

# 6 Crazy inventions

## Worksheet 1: Tools and machines

### Using the worksheet

- This worksheet practises words for machines and tools: *spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw, paint pot, paintbrush*.
- Students look at the picture and use the clues to help them write the words.
- Students then work individually or in pairs and write sentences to describe the picture.

**KEY:** Activity 1: **2** spanner, **3** saw, **4** drill, **5** workbench, **6** paintbrush, **7** button, **8** nail, **9** screwdriver, **10** pot, **11** hammer, **12** lever; Activity 2: Possible answers: The inventor is wearing goggles. There's a nail on the floor. The hammer is next to the spanner. There's a machine with a big button.

**Optional follow-up activity:** Demonstrate how to play What's it for? (see Introduction). Put students into small teams. Say the name of an object, e.g. *a chair, a button, a paintbrush*. Students then have one minute in their teams to think of all the things that the object can be used for. Teams win a point for each idea. When students have run out of ideas, the game begins again with a different object. The team with the most points wins the game.

## Worksheet 2: Too many or not enough?

### Using the worksheet

- This worksheet practises *too many* and *not enough*.
- Students work individually to write sentences about Terence Trailfinder's packing using *too many* and *not enough*, then compare their answers with a partner.
- Students then write sentences about what they have too many and not enough of at home. If you wish to do the follow-up activity, tell students not to show their sentences to their partner. If not, let students compare their sentences in pairs.

**KEY:** Activity 1: **2** You haven't got enough water. **3** You've got too many hats. **4** You've got too many bags. **5** You haven't got enough clothes. **6** You haven't got enough food. Activity 2: Students' own answers.

**Optional follow-up activity:** Students work in pairs and guess what their partner has too many or not enough of. Encourage students to discuss why they think they have too many or not enough of something.

## Worksheet 3: But what is it?

### Using the worksheet

- This worksheet practises *Can you tell me what this is / does / is for?*
- Students work individually or in pairs to complete the dialogue with *can, tell, is, does* and *for*.
- Students then look at the pictures and answer the questions in their own way.

**KEY:** Activity 1: **2** Can, **3** for, **4** does, **5** is / does, **6** tell, **7** is, **8** does; Activity 2: Possible answers: **2** It paints things. **3** It's for cooking (the dinner). **4** It writes / does your homework for you. **5** It's a cleaning/polishing/dusting machine.

**Optional follow-up activity:** Students work in pairs and design their own machine. They then explain what it is, does and is for to another pair.

## Worksheet 4: Are you a good engineer?

### Using the worksheet

- This worksheet builds on students' knowledge of simple machines, using key *Think and learn* vocabulary.
- Revise the unit vocabulary by asking students to say the different parts of machines that they remember from the lesson.
- Students look at the photos in Activity 1 and then label them with the words from the box.
- Students then complete the quiz. They swap worksheets with a partner, who marks the quiz and shares their scores.

**KEY:** Activity 1: **2** wheel, axle; **3** ramp; **4** lever, screw; Activity 2: **1c**, **2a**, **3b**, **4a**, **5c**, **6b**, **7b**, **8a**

**Optional follow-up activity:** Students work in pairs and think of one or two simple machines that they use daily, e.g. a seesaw. They draw and label their machines and tell the class what they use them for.

Name: .....

Class: .....

1 Look and write the word for something in the picture that ...



- 1 begins with the letter *s* and ends in *h*.
- 2 has the letters *nn* in the middle.
- 3 rhymes with 'door' and cuts wood.
- 4 ends with the letters *ll* and makes holes in things.
- 5 has nine letters in it and is like a table.
- 6 we use to paint with.
- 7 has two *ts* in the middle and is something that we press.
- 8 rhymes with 'sail' and is a thing that we put into a wall.
- 9 has three syllables and that we turn with our hands.
- 10 has three letters in it and goes after the word 'paint'.
- 11 is used for hitting things.
- 12 is something that we pull.

switch

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2 Write sentences about the picture in Activity 1.

The inventor is cutting wood with a saw.

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Name: .....

Class: .....

- 1 Terence Trailfinder is going to the jungle for a week. What is his wife saying? Look and write. Use *too many* and *not enough*.

1 (books) You've got too many books.

2 (water) \_\_\_\_\_

3 (hats) \_\_\_\_\_

4 (bags) \_\_\_\_\_

5 (clothes) \_\_\_\_\_

6 (food) \_\_\_\_\_

- 2 What do you have too many of and not enough of? Write sentences. Use the pictures or your own ideas.



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

Name: .....

Class: .....

