

CAMBRIDGE

# **Super Minds**

## **Workbook 4**

Herbert Puchta

Günter Gerngross

Peter Lewis-Jones



CAMBRIDGE UNIVERSITY PRESS  
Cambridge, New York, Melbourne, Madrid, Cape Town,  
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press  
The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521222389](http://www.cambridge.org/9780521222389)

© Cambridge University Press 2012

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without the written  
permission of Cambridge University Press.

First published 2012

Printed in China by Golden Cup Printing Co. Ltd

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-22218-1 Student's Book with DVD-ROM 4

ISBN 978-0-521-22238-9 Workbook 4

ISBN 978-0-521-21750-7 Teacher's Book 4

ISBN 978-1-107-69376-0 Teacher's Resource Book with Audio CD 4

ISBN 978-0-521-21751-4 Class Audio CDs 4

ISBN 978-0-521-22308-9 Classware and Interactive DVD-ROM 4

Cambridge University Press has no responsibility for the persistence or  
accuracy of URLs for external or third-party internet websites referred to in  
this publication, and does not guarantee that any content on such websites is,  
or will remain, accurate or appropriate. Information regarding prices, travel  
timetables and other factual information given in this work is correct at  
the time of first printing but Cambridge University Press does not guarantee  
the accuracy of such information thereafter.



این فایل توسط آموزشگاه زبان ملل، تهیه و تنظیم شده است

# Contents

	Well done, Ben and Lucy!	4
1	In the museum	10
2	The world around us	22
3	Danger!	34
4	Two return tickets	46
5	Police!	58
6	Mythical beasts	70
7	Orchestra practice	82
8	In the planetarium	94
9	At the campsite	106
	My Super Mind	118



# Well done, Ben and Lucy!

1 Look at the pictures and letters. Write the words.



greathophopr  
photographer



routjailns



pcomeiorhn



dabn



mogded scar



recroslloare



bgi lhewe



robotduan



ymrao

2 Read and write the words.

1 She writes stories for newspapers.

journalist

2 He's the most important man in town.

3 She takes photos.

4 They play music.

5 You speak into this.

6 Four fairground rides:



# 1 Match the questions with the answers.

- 1 Are you eleven?
- 2 What's your favourite colour?
- 3 When do you get up in the mornings?
- 4 Where do you go on your holidays?
- 5 Who is your best friend?
- 6 Do you like going on adventures with Ben?
- 7 Does Ben ever make you angry?
- 8 Is it fun being an Explorer?

- a ☐ Yes, it is.
- b ☐ Ben, of course.
- c ☐ Yes, I do.
- d ☐ Blue, definitely.
- e ☐ Sometimes, when he's scared of silly things.
- f ☐ Half past seven.
- g ☒ 1 No, I'm ten.
- h ☐ I go to the beach.

# 2 Read and complete the questions.

- 1 How old are you?
- 2        do you live?
- 3        you got any brothers or sisters?
- 4        your favourite colour red?
- 5        your school got a uniform?
- 6        is your favourite subject?
- 7        do you get home from school?
- 8        you tell your best friend everything?



# 3 Answer the questions from Activity 2 about yourself.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**1 Remember the song. Write the words in order.**

