



Pearson

# Ri-cominciare bene!

Back to School  
Worksheets





# TIME FOR REVISION

Matilde Gagliano

At the beginning of a new school year, one of the first things we need to do is to check how much the children remember of what they learnt in the previous years. If the teacher is in a new school or is teaching English for the first time – as many of us are, as a consequence of the recent turmoil in the Italian Primary school and the reduction of the number of specialised English teachers – they will also need to ascertain the general level of language skills and knowledge of the group. Thus Entry Tests and revision are the key words of our September activities. What follows is a series of worksheets that can be adapted and photocopied to be used in levels 2, 3, 4 and 5 to assess each student’s language skills.

Written tests alone of course are never enough. All sorts of oral activities – including language games and craft tasks – will be a necessary addition to redirect the children into a back-to-school frame of mind and to reintroduce a playful and enjoyable English learning environment.

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## YEAR 2

### 1. Match.

- 9 ten
- 3 two
- 5 four
- 10 nine
- 1 eight
- 4 three
- 8 one
- 2 five

### 2. Complete the words.

Goo \_ mo \_ n \_ ng!



H \_ l \_ o!



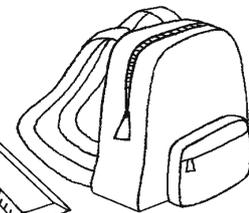
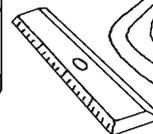
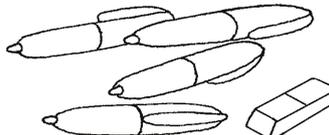
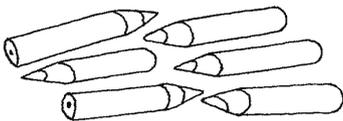
G \_ \_ d n \_ gh \_ !



B y \_ - \_ \_ e!



### 3. Read and colour the objects.



The schoolbag is pink and purple. The pens are blue and red. The ruler is yellow. The rubber is white and grey. The sharpener is green. The pencils are brown. The glue is blue.

### 4. Match.

OPEN SIT CLOSE STAND OPEN GO TO

YOUR DESK UP THE WINDOW DOWN YOUR BOOKS THE DOOR



## 5. Read, draw and colour.

Two red rectangles.



Four pink circles.

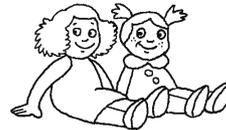
Three purple triangles.

Five black squares.

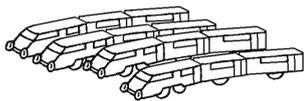
## 6. Count, colour and write.



Three black balls.



\_\_\_\_\_ d \_ l \_ s.



\_\_\_\_\_ t \_ a \_ n \_ s.



\_\_\_\_\_ t \_ d \_ y b \_ a \_ s.

## 7. Write.



I've got a parrot.



I've got three parrots.



I've got a bird.



\_\_\_\_\_.



I've got a cat.



\_\_\_\_\_.



I've got a dog.



\_\_\_\_\_.

## YEAR 3

### 1. Complete.

eleven 12 thirteen

eighteen 17 sixteen

twelve \_\_\_\_\_ fourteen

fifteen \_\_\_\_\_ seventeen

twenty \_\_\_\_\_ eighteen

nineteen \_\_\_\_\_ seventeen

### 2. Calculate and complete.

fourteen + one = fifteen

eighteen - five = \_\_\_\_\_

\_\_\_\_\_ ÷ two = ten

six x three = \_\_\_\_\_



### 3. Read and complete.

~~body~~ – eyes – ears – mouth – arms – tail

The gorilla has got a big body.

