

Worksheet 1: Pirates

Using the worksheet

- This worksheet practises vocabulary related to pirates: *palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hole, binoculars, stone*.
- Students work individually or in pairs. They read the sentences, find the people in the picture and write the letters in the boxes.
- Students then read the clues and write the words in the boxes. The shaded boxes spell out the name of a famous pirate (vertically).

KEY: Activity 1: **2c, 3d, 4e, 5b, 6f;** Activity 2: **2** key, **3** stone, **4** treasure, **5** eye-patch, **6** hammock, **7** hole, **8** palm tree, **9** gold, **10** spade, **11** coins; Name of the pirate: Henry Morgan

Background information

Henry Morgan was a Welsh pirate of the 17th century. He fought for Britain against Spain and became Lieutenant Governor of Jamaica in 1674.

Optional follow-up activity: Students use the Internet or the library to research facts about Henry Morgan to present to the class.

Worksheet 2: Is it *for* or *since*?

Using the worksheet

- This worksheet practises the present perfect with *for* and *since*.
- Students work individually or in pairs to write the past participle forms of the verbs.
- Students then complete the story with the verbs from Activity 1, before deciding if the sentences in italics are correct or incorrect. Students then correct the mistakes.

KEY: Activity 1: **2** known, **3** liked, **4** lived, **5** spoken, **6** had; Activity 2: **2** liked / I've liked English since I was a young man. **3** had / correct, **4** known / I've known him for six months. **5** lived / He's lived in Italy since 2010. **6** spoken / correct

Optional follow-up activity: Make some space in the classroom and demonstrate how to play Musical chairs (see Introduction). Arrange the chairs in two rows, back to back. There should be one chair for each student. Play some music. Students walk/dance around the chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one who is left standing has to say a sentence in the present perfect with *for* or *since*, e.g. *I've known my best friend for five years*. If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. Each time a student is out, remove one more chair while the music is playing, so there is always one student who must make a sentence when the music stops.

Worksheet 3: A long, long time

Using the worksheet

- This worksheet practises present perfect questions with *How long ... ?*
- Students work individually or in pairs to order the words to make questions.
- Students then work in pairs to match the questions with the answers in the interview.

KEY: Activity 1: **2** How long have you had your parrot? **3** How long have you used a hammock? **4** How long have you been captain of this ship? **5** How long have you lived on this ship? **6** How long have you had your eye-patch? Activity 2: **2e, 3f, 4d, 5c, 6b**

Optional follow-up activity: Students work in pairs and practise reading out the completed dialogue. They read the dialogue twice so that they play both parts.

Worksheet 4: All about gold

Using the worksheet

- This worksheet builds on students' knowledge of precious metals, using key *Think and learn* vocabulary.
- Revise/Pre-teach *amount*. Tell students that the amount of something means *how much of it there is*.
- Students read the magazine article and decide which title goes with which section. They number the boxes next to the titles.
- Students read the article again, look at the table and answer the questions in their notebooks.
- Then in pairs, they discuss what they found interesting about the article.

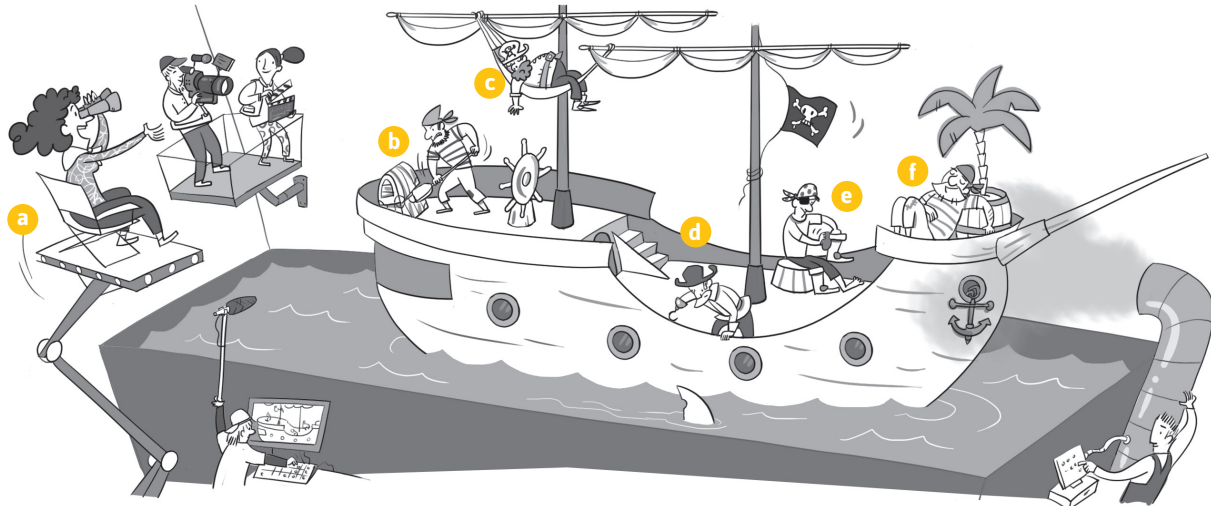
KEY: Activity 1: **1** What's in gold jewellery? **2** Precious metals that are mixed with gold, **3** Amounts of metal in different gold alloys; Activity 2: **1** by mixing gold with other precious metals; **2** a way of measuring the amount of gold in an alloy; **3** because it has got a higher percentage of gold in it (99%); **4** gold, silver, copper, platinum; **5** because they have different amounts of copper in them; **6** white gold is more expensive because it has platinum in it – platinum is more expensive than gold and silver

