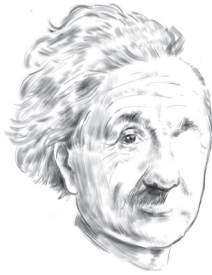
Name: .....

Class: .....

- 1 Look at the sketches. Find out who they are and write the names.

Queen Elizabeth Einstein Greta Thunberg

1



This sketch is of

\_\_\_\_\_.

2



This sketch is of

\_\_\_\_\_.

3



This sketch is of

\_\_\_\_\_.

- 2 Complete the sketches in Activity 1. Then describe them to your partner.

In this sketch, the artist used ... to make curved lines ...

- 3 Now sketch a famous person. Ask your partner to complete the sketch.



This sketch is of \_\_\_\_\_.

Art: Sketches