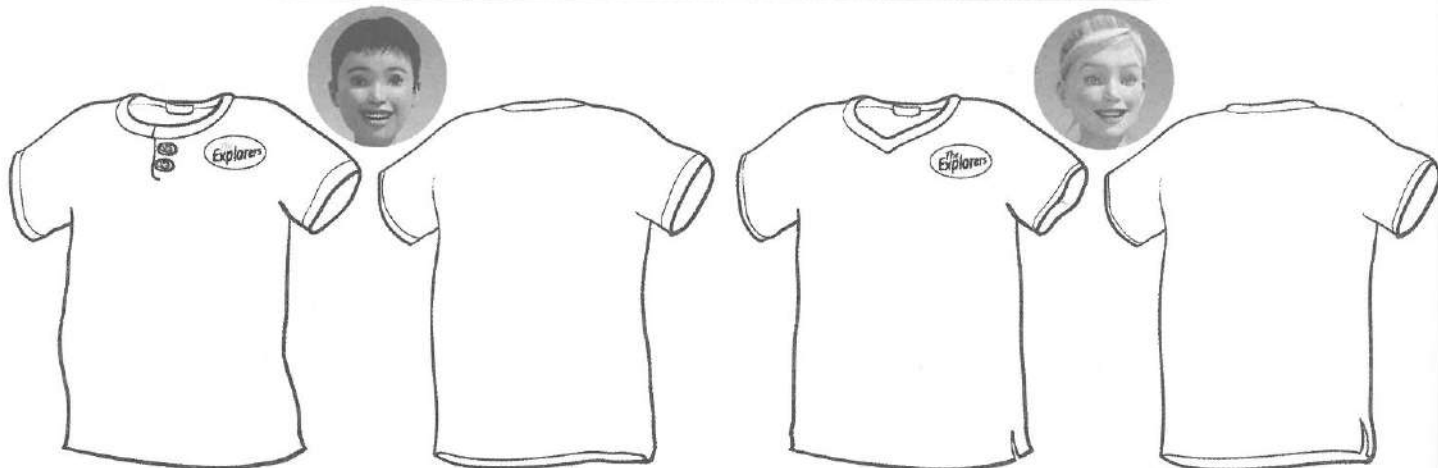
fun. / Here / they / The / come. / and /  
Adventure / and / Lucy / Explorers. / Ben.

The Explorers.

stars. / Ben / are. / Here / The / and /  
Action / they / Lucy. / Explorers.

**2 Is it Ben or Lucy in the song? Write the sentences on the T-shirts.**

I find a lot of treasure. I like adventure.  
I love exploring things. I'm not scared of anything.



**3 Answer the questions.**

## Are you an Explorer?

**1** Do you like adventure? \_\_\_\_\_

**2** Do you like exploring things? \_\_\_\_\_

**3** Do you like exciting things? \_\_\_\_\_

**4** Are you scared of anything? \_\_\_\_\_

### Key

Q 1-3: yes = 1 point, no = 0 points

Q 4: no = 1 point, yes = 0 points

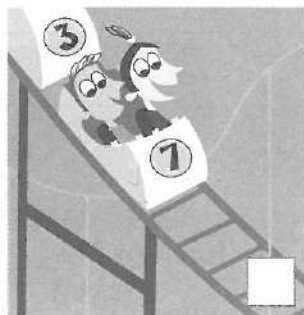
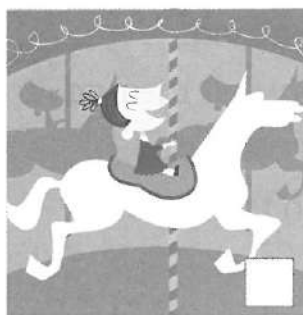
**4 points:** You're a true Explorer,  
just like Ben and Lucy.

**3 points:** You're nearly an Explorer.

**1-2 points:** You aren't an Explorer  
at the moment.

**0 points:** You aren't really  
an Explorer.

What did Emma do at the party? Listen and tick (✓).



2 Read and complete the questions.

1 What was the party like?

2 \_\_\_\_\_ there a band?

3 \_\_\_\_\_ you dance?

4 \_\_\_\_\_ there a barbeque?

5 \_\_\_\_\_ you have a lot of fun?

6 \_\_\_\_\_ there dodgems too?

3 Write questions for the answers.

1 What did you do last night \_\_\_\_\_ ?

Last night? I watched TV.

2 \_\_\_\_\_ ?

I watched a film.

3 \_\_\_\_\_ ?

Yes, it was a really good film.

4 \_\_\_\_\_ ?

No, I didn't watch the match. I don't like football.

5 \_\_\_\_\_ ?

No, I didn't do my homework. I'm going to do it at the weekend.

