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In the museum

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: 2j bracelet, 3f bow and arrow, 4a knight, 5e queen, 6c crown, 7g shield, 8d belt, 9i necklace, 10b sword; Activity 2: 2 True, 3 True, 4 False, 5 False, 6 True

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 them 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 them 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: Be a curator!**Using the worksheet**

- This worksheet practises finding out about historical objects. Students read the text about the Rosetta Stone and answer the questions. (You could ask students to find out more about the Rosetta Stone and how it helped us to understand Egyptian hieroglyphics.)
- Students 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.
- Students then play the role of curators by telling another pair about their exhibit.

KEY: Activity 1: 1 Rosetta Stone, 2 Egypt, 3 The British Museum, 4 It helped us to understand Egyptian hieroglyphics; Activities 2 and 3: Students' own answers

Optional follow-up activity: Display the pictures and writing about the exhibits on the board. Students take turns to ask and answer questions about their exhibits.

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Worksheet 1: Knights and queens

1

Unjumble the words, then write them under the pictures.

1



helmet

6



a

nghikt

f

wob nda rarwo

2



7



b

wrdos

g

hsiedl

3



8



c

nowcr

h

~~temelh~~

4



9



d

telb

i

kccaeenl

5



10



e

neequ

j

teleacrb

2

Read and write *True* or *False*.

1 Queens wear crowns on their feet.

False

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.

Vocabulary: Knights and queens

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Worksheet 2: Mina’s busy week

1 Read and write the words to 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 .

2 What must Mina do to her room?
_____ .

3 What must Mina buy tomorrow?
_____ .
- 4 What must Mina make tomorrow?
_____ .

5 What must Mina get for her mum?
_____ .

6 Why mustn’t Mina run to the shops?
_____ .

Grammar 1: must / mustn’t

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Worksheet 3: Where's Claire?

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 word.

- 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?

Grammar 2: Direct and indirect objects

PHOTOCOPIABLE

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Super Minds Teacher's Resource Book Level 4

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Worksheet 4: Be a curator!

Curators do a very important job. They work in museums. They look after the objects in the museum and help to show them to the public. Could you be a curator?

1

Read about the Rosetta Stone.



The Rosetta Stone is the most famous stone in the world. It is from Egypt and it's more than two thousand years old. You can see it in the British Museum in London. The Rosetta Stone is important because it helped us to understand Egyptian writing – called *hieroglyphics*. You can see these on the stone.

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

3

Write about your exhibit.

4

Be curators! Show your exhibit and talk about it.

History: Famous exhibits