

**REINFORCEMENT**

**Worksheet 1: At town events**

Name: \_\_\_\_\_

**1 Look and write.**



a band



a mayor



a journalist



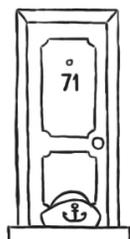
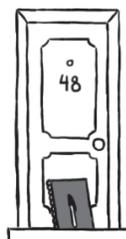
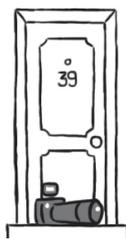
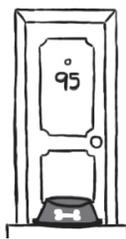
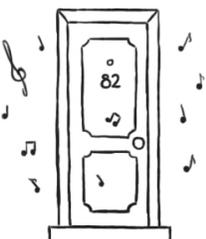
a photographer



a statue

- 1 You can look at this in a park or a museum. statue
- 2 This person works on TV and radio. \_\_\_\_\_
- 3 This is a very important person in a town. \_\_\_\_\_
- 4 People play songs together in this. \_\_\_\_\_
- 5 This person uses a camera every day. \_\_\_\_\_

**2 Look and read. Write the numbers.**



- 1 The mayor lives at number fifty-three.
- 2 The sailor lives at number \_\_\_\_\_.
- 3 The journalist lives at number \_\_\_\_\_.
- 4 The photographer lives at number \_\_\_\_\_.
- 5 The dog lives at number \_\_\_\_\_.
- 6 The band lives at number \_\_\_\_\_.

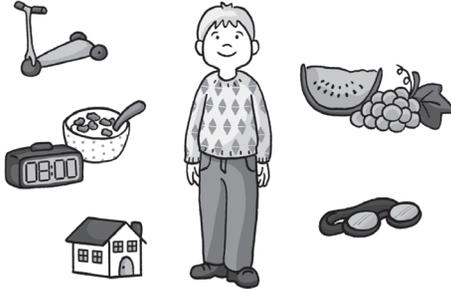
**Vocabulary: Numbers 20-100; at town events**

**REINFORCEMENT**

**Worksheet 2: What does he / she do?**

Name: \_\_\_\_\_

**1 Look and answer.**



- 1 Does Charlie ride a skateboard?
- 2 What does he do at eight o'clock?
- 3 Does he live in a castle?
- 4 What fruit does he eat?
- 5 Does he go swimming?
- 6 Do Charlie and his sister like hiking?

*No, he doesn't* .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .

**2 Write the questions about Claire.**



- 1 Does Claire ride a scooter? Yes, she does. (ride)
- 2 What sport \_\_\_\_\_ ?  
 She plays tennis. (play)

- 3 \_\_\_\_\_ her cousins? Yes, she does.  
 (visit)
- 4 What animals \_\_\_\_\_ ? She likes cats. (like)
- 5 \_\_\_\_\_ early? Yes, she does.  
 (get up)
- 6 \_\_\_\_\_ in the garden? No, she doesn't.  
 (help)

**Grammar 1: Revision of present simple**

## REINFORCEMENT

## Worksheet 3: The mayor is talking

Name: \_\_\_\_\_

1

### Look and make sentences.



- 1 The mayor is talking about the new statue. (talk)
- 2 The journalist \_\_\_\_\_ to the mayor. (listen)
- 3 The photographers \_\_\_\_\_ photos of the mayor. (take)
- 4 The dog \_\_\_\_\_ near the statue. (sleep)
- 5 The boys \_\_\_\_\_ lemonade. (drink)
- 6 The man \_\_\_\_\_ his car. (drive)

2

### Look at the picture in Activity 1. Answer the questions.

- 1 Are the black cats sleeping? No, they aren't. They're jumping
- 2 Is the man in the car listening to music? \_\_\_\_\_
- 3 Is the woman playing a game on her mobile phone? \_\_\_\_\_
- 4 Is the mayor wearing glasses? \_\_\_\_\_
- 5 Are the girls flying a kite? \_\_\_\_\_
- 6 Is the journalist drawing a picture? \_\_\_\_\_

Grammar 2: Revision of present continuous

# 1 His hair is curly

## Worksheet 1: A family photo

### Using the worksheet

- This worksheet practises vocabulary of physical appearance: *blonde, curly, straight, beard, moustache, teeth, fat, thin*.
- Pupils read the description of the royal family and write the names next to the people and animals.
- They draw a picture of a prince or princess in the photo frame box. Then they write a description of the portrait.
- Pupils fold the paper to hide the description and swap papers with a partner. They write a description of their partner's picture and then compare it with the original text their partner wrote.