6 \_\_\_\_\_ ?

I went to bed at about 10 o'clock.



**1 Think! Remember the story. Put the sentences in order.**

- ☐ Mr Davidson tells them about a king.
- ☐ 1 The children tell Mr Davidson about their adventure.
- ☐ Mr Davidson shows the children a map.
- ☐ Mr Davidson finds a symbol on the statue.
- ☐ Horax phones Zelda.
- ☐ The children see the symbol and read a rhyme on the map.

**2 Read and write the words.**

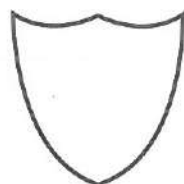
go rhyme quiz is ~~know~~ find

Study the map, so then you <sup>(1)</sup> know the places where you have to <sup>(2)</sup> \_\_\_\_\_  
 When you get there, look and <sup>(3)</sup> \_\_\_\_\_ a line like this to make a <sup>(4)</sup> \_\_\_\_\_  
 The lines together make a <sup>(5)</sup> \_\_\_\_\_ to tell you where the treasure <sup>(6)</sup> \_\_\_\_\_

**3 Think! The pictures on the map tell Ben and Lucy where to look. Look, guess and write sentences. Use words from the box.**

school library zoo lake station museum concert hall  
 castle statue art gallery restaurant planetarium

1



I think they have to  
 find a museum.

2



3



4



5



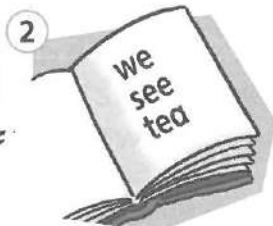
6



**1 Match the rhyming words.**



noise



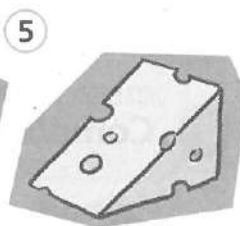
rhyme



shoe



toe



cheese



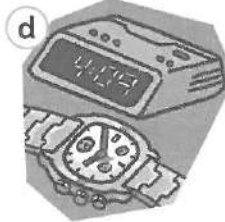
trees



snow



boys



time



glue

**2** CD 1  
13 **Listen, say and check your answers.**

**3 Think!** Which one is different in each group? Read, think and circle.

- |              |                   |              |               |
|--------------|-------------------|--------------|---------------|
| 1 dodgem car | <u>microphone</u> | roundabout   | big wheel     |
| 2 code       | book              | newspaper    | treasure      |
| 3 journalist | mayor             | photographer | rollercoaster |
| 4 had        | opened            | wanted       | used          |
| 5 famous     | exciting          | reading      | dangerous     |

**4 Colour the bricks to make sentences. Write in the missing words.**

1	Does _____ your	you go on	in a band?
2	_____ your parents	TV	yesterday?
3	Where _____	brother play	the weekend?
4	_____ you watch	you do at	Spanish?
5	_____ did	speak	holiday last summer?

# 1

# In the museum

1 Complete the words. Then draw lines.

a



b



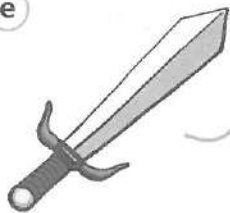
c



d



e



1 s w o r d

2 h \_ l m \_ t

3 s \_ i e \_ d

4 b o \_ and a r r \_ w

5 \_ n i \_ h t

6 n \_ c k l a \_ e

7 c r o \_ n

8 b e \_ t

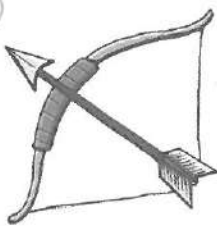
9 q \_ e e \_

10 b \_ a \_ e l e t

f



g



h



i



j



2 Look, read and number the sentences.

1



2



3



4



5



6



- a ☒ 2 She's wearing a dress, a crown and two bracelets.
- b ☐ He's wearing a helmet. He's carrying a shield and a bow and arrow.
- c ☐ He's wearing a helmet. He's carrying a shield and a sword.
- d ☐ She's wearing a dress with a belt, a crown and a bracelet.
- e ☐ She's wearing a dress, a crown, a necklace and a bracelet.
- f ☐ He's carrying his helmet. He's wearing his sword on his belt.