Optional follow-up activity: Students use the Internet to find out more information about copper or platinum, and make a leaflet about it. They can find information about where the metal is found and what it is used for. They can also print or draw pictures to add to their leaflet. Students then present their work to the class.

Name:

Class:

1 Look and match the sentences with the people in the picture.

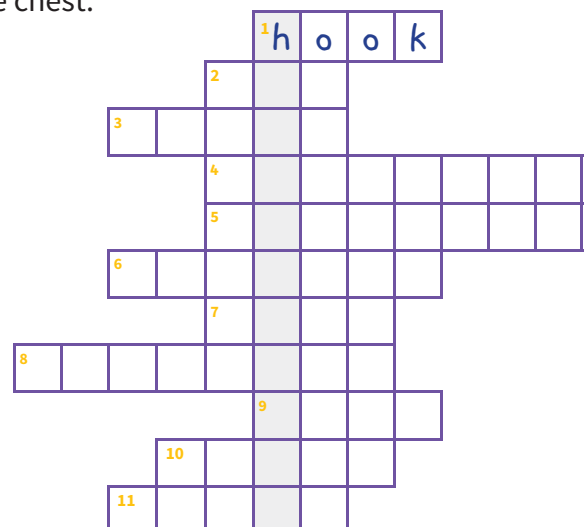


- 1 This is the person who is looking through binoculars.
- 2 This is the person who is sleeping in the hammock.
- 3 This is the person who has a hook.
- 4 This is the person who has an eye-patch.
- 5 This is the person who is trying to open the treasure chest with a spade.
- 6 This is the person who is sitting under a palm tree.

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2 Do the puzzle and find the name of a famous pirate.

- 1 ~~A piece of metal which pirates used if they lost a hand.~~
- 2 You sometimes need this to open a door or treasure chest.
- 3 A small piece of rock.
- 4 Jewels, money and other expensive things.
- 5 Pirates often wore this over one of their eyes.
- 6 A seat or bed which you can hang between two trees.
- 7 You make this in the ground to hide treasure.
- 8 You find this tree in hot countries.
- 9 This metal costs more than silver.
- 10 A tool used for digging.
- 11 Metal money.



Vocabulary: Pirates

Name:

Class:

1 Write the past participles.

- 1 be been 3 like _____ 5 speak _____
 2 know _____ 4 live _____ 6 have _____

2 Read and complete with the verbs from Activity 1. Then correct the sentences in *italics* that you think are incorrect.

Hello! My name's Stefano and I'm from Milan in Italy. I like learning languages. (1) *I've been interested in languages since many years.* I speak Italian, French and German. Now, I'm trying to learn English. (2) *I've _____ English for I was a young man.* In fact, I love it. But I'm always making mistakes with the words 'for' and 'since'. (3) *I've _____ problems with these words for a long time!*

At the moment, I'm having lessons in Rome with an English teacher called Michael. I met him last year, so (4) *I've _____ him since six months.* He's a very good teacher. (5) *He's _____ in Italy for 2010.* He loves it here! He comes from England, but he speaks very good Italian. His mother is from Italy, so (6) *he's _____ the language since he was a little boy.*

Right, you must excuse me. I have to do some work. We're practising the present perfect at the moment. Ciao!