**KEY:** Activity 1: 2 Theo, 3 Abigail, 4 Emilia, 5 Alfred, 6 Spotty; Activity 2: Pupils' own answers; Activity 3: Pupils' own answers.

**Reinforcement: Activity 2:** Write the following word pools on the worksheet, to the left: *thin, fat, long, short, curly, straight, blonde, brown, blue, green, big, small*, and to the right: *face, hair, eyes, moustache, beard, teeth, mouth, nose, ears*.

**Optional follow-up activity:** Bring some photos of people from magazines to class. Pupils work in small groups of three or four. Give each group a selection of five or six photos. Pupils take it in turns to describe the people, e.g. *She's wearing glasses and she's got short blonde hair*. They listen to the descriptions and point to the correct photos.

## Worksheet 2: Their noses are long!

### Using the worksheet

- This worksheet revises possessive adjectives *my, your, his, her, our* and *their* to describe people.
- Pupils play the game in pairs. They will need a dice and a counter of a different colour each.
- Pupils can choose any square to start on. They take turns to throw the dice and move around the board in either direction. They make phrases according to the number on the dice and the square they land on, e.g. if they throw a three and land on a square with a picture of a nose they must make a phrase starting *His nose is...* to describe one of the boys in the pictures. For phrases with *my, your* or *our* pupils talk about themselves rather than the pictures.
- When pupils make a correct phrase they colour one of the circles in the corresponding square with the same colour as their counter. If pupils land on a square they have already coloured, they throw again and move to a new square.
- Set a time limit of ten minutes. When the time is up the pupil with the most coloured circles is the winner.

**KEY:** Answers will vary.

**Reinforcement:** Write the body part words on the worksheet below the game board or next to the corresponding pictures for pupils to refer to.

**Optional follow-up activity:** Pupils swap partners and play the game again with different coloured counters.

## Social and civic competences

Ask the class how many different sentences they had to use for the game and elicit that there were so many because all the people they described look different. Elicit that it would be very strange if we all looked the same and that we should appreciate the differences between people. Remind pupils that it's important to be sensitive when describing other people.

## Worksheet 3: Paul's kite is small

### Using the worksheet

- This worksheet practises the possessive apostrophe 's with names.
- Pupils look at each row of images. They find two differences in each row of pictures and write sentences about them. **YLE**
- Pupils write about their friends, e.g. *Sara's birthday is in March*. They can write more than one sentence about the same person if they want to.

**KEY:** Activity 1: 2 Simon's cap is white. 3 Monica's bag is small. 4 Emma's bike is clean. 5 Ed's camera is new. 6 Ava's mouse is thin; Activity 2: Pupils' own answers.

**Reinforcement: Activity 1:** Write the objects and adjectives needed to complete the sentences at the top of the page.

## Worksheet 4: Be a curator!

### Using the worksheet

- This worksheet practises finding out about historical objects and revises some of the vocabulary from Pupil's Book pages 16 and 17 (*stone, Egypt, Egyptian, museum, exhibit*).
- Before setting the task, pre-teach *curator* and *look after*.
- Pupils read the text about the Rosetta stone and answer the questions. You could explain that the stone helps us to understand hieroglyphics because it has the same message written both in hieroglyphics and in ancient Greek. It is like the key to a code.
- Pupils work in pairs and, using the questions on the worksheet as a guide, do research on the internet or in the library to find out about another famous exhibit. Ask them to find a picture and write about their exhibit.
- Pupils then play the role of curator by telling another pair about their exhibit.

**KEY:** Activity 1: 2 Egypt, 3 The British Museum, 4 It helps us to understand Egyptian hieroglyphics; Activities 2, 3 and 4: Pupils' own answers.