# 1 Write the sentences under the pictures.

I must drink more water. I mustn't touch my sister's CDs.  
I must take off my shoes in the house. I mustn't eat too much ice cream.  
I must do my homework. I mustn't run in the living room.



I mustn't run in the  
living room.



## 2 Read and write *must* or *mustn't* and a word from the box.

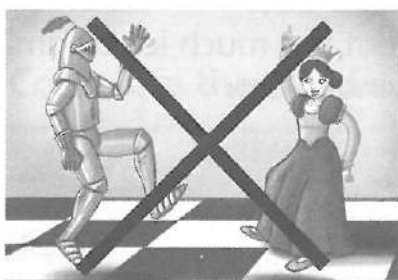
shout keep use wear drink buy

- 1 I must wear a helmet when I ride my bike. It keeps my head safe.
- 2 I \_\_\_\_\_ in the house when my baby brother is sleeping.
- 3 I \_\_\_\_\_ water from the lake. It's dirty.
- 4 I \_\_\_\_\_ the dog on his lead. I don't want him to chase cats.
- 5 I \_\_\_\_\_ a new T-shirt. I've got too many already!
- 6 I \_\_\_\_\_ my camera here. The sign says 'No photos'.

## 3 What must or mustn't you do at home or at school? Write four sentences: two with *must* and two with *mustn't*.

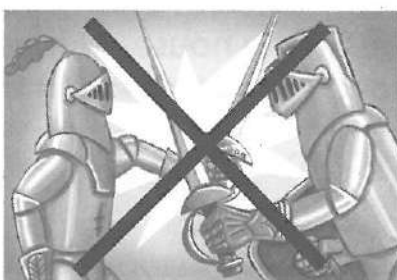
I must wear school uniform.

- 1 What does the knight say? What mustn't he do in the museum?  
Look and write sentences.