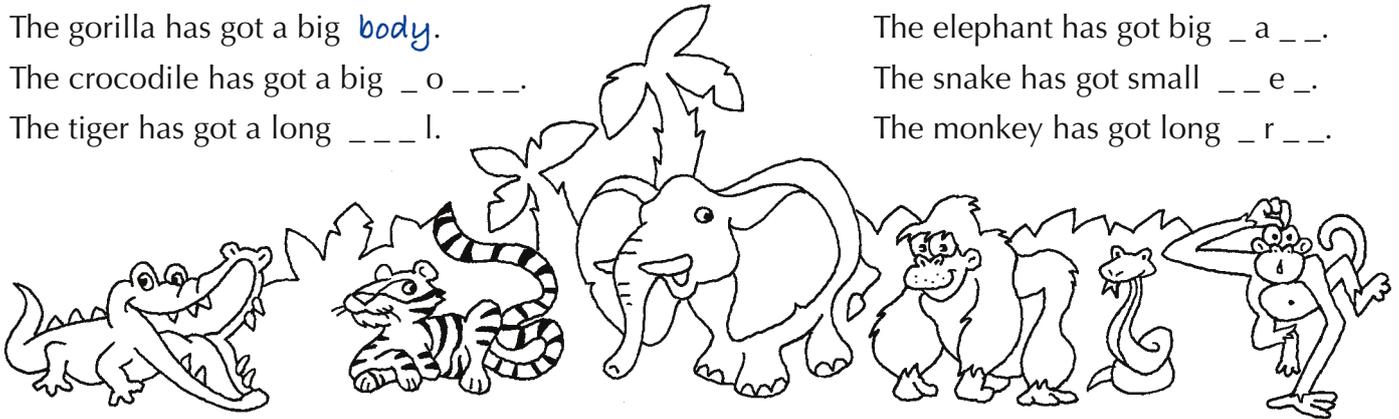
The crocodile has got a big o \_ \_ \_ \_.

The tiger has got a long l \_ \_ \_ \_ l.

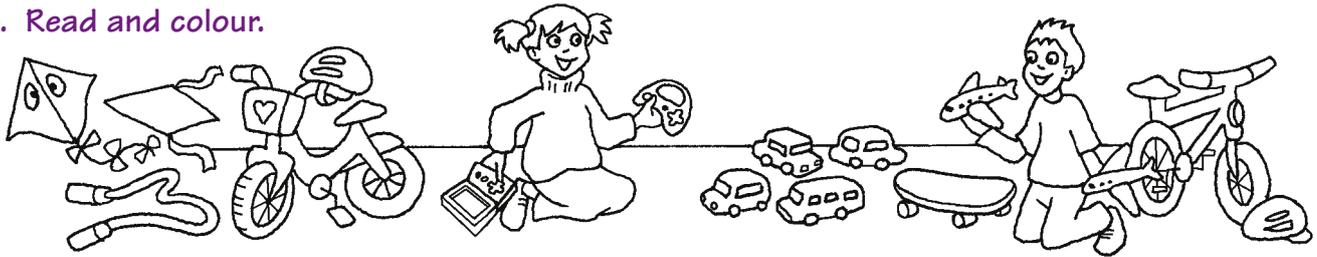
The elephant has got big a \_ \_ \_.

The snake has got small e \_ \_ \_.

The monkey has got long r \_ \_ \_.



### 4. Read and colour.



**Jim:** Have you got a videogame, Susan?

**Susan:** Yes, I have. I've got two purple videogames and I've got two orange kites and a yellow skipping rope. Have you got a skipping rope?

**Jim:** No, I haven't. I've got two white planes, four red cars and a green skateboard. I've got a blue bicycle and a black helmet too. Have you got a bicycle?

**Susan:** Yes, I have. I've got a pink bicycle and I've got a pink helmet too.

### 5. Read again and write YES or NO.

	PLANE	CAR	SKATEBOARD	BICYCLE	HELMET	KITE	SKIPPING ROPE
Jim	YES						
Susan	NO						

### 6. Write IN, ON or UNDER.

1. The carrot is on the table.

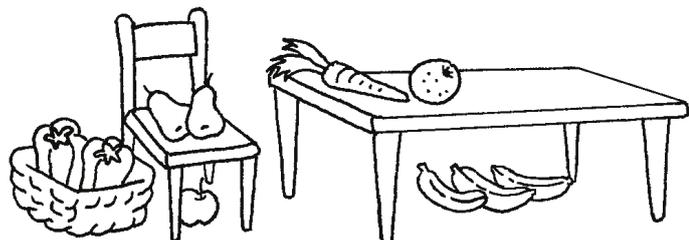
2. The pears are \_\_\_\_\_ the chair.