1 Read and complete the dialogue with *can*, *tell*, *does*, *for* or *is*.

**Professor Klein** So, what do you want to know?

**TV presenter** Can you tell me what this switch (1) does ?

**Professor Klein** It communicates with other planets.

**TV presenter** Oh, I see. (2) \_\_\_\_\_ you tell me what this machine is (3) \_\_\_\_\_ ?

**Professor Klein** It's for making delicious cheese.

**TV presenter** Well, that's very clever. Can you tell me what this lever (4) \_\_\_\_\_ ?

**Professor Klein** It controls time.

**TV presenter** What about this? Can you tell me what this machine (5) \_\_\_\_\_ ?

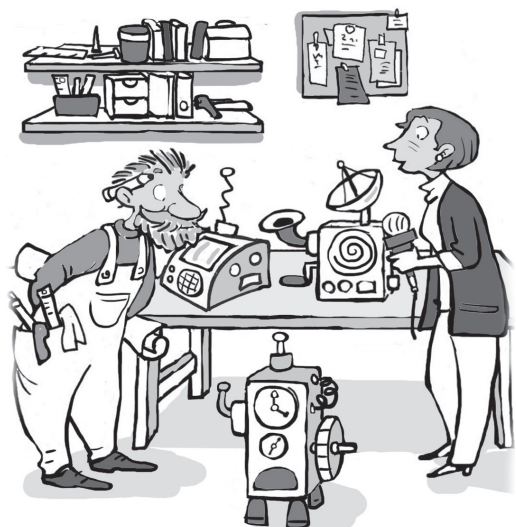
**Professor Klein** It's a language machine. It teaches you to speak Swahili.

**TV presenter** Can you (6) \_\_\_\_\_ me what this machine (7) \_\_\_\_\_ for?

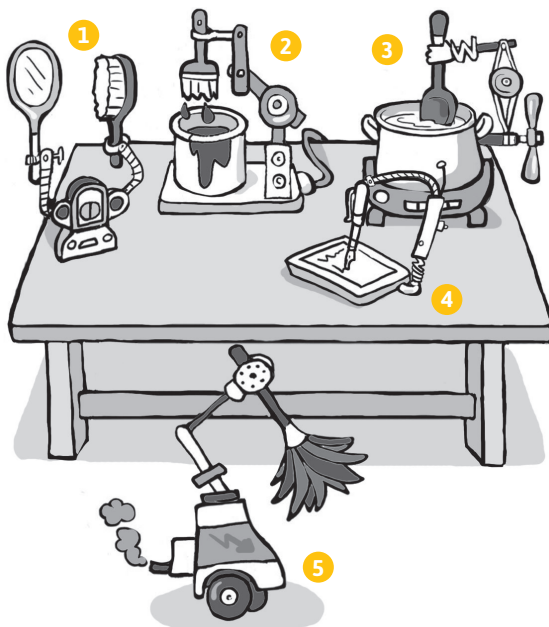
**Professor Klein** It's for doing something very special. Press that button.

**TV presenter** Can you tell me what the button (8) \_\_\_\_\_ ?

**Professor Klein** It stops TV presenters from asking questions.



## 2 Look and read. Write Professor Klein's answers.



1 Can you tell me what this is?

This is a hairbrushing machine.

2 Can you tell me what this machine does?

\_\_\_\_\_

3 Can you tell me what this machine is for?

\_\_\_\_\_

4 Can you tell me what this machine does?

\_\_\_\_\_

5 Can you tell me what this is?

\_\_\_\_\_

Language focus 2: Can you tell me what this is / does / is for?

Name: .....

Class: .....

## 1 Look and write the words from the box.

lever pulley wheel axle ramp screw

1



pulley

2



3



4



## 2 Read and circle your answers. What is your score?

## Are you a good engineer? Do the quiz to find out!

1 We can move objects with ....

- a screws
- b ramps
- c levers

2 Things like this machine move up and down with a ....

- a pulley
- b ramp
- c lever



3 A compound machine has ... machine(s).

- a only two
- b more than one
- c less than two

4 The axles are ...

- a in the middle of
- b outside
- c on

5 A ... is a wedge that joins things together.

- a lever
- b ramp
- c screw

6 The lever family is made up of ...

- a ramps, wheels and axles
- b pulleys, levers, wheels and axles
- c screws and ramps

7 There are ... machines in the lever family.

- a 2
- b 3
- c 5

8 Look at this fishing rod. Which simple machines does it use?

- a a pulley, a wheel and screws
- b a ramp, screws and wheels
- c screws and pulleys



## Score

Look at the answers opposite. How many have you got correct?

Score 1 point for each correct answer.

7–8 Excellent – you should become an engineer and design interesting machines.

5–6 Very good – learn a bit more and you can design some fun machines.

Less than 5 Not bad – you should learn some more about easy machines.

Answers: 1c, 2a, 3b, 4a, 5c, 6b, 7b, 8a

Science: Simple machines