1

I mustn't



2



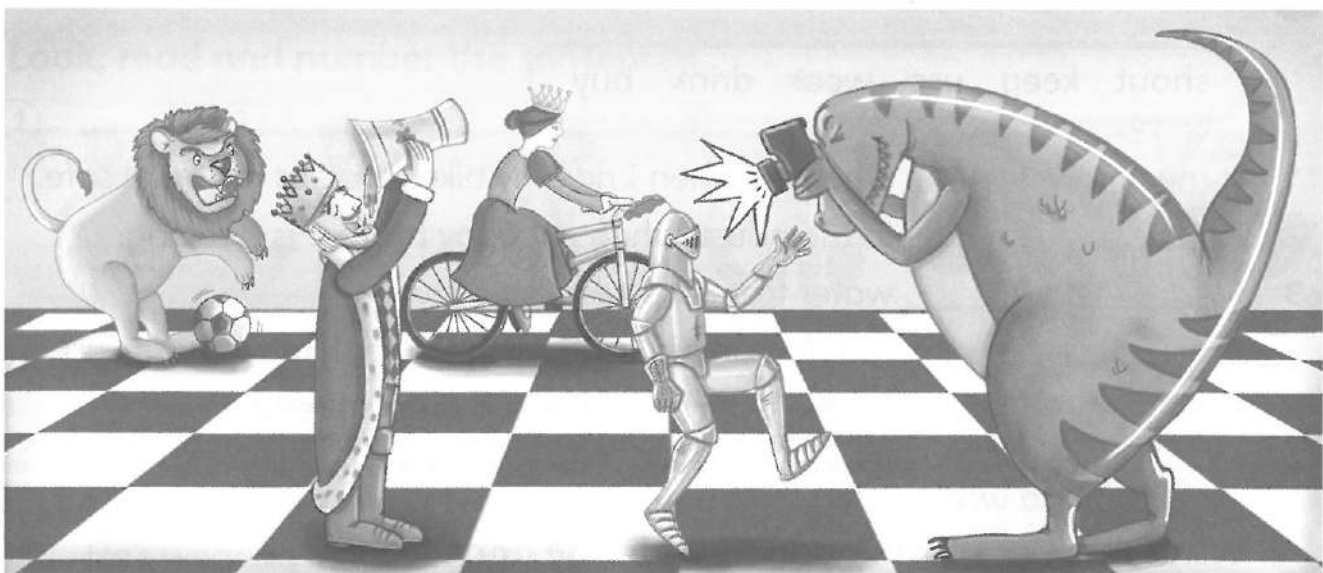
3

- 2 Remember the song. Correct the sentences.

- 1 The bracelets are in the vase.
- 2 The necklaces are flying round.
- 3 The crowns are on the ground.
- 4 The swords are roaring.
- 5 The vase is fighting.
- 6 The lions are shouting.

The bracelets are flying round.

- 3 Describe the scene at the museum.



It's midnight at the museum. The knight is dancing.

# 1 Read and circle.

- 1 Please help Bob.
- 2 Please show the photo to Jenna.
- 3 Please write Ruby and me an email.
- 4 Tell the story to Frank and Amy.
- 5 Buy a new dress for Mia.
- 6 Please give the pen to Jack.

him / he  
 she / her  
 us / we  
 they / them  
 her / she  
 he / him

# 2 Change the sentences.



- 1 Don't tell Hannah.  
Don't tell her.



- 2 Don't show the letter to Joel and Frank.



- 3 Don't give any money to Ryan.



- 4 Don't take the apples!



- 5 Please don't shout at Bella and me.



- 6 Don't give any bananas to Ella.



**1 Remember the story. Read and write *t* (true) or *f* (false).**

- 1 Someone is trying to hurt Lucy and Ben with a shield.
- 2 The knight comes after them.
- 3 The knight finds Lucy and Ben.
- 4 The knight falls down the stairs.
- 5 Lucy and Ben find a rhyme on the knight's sword.
- 6 The knight was Zelda.

f

**2 Read and write the words.**

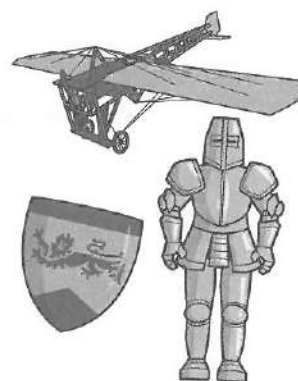
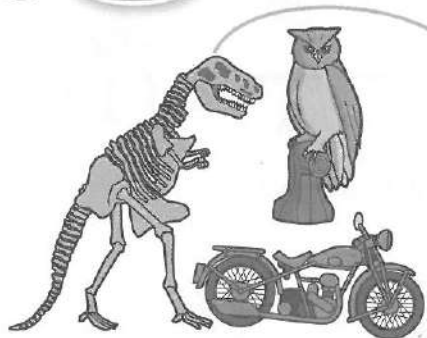
chase queen children knight ~~dressing~~ going

Zelda,

I'm <sup>(1)</sup> dressing up as the <sup>(2)</sup> \_\_\_\_\_ ! When the <sup>(3)</sup> \_\_\_\_\_  
come into the museum, I'm <sup>(4)</sup> \_\_\_\_\_ to scare them. Then I'm  
going to <sup>(5)</sup> \_\_\_\_\_ them. You can be the <sup>(6)</sup> \_\_\_\_\_.

Horax

**3 Think! Draw lines and complete the sentences.**



- 1 The dinosaur is from the Nature Museum.
- 2 The owl \_\_\_\_\_.
- 3 The motorbike \_\_\_\_\_.
- 4 The shield \_\_\_\_\_.
- 5 The plane \_\_\_\_\_.
- 6 The knight \_\_\_\_\_.