3. The bananas are \_\_\_\_\_ the table.

4. The apple is \_\_\_\_\_ the chair.

5. The peppers are \_\_\_\_\_ the basket.

6. The orange is \_\_\_\_\_ the table.





## YEAR 4

### 1. Circle the odd-one-out.

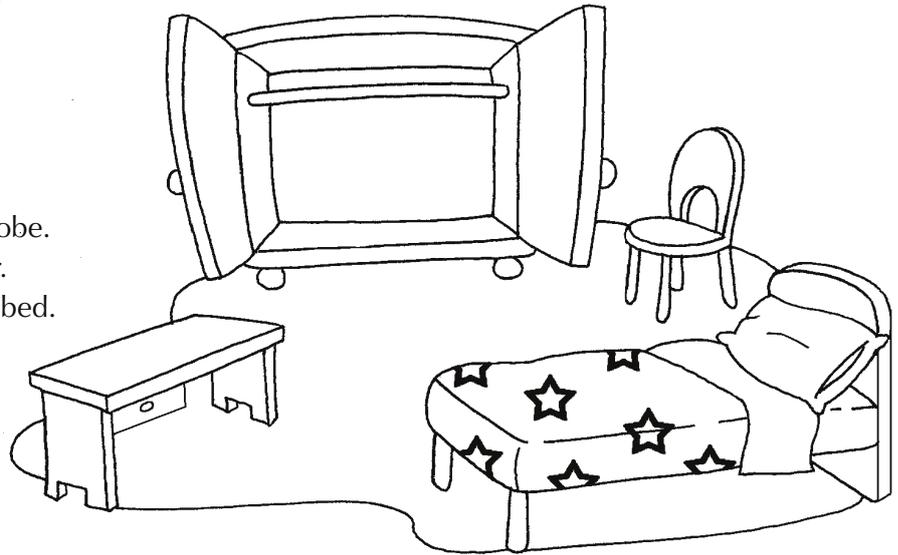
- a. bed wardrobe book
- b. bedroom kitchen sofa
- c. chair bed living room
- d. chair under in
- e. fridge sofa bedroom

### 2. Match the opposites.

- |       |        |
|-------|--------|
| SMALL | TALL   |
| WEAK  | FAT    |
| HAPPY | BIG    |
| THIN  | STRONG |
| SHORT | YOUNG  |
| OLD   | SHORT  |
| LONG  | SAD    |

### 3. Read and draw.

- There is a jumper on the bed.
- There is a T-shirt under the table.
- There are three dresses in the wardrobe.
- There are four shoes under the chair.
- There is a pair of trousers under the bed.
- There is a skirt on the chair.



### 4. Write the questions next to the answers.

How are you? – Can you spell it, please? – Where do you live? – Hi, what's your name? – What's your favourite season? – How old are you? – What month is it? – What's your surname?

- |          |                                |
|----------|--------------------------------|
| 1. _____ | Hello, I'm David.              |
| 2. _____ | My surname is Lawrence.        |
| 3. _____ | L-a-w-r-e-n-c-e.               |
| 4. _____ | I'm fine, thank you.           |
| 5. _____ | I'm nine years old.            |
| 6. _____ | I live in London.              |
| 7. _____ | It's July.                     |
| 8. _____ | My favourite season is summer. |

5. Read, write the names and answer the questions.



Hello! I'm Tony. I'm seven years old. This is my family. My grandmother's name is Jenny. She likes cooking and we love her cakes. My grandfather's name is Teddy. He works on a farm. My mum's name is Lucy. She likes plants and flowers. My dad's name is Tom. He likes Science. I've got a sister and a brother. Karen is five. She has got long brown hair. John is eleven. He is tall and thin.

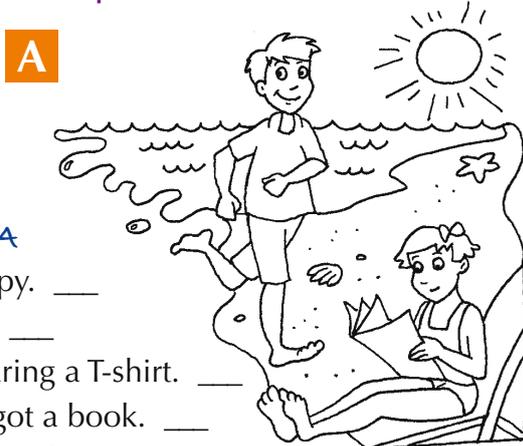
- Who is Jenny? *She's Tony's grandmother.*
- Who is Teddy? *He's Tony's \_\_\_\_\_.*
- Who is Lucy? *She's \_\_\_\_\_.*
- Who is Tom? \_\_\_\_\_.
- Who is Karen? \_\_\_\_\_.
- Who is John? \_\_\_\_\_.