1 *I've been interested in languages for many years.*

2 _____

3 _____

4 _____

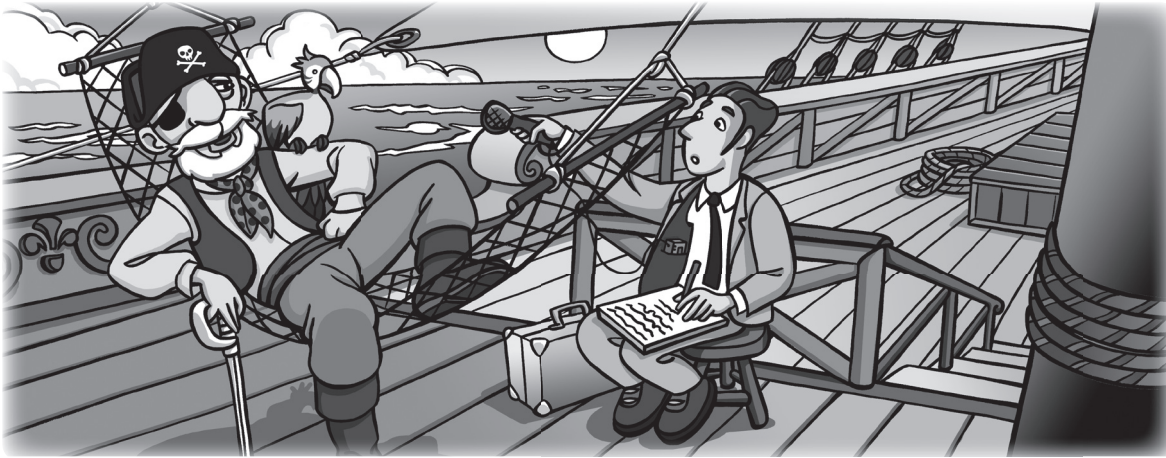
5 _____

6 _____

Name:

Class:

1 Put the words in order to make questions for Captain Blue.



1 have / been / How / a / long / pirate / you / ?

How long have you been a pirate?

2 had / you / long / have / parrot / How / your / ?

3 How / have / hammock / you / a / used / long / ?

4 of / ship / captain / you / been / How / have / long / this / ?

5 lived / this / ship / you / How / long / on / have / ?

6 long / your / eye-patch / you / had / have / How / ?

2 Read and match Captain Blue's answers with the questions from Activity 1. Write numbers.

Reporter Good morning, Captain Blue. Thank you for talking to me today. My first question: (a) 1

Captain Blue Oh, a very long time. I've been a pirate since I was a boy.

Reporter (b) _____

Captain Blue Well, I've had this since 1962. I lost my left one when a pirate hit me with his hook.

Reporter I'm sorry to hear that. (c) _____

Captain Blue I've lived here for 20 years. She's called Queen Bess and I love her. She sails like a dream.

Reporter (d) _____

Captain Blue A long, long time. I've been number one on this ship for 18 years.

Reporter (e) _____

Captain Blue This beautiful bird? We've been together for 16 years.

Reporter (f) _____

Captain Blue I've had this for 35 years. I never sleep in a bed.

Reporter Well, thank you, Captain. Can you help me to get off the ship now, please?

Language focus 2: How long have you ... ?

Name:

Class:

1 Read about gold and match the titles with the magazine sections.

Amounts of metal in different gold alloys

☐

What's in gold jewellery?

☐

Precious metals that are mixed with gold

☐

1

Gold jewellery is usually made of an alloy. This means that some gold is mixed with other precious metals to make the jewellery. We use karats (kt) to measure the amount of gold in an alloy. 24kt gold is very expensive because it has got more than 99% gold in it. Most jewellery is made of 18kt gold, which has got 75% gold in it.



2

Lots of different metals can be mixed with gold to make an alloy. The amount of these metals can also change the colour of the gold. Copper is a beautiful pink metal, which is used with silver to make pink gold and yellow gold. Green gold is made from gold and silver. Platinum is more expensive than gold, silver and copper. It's used to make white gold.

3

| Alloy | pink gold 18kt | yellow gold 18kt | green gold 18kt | white gold 18kt |
|-------|-------------------------------------|-------------------------------------|------------------------|--------------------------|
| Mix | gold 75% copper 22% silver 3% | gold 75% silver 20% copper 5% | gold 75% silver 25% | gold 75% platinum 25% |



2 Read the article again and answer the questions.

- 1 How is an alloy made?
- 2 What are karats?
- 3 Why is 24kt gold more expensive than 18kt gold?
- 4 What are some kinds of metal that you find in gold alloys?
- 5 Why are pink gold and yellow gold different colours?
- 6 Do you think white gold or green gold is more expensive? Why?

Geography: Precious metals