**REINFORCEMENT**

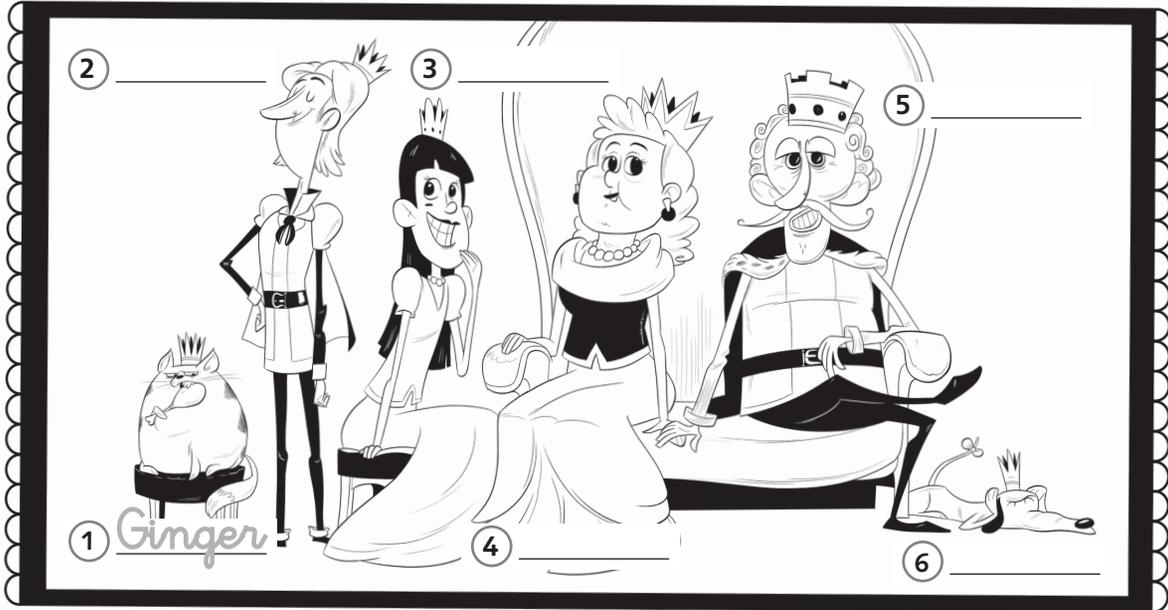
**1**

**Worksheet 1: A family photo**

Name: \_\_\_\_\_

**1**

**Look and read. Write the names on the picture.**



This is the Castle family. Emilia has got long blonde curly hair. Alfred is old. He's sitting next to the queen. His hair is white and he's got a long thin moustache. Theo isn't sitting down. His hair is straight and blonde. Abigail is his sister. She's young. She's got straight hair and her teeth are very big. Ginger is very fat and he's eating chicken. Spotty is thin. She'd like to sleep.

**2**

**Draw a picture of a prince or a princess. Write.**



This is Prince / Princess \_\_\_\_\_ .  
 He's got / She's got \_\_\_\_\_ .  
 He's / She's \_\_\_\_\_ .  
 His / Her \_\_\_\_\_ .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .

**3**

**Fold the worksheet. Swap. Write about your friend's picture.**

**Vocabulary: Physical appearance**

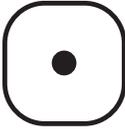
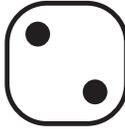
**REINFORCEMENT**