YEAR 5

1. Circle the odd-one-out.

- Wednesday – Saturday – **spring** – Friday
- morning – school – afternoon – evening
- listen to music – go to school – pink sweater – read a book
- four o'clock – half past three – a quarter to seven – eighty-five
- he – in – under – on
- summer – Sunday – autumn – winter
- black – tracksuit – scarf – shorts

2. Look at the pictures, read and write A or B.



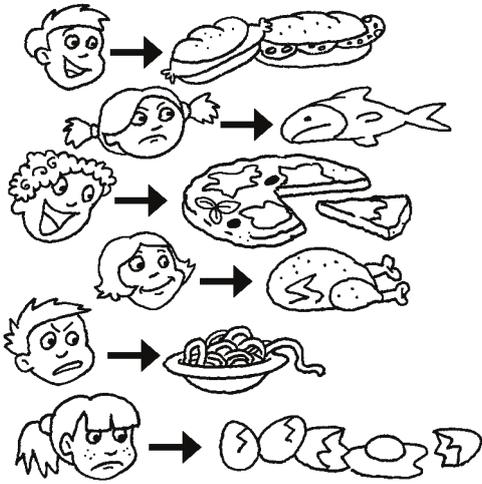
- It's hot. **A**  
 He's happy. \_\_\_\_  
 It's cold. \_\_\_\_  
 He's wearing a T-shirt. \_\_\_\_  
 She has got a book. \_\_\_\_  
 They are in the mountains. \_\_\_\_



- He's sad. \_\_\_\_  
 He's wearing a jumper. \_\_\_\_  
 She has got short hair. \_\_\_\_  
 He has got a camera. \_\_\_\_  
 There are clouds in the sky. \_\_\_\_  
 They are at the beach. \_\_\_\_



3. Look at the drawings and write sentences.



He likes sandwiches  
 She doesn't like fish  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Match.

- |        |                 |
|--------|-----------------|
| RIDE   | A BOOK          |
| EAT    | TV              |
| PLAY   | TO THE BEACH    |
| WATCH  | A JUMPER        |
| DO     | MY BIKE         |
| READ   | A SANDWICH      |
| DRINK  | ENGLISH         |
| SPEAK  | WITH MY FRIENDS |
| GO     | MY HOMEWORK     |
| PUT ON | ORANGE JUICE    |

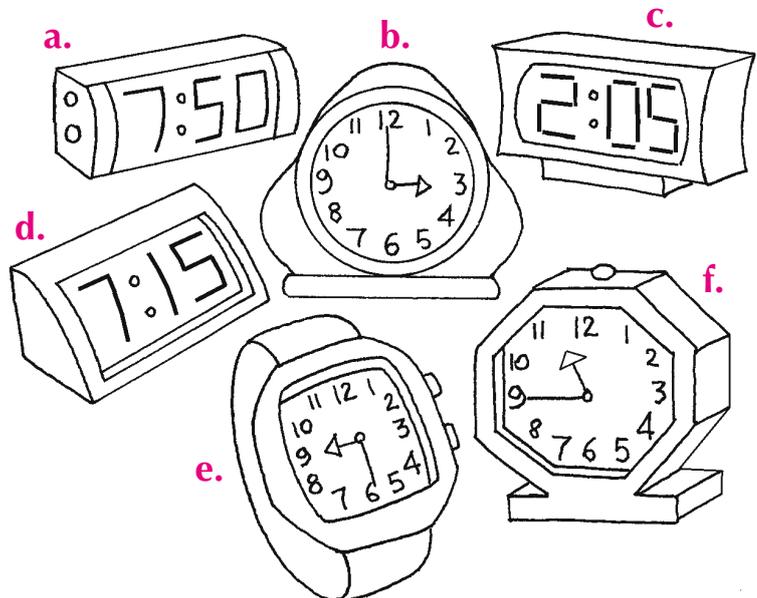
5. Unscramble and write the days of the week.

