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In the museum

Worksheet 1: Knights and queens**Using the worksheet**

- This worksheet practices 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 scrambled 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 practices *have to* and *not allowed to*.
- 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 clean, 3 have to, 4 make, 5 get, 6 aren't allowed to; Activity 2: (Possible answers: 2 She has to clean her room/it. 3 She has to buy a birthday card (for her mom). 4 She has to make a birthday cake (for her mom). 5 She has to get a birthday present / a bracelet / something nice (for her mom). 6 Because it's dangerous.)

Optional follow-up activity: Ask students to write a list of all of the things that they have to do tomorrow, e.g., *I have to 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 have to ...* 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 have to make our beds tomorrow. What about you?*

Worksheet 3: Where's Claire?**Using the worksheet**

- This worksheet practices 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 dialogs 1–4 from Activity 1 on the worksheet and practice it in pairs. Encourage them to be creative and develop the dialog, e.g., "*Where's Claire?*" "*I saw her in the kitchen. Should I call her?*" "*Yes, please. Tell her the movie is going to start in five minutes.*" "*What movie?*" "*Harry Potter.*" "*Great. I want to watch it, too.*" Students can perform their dialogs to another pair or the whole class.

Worksheet 4: Be a curator!**Using the worksheet**

- This worksheet practices 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 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 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 asking and answering questions about their exhibits.

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Worksheet 1: Knights and queens

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Unscramble 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 around 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
- clean
- get
- aren't allowed to
- have to
- ~~do~~

My name is Mina. I’m a very busy girl. I think I am the busiest girl in the world. I have to do so many things! Today I have to ¹ do my history homework. Then I have to ² _____ my room because my clothes are on the floor!

Tomorrow I ³ _____ buy my mom a birthday card. Then I have to ⁴ _____ a birthday cake for her. I’m going to make her a big one. For her present I have to ⁵ _____ her something nice. She likes bracelets.

I have lots of things to think about. But Dad doesn’t help. “You ⁶ _____ run to the store, 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’m not allowed to do!

2 Answer the questions about Mina.

- 1 What homework does Mina have to do?
She has to do her history homework .

2 What does Mina have to do to her room?
_____ .

3 What does Mina have to buy tomorrow?
_____ .
- 4 What does Mina have to make tomorrow?
_____ .

5 What does Mina have to get for her mom?
_____ .

6 Why isn’t Mina allowed to run to the store?
_____ .

Grammar 1: *have to / not allowed to*


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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 call _____ .
- 3




Can you give _____ that book, please?
- 

Yes, here you go.
- 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 picture of my grandmother. I really love *him* / *her*.
- 2 Mom! 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 movies tonight.
- 4 Come on! Mr. Jones gave *them* / *us* a lot of homework. We aren't allowed to 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

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Worksheet 4: Be a curator!

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

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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 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