1 CD 1  
23

Listen and write the missing words. Then say with a friend.

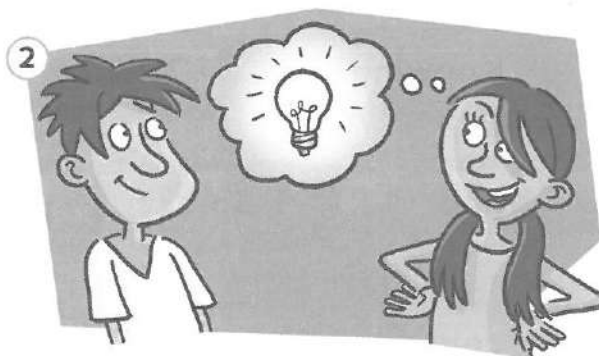


Tim: Look out!

Sue: What was that?

Tim: The tree. It just fell.

Sue: Wow! \_\_\_\_\_ !



Liam: What am I going to buy you for your birthday?

Kim: \_\_\_\_\_ !

Liam: What?

Kim: Nothing! That's what you bought me last year!

2 Colour the squares yellow or brown.



yellow

brown

bow and  
arrow

crown

know

window

how

town

show

now

flower

snow

3 CD 1  
24

Listen, say and check your answers.



1 **Values** What can we learn from the story? Colour the words.

Knowing

Talking

a lot

can't

can

find

help

you

I

in

out

your

their

life

name

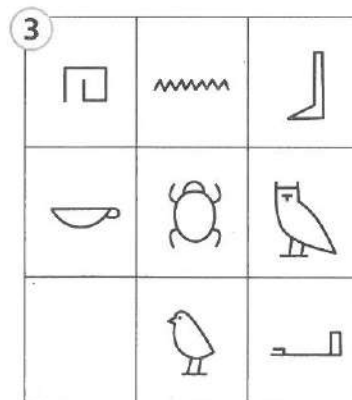
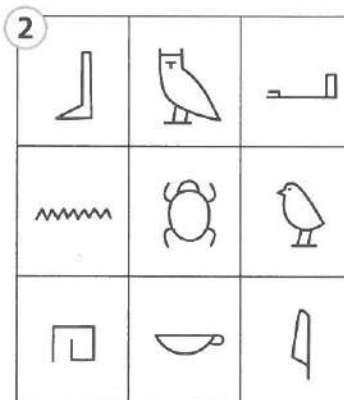
.

2 Read and write the words.

case daughter torch checked interesting locked piece key

- 1 Mr Benson told children interesting stories.
- 2 The best \_\_\_\_\_ in the museum was a statue of a gold cat.
- 3 The statue was in a glass \_\_\_\_\_.
- 4 When Mr Benson went home, he always \_\_\_\_\_ the windows and the doors.
- 5 He had an eighteen-year-old \_\_\_\_\_ called Cleo.
- 6 After the party, Mr Benson took the \_\_\_\_\_ to the museum and closed the window.
- 7 He \_\_\_\_\_ the alarm.
- 8 When Cleo heard a noise, she waited and then she switched on her \_\_\_\_\_.

3 **Think!** Draw the missing symbol in Box 3.





Listen and draw a line from the day to the correct picture.



Monday

Tuesday



Wednesday

Thursday



Friday

Saturday



Sunday



## 1 Read and write the words.

collection exhibits galleries ancient

- 1 very old ancient
- 2 objects in a museum \_\_\_\_\_
- 3 a group of objects that are the same \_\_\_\_\_
- 4 rooms in a museum \_\_\_\_\_

## 2 Values Read the story. What can we learn from it? Tick (✓).

My grandpa likes to tell me stories about when he was young. We live in the city, but when my grandpa was a boy, he lived on a farm high up in the mountains.

When we go shopping, we get into the car and drive to the supermarket. We do the shopping, put it in the car and drive home.