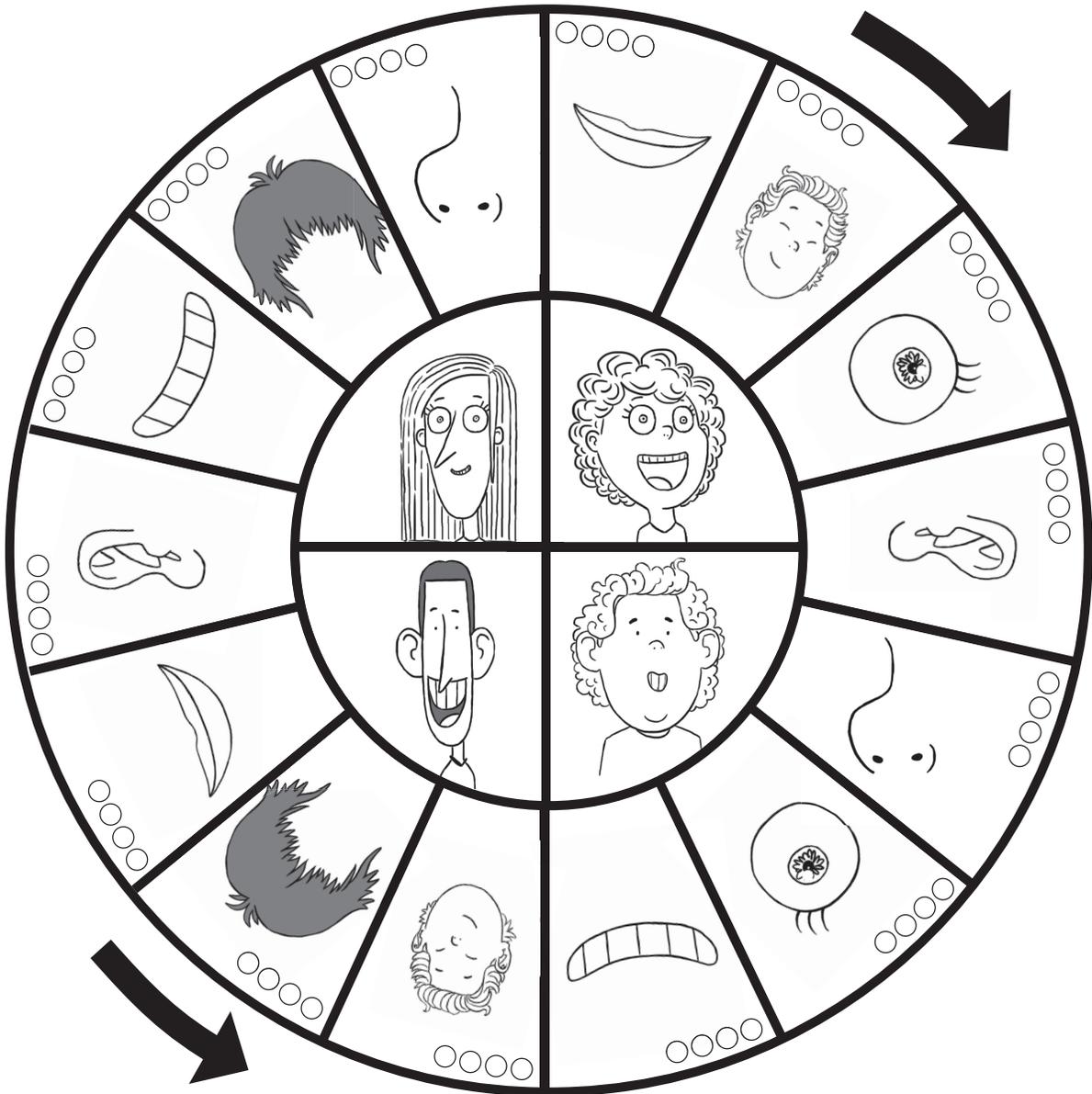
**1**

**Worksheet 2: Their noses are long!**

Name: \_\_\_\_\_

**Play the game. Talk about the pictures and you and your friends in the classroom.**

					
my	your	his	her	our	their



Her face is thin.

My teeth are small.

**Grammar 1: Revision of possessive adjectives**

**PHOTOCOPIABLE**

**REINFORCEMENT**

**1**

**Worksheet 3: Paul's kite is small**

Name: \_\_\_\_\_

**1**

**Find the differences. Write.**



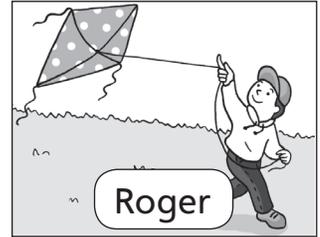
Dean



Paul



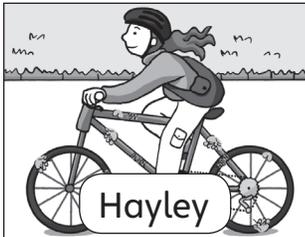
Simon



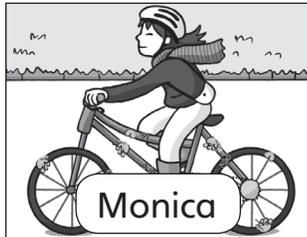
Roger

1 Paul's kite is small \_\_\_\_\_.

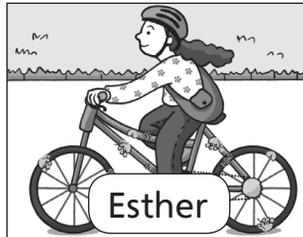
2 Simon \_\_\_\_\_.