driFya – sduTyea – yurdaSta – nasWeddye  
 ayModn – harsuTyd – auyndS

Sunday  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

6. Match.

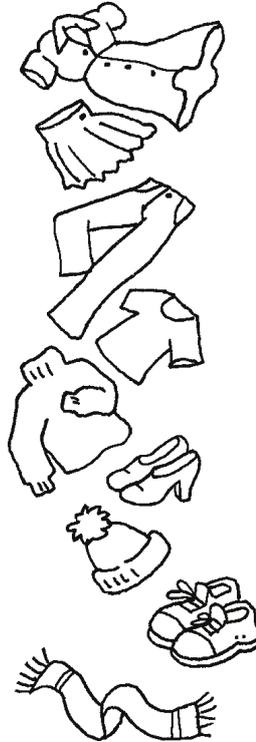
1. It's three o'clock.                    b
2. It's half past nine.                    .....
3. It's a quarter to twelve.            .....
4. It's a quarter past seven.           .....
5. It's ten to eight.                      .....
6. It's five past two.                      .....





7. Find the clothes and write the words next to the pictures.

D	R	E	S	S	A	S	K	I	R	T
T	J	O	O	H	S	H	S	T	E	R
A	C	F	E	O	U	O	Z	Z	O	O
S	A	H	D	R	P	E	A	C	A	U
W	F	A	X	T	M	S	H	O	E	S
E	M	T	Y	S	C	A	R	F	P	E
A	C	A	M	O	V	E	V	Y	W	R
T	S	H	I	R	T	G	I	H	M	S
E	T	R	A	C	K	S	U	I	T	P
R	A	T	R	A	I	N	E	R	S	Q




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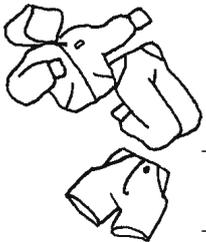
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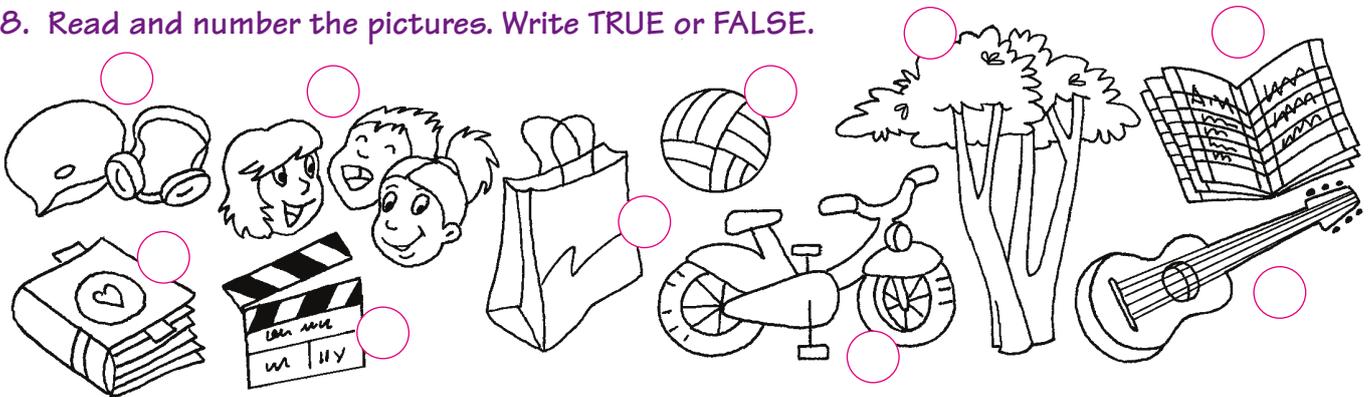
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8. Read and number the pictures. Write TRUE or FALSE.



