

Worksheet 1: Knights and queens

Using the worksheet

- This worksheet practises knight and queen words: *knight, helmet, shield, bow and arrow, belt, queen, crown, necklace, sword, bracelet*.
- Students decide what each silhouette represents, then make words from the jumbled letters, match and write them under the silhouettes.
- Students then read the sentences and decide whether they are true or false.

KEY: Activity 1: **2b** crown, **3i** queen, **4d** shield, **5h** necklace, **6j** sword, **7f** belt, **8e** bow and arrow, **9a** helmet, **10c** bracelet; Activity 2: **2 t**, **3 t**, **4 f**, **5 f**, **6 t**

Optional follow-up activity: Ask students to work in pairs and do some research to find out about a famous queen or knight of their choice, e.g. Cleopatra or King Arthur. Encourage students to go to the library or do some research on the Internet and find out where he/she lives or lived, what he/she does or did, and what he/she wears or wore. Students present what they find out about their knight or queen to another pair or to the whole class.

Worksheet 2: Mina's busy week

Using the worksheet

- This worksheet practises *must* and *mustn't*.
- Students read the text and complete it by choosing the correct words from the box.
- Then students read the text again and use it to help them answer the questions. Ask students to check their work in pairs.

KEY: Activity 1: **2** tidy, **3** must, **4** make, **5** get, **6** mustn't; Activity 2: Possible answers: **2** She must tidy her room / it. **3** She must buy a birthday card (for her mum). **4** She must make a birthday/chocolate cake (for her mum). **5** She must get a birthday present / a bracelet / something nice (for her mum). **6** Because it's dangerous.

Optional follow-up activity: Ask students to write a list of all of the things that they must do tomorrow, e.g. *I must make my bed*. Then, students work in pairs. Student A starts by reading a sentence from their list. Student B listens and says *Me too* if they have the same *I must ...* on their list. Students continue, taking turns, and then count how many of the same sentences they share. Students can then report to another pair, e.g. *We must make our beds tomorrow. What about you?*

Worksheet 3: Where's Claire?

Using the worksheet

- This worksheet practises personal pronouns as direct and indirect objects.
- Students work individually or in pairs. They read and complete the sentences with the correct pronouns.
- Students then read the sentences in Activity 2 and circle the correct words.

KEY: Activity 1: **2** him, **3** me, **4** it, **5** them, **6** us; Activity 2: **2** him, **3** them, **4** us, **5** me, **6** her

Optional follow-up activity: Students work in pairs. They choose one of the dialogues 1–4 from Activity 1 on the worksheet and practise it in pairs. Encourage students to be creative and develop the dialogue, e.g. *'Where's Claire?' 'I saw her in the kitchen. Shall I call her?' 'Yes, please. Tell her the film is going to start in five minutes.'* *'What film?' 'Harry Potter.'* *'Great. I want to watch it too.'* Students can perform their dialogues to another pair or the whole class.

Worksheet 4: Find out about inventions

Using the worksheet

- This worksheet practises talking about history and timelines, using key *Think and learn* vocabulary
- Pre-teach the words *invention* and *invent*. Tell students that when you invent something, you are making something for the first time.
- In pairs, students complete the texts with the dates from the box, based on their guesses and general knowledge.
- Next, they use the Internet / text books / encyclopaedias to check their answers. They also find out about one more invention from the period of 1800 to 2000, write a sentence about it and draw a small picture.
- Finally, students add the inventions and dates to the timeline at the bottom of the page.
- Check that students have added the dates in the correct order. The spaces between the dates do not have to be accurate.

KEY: Activities 1 and 2: **2** 1927, **3** 1817, **4** 1840, **5** 1991, **6** Students' own answers. Activity 3: Inventions and dates should appear in the following order on the timeline: 1817, the first bicycle; 1840, the first stamp; 1927, the first TV; (1973, the first mobile phone); 1991, the Internet; There will also be a sixth item which will be the invention students found out about in Activity 2.

Optional follow-up activity: Draw a timeline on the board. Each student chooses an event they find interesting and writes the date on the timeline. It can be a historical event or personal. Then they tell the class a few things about this event and why it is important to them.

Name:

Class:

1 Look at the pictures and letters. Write the words.

1 ~~ngihlt~~

6 wrdos

2 nowcr

7 telb

3 neequ

8 wob nda rarwo

4 hsiedl

9 temelh

5 kccaenl

10 teleacrb

a



b



c



d



e



f



g



h



knight

i



j



2 Read and write *t* (true) or *f* (false).

- 1 Queens wear crowns on their feet.
- 2 Queens wear necklaces round their necks.
- 3 Knights ride horses.
- 4 Queens wear bracelets on their heads.
- 5 Knights wear helmets on their legs.
- 6 Knights hold swords in their hands.

f

Vocabulary: Knights and queens

Name:

Class:

1

Read and complete Mina's story.

make tidy get mustn't must ~~do~~

My name is Mina. I'm a very busy girl. I think I am the busiest girl in the world. I must do so many things! Today I must (1) do my History homework. Then I must (2) _____ my room because my clothes are on the floor!

Tomorrow I (3) _____ buy my mum a birthday card. Then I must (4) _____ a chocolate cake for her. I'm going to make her a big one. For her present I must (5) _____ her something nice. She likes bracelets.

I've got lots of things to think about. But Dad doesn't help. 'You (6) _____ run to the shops, Mina,' he says. 'It's dangerous.' Dad doesn't understand that I'm busy. I don't have time to think about all the things that I mustn't do!

2

Answer the questions about Mina.

1 What homework must Mina do?

She must do her History homework.

4 What homework must Mina do?

2 What must Mina do to her room?

5 What homework must Mina do?

3 What homework must Mina do?

6 What homework must Mina do?

Language focus 1: Must / Mustn't

Name:

Class:

1 Write the words in the questions and answers.

it ~~her~~ us me them him

1



Where's Claire?

I saw her in the kitchen.

2



Did you email Mark?



No, I'm going to phone

3



Can you give that book, please?



Yes, here you are.

4



Where's your schoolbag?



Oh, no! I left at home!

5



They're hungry. Can you make some lunch for, please?

6



We're thirsty. Please give some lemonade.

2 Read and circle the correct words.

- 1 This is a photo of my grandmother. I really love **him** / her.
- 2 Mum! Ben's using my computer. Can you tell **her** / **him** to stop?
- 3 I saw my cousins this morning. I told **them** / **him** to come to the cinema tonight.
- 4 Come on! Mr Jones gave **them** / **us** a lot of homework. We mustn't watch TV all night!
- 5 Can you give **me** / **us** your tennis racket? My racket is broken.
- 6 Laura is going to the café. Do you want to go with **them** / **her**, Milly?

1 Worksheet 4

Find out about inventions

Name:

Class:

1 Read about the inventions and choose dates.



1991 1817 ~~1973~~ 1927 1840

1 Mobile phones help us to take photos, write emails and speak to our friends. The first mobile phone was used in **1973**, but you could only use it to talk to people.

3 The first bicycle was invented in _____. People pushed it with their feet! They called it the 'running machine'.

5 We can use the Internet to study, play games or listen to music. The Internet, or World Wide Web, first opened for everyone to use in _____.



2 Do you like watching TV? The TV is almost 100 years old. It was invented in _____.

4 The first stamp was invented in Great Britain in _____. It had a queen's head on it.

6 _____

2 Check your answers. Then find out about another invention and draw and write.

3 Add the inventions from Activity 1 to the timeline.