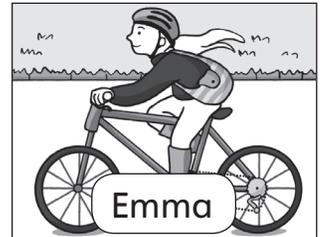
Hayley



Monica



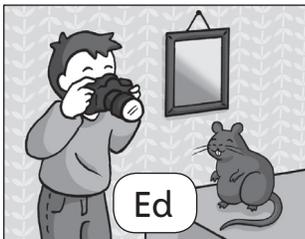
Esther



Emma

3 Monica \_\_\_\_\_.

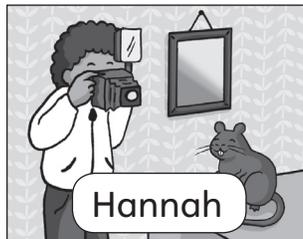
4 Emma \_\_\_\_\_.



Ed



Greta



Hannah



Ava

5 Ed \_\_\_\_\_.

6 Ava \_\_\_\_\_.

**2**

**Write true sentences about your friends.**

brother / sister birthday complete name  
 bedroom favourite computer game pet

- 1 \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.

**Grammar 2: Possessive apostrophe**

EXTENSION

1

## Worksheet 4: Be a curator!

Name: \_\_\_\_\_

Curators do a very important job. They work in museums. They look after the exhibits. Would you like to be a curator?

1

### Read about the Rosetta Stone. Answer the questions.



The Rosetta Stone is very famous. It is from Egypt and it's more than 2,000 years old. You can see it in the British Museum in London. The Rosetta Stone is important because it helps us to understand Egyptian writing – called *hieroglyphics*. You can see these on the stone.

- 1 What is it called? The Rosetta Stone .
- 2 Where is it from? \_\_\_\_\_ .
- 3 Which museum is it in? \_\_\_\_\_ .
- 4 Why is it important? \_\_\_\_\_ .

2

### Find out about a famous exhibit and find a picture of it.

- |                      |                          |
|----------------------|--------------------------|
| 1 What is it called? | 3 Which museum is it in? |
| 2 Where is it from?  | 4 Why is it important?   |

3

### Write about your exhibit.

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4

### Be curators! Show your exhibit and talk about it.

CLIL: History

## 2 Eating out

### Worksheet 1: Tongue twisters

#### Using the worksheet

- This worksheet practises food vocabulary: *glass of apple juice, bowl of soup, butter, salad, ham, bottle of water, biscuits and pasta* and tongue twisters.
- Pupils write the words under the pictures and circle them in the wordsearch.

**KEY:** Activity 1: 2 salad, 3 ham, 4 biscuits, 5 apple juice, 6 butter, 7 pasta, 8 water;

b					s	o	u	p
	u			w			b	
		t		a			i	
s			t	t				s
a	p	p	l	e	j	u	i	c
l		a		r	r			u
a			s					i
d				t				t
				h	a	m		s

**Activity 2:** 2 juice, 3 pasta, 4 butter, 5 salad, 6 water

**Extension: Activity 1:** Erase the pictures before photocopying the worksheet. Pupils find as many food words as they can without the picture clues.

**Optional follow-up activity:** Write *waterapplesalad* on the board. Show how it divides into three words. Groups of pupils make word snakes like this with food vocabulary. They then swap with another group and circle all the words they find.

### Worksheet 2: What's in your basket?

#### Using the worksheet

- This worksheet practises asking and answering questions using *some* and *any*.
- Pupils look at the picnic baskets, then read the texts to work out who is speaking.
- Pupils then complete the dialogues and draw the food in the appropriate baskets.