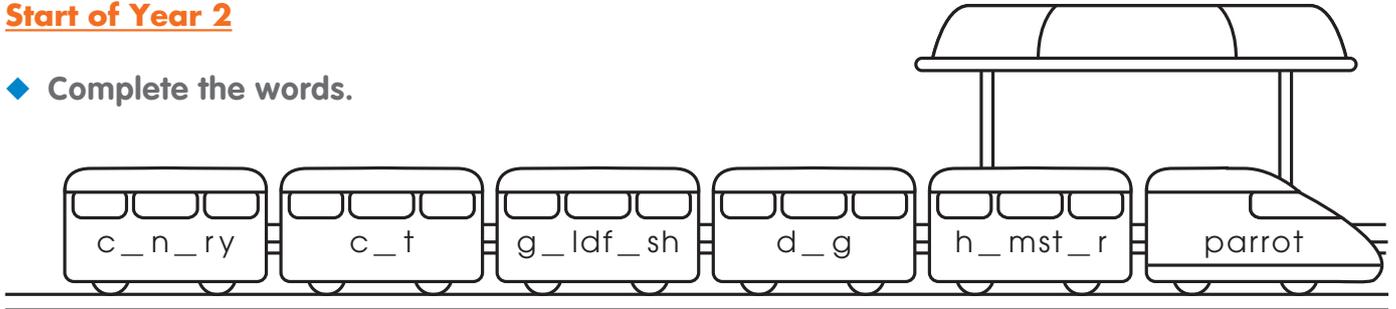
My favourite days are Tuesdays and Fridays because I go to the swimming pool (1) at 5:30. On Mondays and Wednesdays I play the guitar (2). The lesson starts at 5:00. On Thursdays I play volleyball (3) at 6:15. Every day I do my homework (4) in the afternoon, and I read a book (5) in the evening. On Saturdays I go shopping (6) in the morning and I go to the cinema (7) in the evening. On Sundays I play with my friends (8) in the afternoon. I go to the park (9) and I ride my bike (10). I love the weekend!

- a. She goes to the swimming pool on Tuesdays and Fridays. true
- b. She plays volleyball on Mondays at 6:15. \_\_\_\_\_
- c. She plays with her friends on Sundays. \_\_\_\_\_
- d. She does her homework in the morning. \_\_\_\_\_
- e. She plays the guitar at 5:30. \_\_\_\_\_

# Vocabulary revision activities

## Start of Year 2

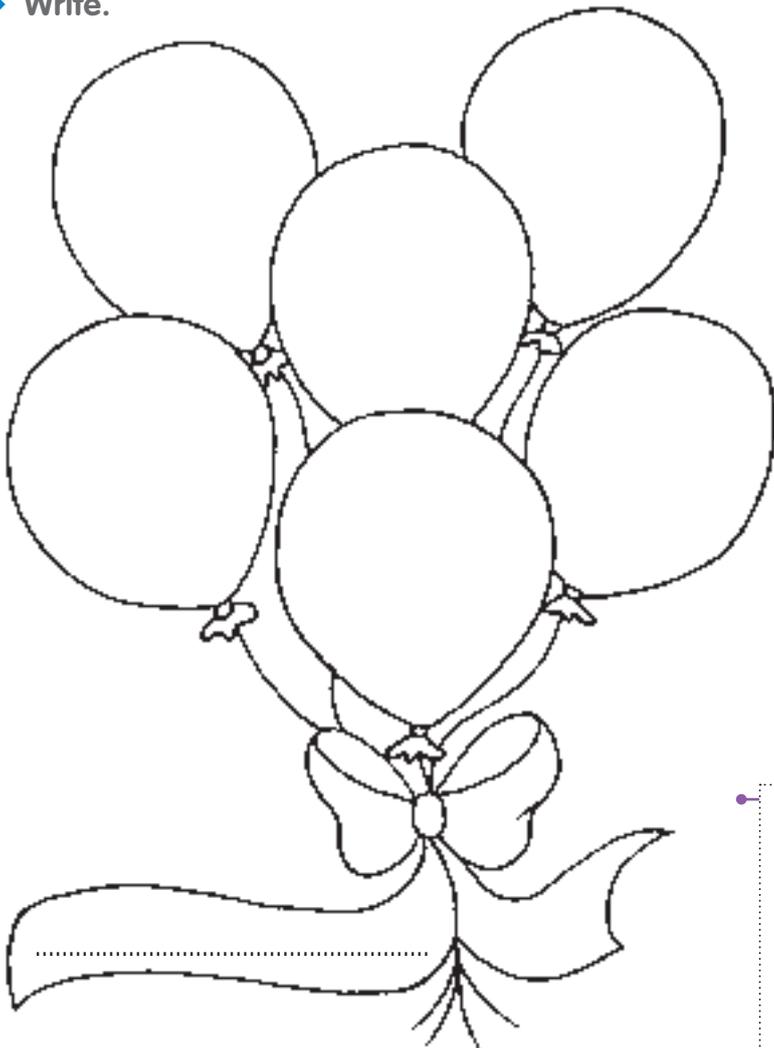
◆ Complete the words.



**Teacher's Notes:** The vocabulary train can be used for any class. For older children just give them the word in the first carriage and then they can fill up the carriages with related words. You can also put the children in groups and ask them to draw more trains. You can then put a picture of a big train station on your classroom wall and the children can stick on their trains.