**KEY:** Activity 1: 2 Richard, 3 Clara; Activity 2: 5 Is, 6 any, 7 is, 8 some, 9 Are, 10 any, 11 aren't, 12 any (students draw apple juice in Daisy's basket); 13 Is, 14 any, 15 isn't, 16 any, 17 Are, 18 any, 19 are, 20 some (students draw biscuits in Oliver's basket)

**Reinforcement: Activity 2:** Write some of the missing words into the dialogues before photocopying the worksheet, so that pupils have to write fewer items.

**Optional follow-up activity:** Say, *There are some apples in my picnic basket*. A pupil repeats this and adds to it, e.g. *There are some apples and some tomatoes in my picnic basket*, and so on. Play continues until a pupil repeats an item already said, can't go on or forgets an item.

### Worksheet 3: Are you going to ... ?

#### Using the worksheet

- This worksheet practises *going to* (first and second person sentences, questions and short answers).
- Pupils complete the questions with the correct form of *going to* and a verb from the box.
- Pupils choose the best answer for each of the questions in Activity 1. **YLE**

**KEY:** Activity 1: 2 Are / going to have, 3 Are / going to buy, 4 Are / going to put, 5 Are / going to watch, 6 Are / going to make Activity 2: 2b, 3a, 4a, 5b, 6a

**Extension: Activity 1:** Delete the word pool so that pupils have to think of the appropriate verbs.

**Optional follow-up activity:** Elicit some verbs from the class and write them on the board. Give pupils four strips of paper to write sentences with *I'm going to* and different verbs, e.g. *I'm going to write a letter*. They work in groups of five or six and put their sentences in a pile together. Pupil A chooses a sentence and mimes the action. The other pupils ask questions, e.g. *Are you going to do a test?* Pupil A answers *Yes, I am* or *No, I'm not* accordingly. When Pupil A says *Yes, I am*, the pupil who asked the correct question takes the next sentence to mime.

### Worksheet 4: Food, my family and me

#### Using the worksheet

- This worksheet practises reading, writing and speaking skills using language connected to describing meals and food habits.
- Pupils read and complete the description with the words in the box.
- They complete the table with information about meals in their family. In the extra information box they can write about their favourite foods or exceptions to the routine.
- Pupils give a short presentation to their partner using the notes they have made. Encourage pupils to use the text in Activity 1 as a model.

**KEY:** Activity 1: 2 bowl, 3 weekend, 4 water, 5 biscuits, 6 brother; Activity 2: Answers will vary.

**Reinforcement:** Write the first letter of each missing word on the lines.

**Extension: Activity 1:** Delete the word pool.

#### Learning to learn

Ask pupils how long they think they spoke for when they did their presentations. Ask whether it was easier the first or second time. Elicit that planning and practising speaking alone are good ways to become more confident. Elicit some tips for presentations, e.g. use your notes to help you, speak clearly and slowly, listen carefully and think about how your experience is similar or different.

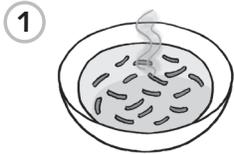
**REINFORCEMENT**

**2**

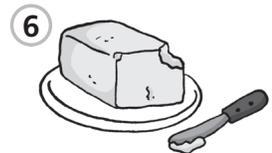
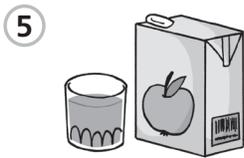
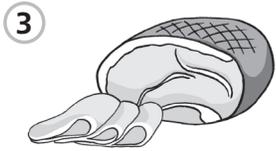
**Worksheet 1: Tongue twisters**

Name: \_\_\_\_\_

**1 Look → ↓ ↘, find and write the words.**



soup



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

**2 Complete the tongue twisters with words from Activity 1. Then say them quickly!**

- Brian buys b i s c u i t s and burgers for breakfast!
- John drinks   u i     in June and July.
- A plate of perfect   a     a for Patti.
- Betty's   u     e    is in a bottle!
- Sharon's got   a   a    and Shelly's got soup.
- Would Wanda and Wendy like   a   e    on Wednesday?

**Vocabulary: Food**