## Start of Year 3

◆ Write.



**Teacher's Notes:** The bunch of balloons activity can be used for classes 3/4/5. You have to set the children a time limit (2 minutes for example) and get them to write down as many words as they can remember from a category (clothes for example) on the balloons. To adapt it for use with year 2 you could write the words from that lexical set mixed with some other random words and get the children to copy the right ones onto the balloons.

# Vocabulary revision activities

## Start of Year 4

◆ Complete the crossword.

scienze ▶

francese ▶

ginnastica ▶

Storia

inglese

italiano

**Teacher's Notes:** If some children can remember the words that go in the crossword but aren't sure of the spelling, ask if anyone in the class knows how to spell it. If not, help them out but make sure they're using the phrase *How do you spell...?* As an extension activity children can create their own crosswords that they can then swap with a partner to complete. Monitor carefully to check the spellings and the number of letters in the crossword.

## Start of Year 5

◆ Write.

**Teacher's Notes:** The children have to look at the picture on their game card and write the corresponding word. They can use them to play 'snap' in pairs with the only rule being that they have to shout out the word (i.e. flute) in English. You can make more game cards and build up a class set. As well as playing snap with them you can use the cards as flashcards too.

I'M FIVE.  
I LIKE IT!  
HAVE YOU  
GOT A DOG?

## WORKSHEET

# Grammar revision activities

### Start of Year 2

#### ◆ Match.



- |                        |  |
|------------------------|--|
| a. What's your name?   | 1. <input type="checkbox"/> It's red.        |
| b. What colour is it?  | 2. <input type="checkbox"/> A pencil.        |
| c. What is it?         | 3. <input type="checkbox"/> Thank you.       |
| d. What's in your bag? | 4. <input type="checkbox"/> I'm seven.       |
| e. How old are you?    | 5. <input type="checkbox"/> My name's Emily. |
| f. Happy Birthday!     | 6. <input type="checkbox"/> It's a triangle. |

**Teacher's Notes:** This may be best done as a listening activity with you reading out the questions/sentences to the class and eliciting the right response. The children can match them up later.

### Start of Year 3

#### ◆ Cut out and match.

like pears?	Have you	Do you	I'm wearing
oranges and bananas.	It's under	a red jumper.	the desk.
got a dog?	Can you	I like	spell that, please?

**Teacher's Notes:** The children can cut out all the jigsaw puzzle pieces and then stick them in their books.



# Grammar revision activities

## Start of Year 4

◆ Colour the right words.



Teacher's Notes: The children have to colour the right word in italics. They can then practise the dialogue with a partner.

Hi Lucy!

Hi / *Goodbye* Jane.

*Those* / *This* is my cousin.

What's *his* / *her* name?

Her name *is* / *are* Sophie. She *like* / *likes* football.

Great! I *love* / *loves* football, too. Let's play together soon.

## Start of Year 5

◆ Put the sentences in the right order to make a conversation. Number.

Teacher's Notes: Once the children have got the conversation in the right order they can role play the situation. To give them more practice you can change the names, countries and item to be bought.

Come on! Let's go!

It's in the north of England.

What's your name?

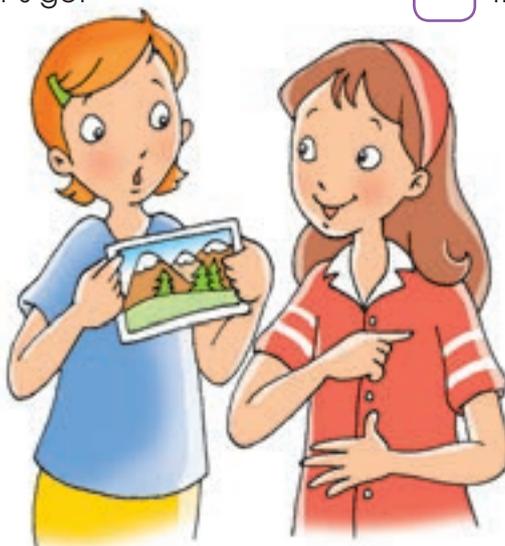
Karen. I'm from Canada.

Where is Leeds?

Where are you from?

Where can I buy a postcard?

I'm from Leeds.



Hi! My name's Annabel.

At the newsagents next to the bank.