When my grandpa went shopping, he walked down the mountain, then he bought things in a small shop in a village, he put them in his rucksack and then he walked back to the farm again. He didn't buy very much, just the things which they didn't have at the farm, such as flour, oil and salt.



On the farm they baked their own bread. One day my grandpa took me to a museum. There they showed us how to bake bread. My grandpa said, 'That's how we baked our bread on the farm.' We tasted the bread in the museum and it was really nice.

Last winter I went skiing with my family and we stayed in a hut in the mountains. For the first few days, there was a lot of sun and we skied, but then it snowed for three days. It was too dangerous to leave the hut and soon we had no more bread. Then I remembered my grandpa. 'I can bake bread,' I said to my parents, but they didn't believe me.

We had water, oil and salt, and luckily we found some flour in a cupboard. I remembered what my grandpa told me and baked some bread. It wasn't really very nice, but everybody liked it because they were hungry.

- ☐ We cannot learn anything from history.
- ☐ We can never do the same things which people did a long time ago.
- ☐ We can learn a lot from history.

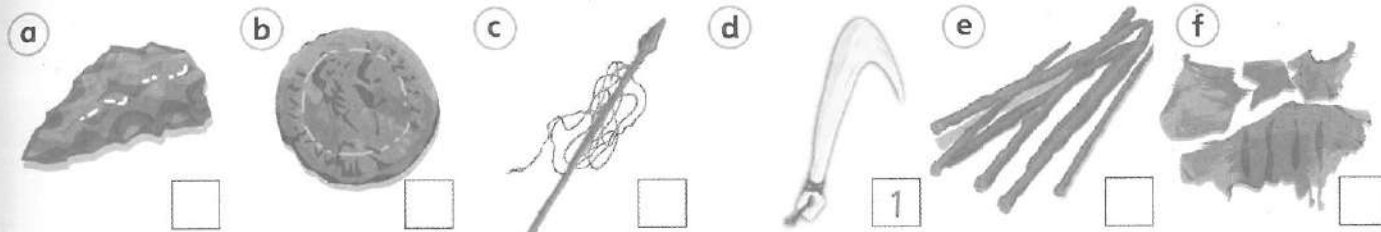




CD 1  
27

Think!

Archaeologists found these objects. What did people use them for? Listen and number the pictures.



2 Look, read and write the words.

big didn't fruit gardening Germany loved know tried



Giant Shoe Museum, Washington, USA



British Lawnmower Museum, Merseyside, UK



Banana Museum, Washington, USA



German Sausage Museum, Thuringia, Germany

- 1 I tried a pair, but they were too \_\_\_\_\_ for me.
- 2 Dad loves \_\_\_\_\_ so we went to this museum, but I \_\_\_\_\_ like it.
- 3 There was everything that you want to \_\_\_\_\_ about this \_\_\_\_\_ !
- 4 My brother \_\_\_\_\_ this museum in \_\_\_\_\_. He loves meat.



**1 Match the questions with the answers.**



- |                                   |   |
|-----------------------------------|---|
| 1 When did you leave the museum?  | a <input type="checkbox"/> No, I didn't. The window was closed.                                       |
| 2 What did you do outside?        | b <input type="checkbox"/> I don't think so. Mr Benson said, 'I mustn't forget to close the windows.' |
| 3 Did you go back in the morning? | c <input checked="" type="checkbox"/> 1 Three nights ago when Mr Benson forgot to close a window.     |
| 4 So what did you do?             | d <input type="checkbox"/> I met another cat and we hunted rats.                                      |
| 5 Did you like it outside?        | e <input type="checkbox"/> Yes, it was great.   |
| 6 Are you going to go out again?  | f <input type="checkbox"/> I waited and the next night someone opened the window.                     |

**2 Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

One night Mr Benson left a door open. The Egyptian cat got out of its glass case. Outside, it met a dog. When the Egyptian cat wanted to get back in, the door was locked. She waited and two nights later someone opened a window. She went back into her glass case.

One night Mr Benson left a window open.

**3 Imagine that a different exhibit escaped. Write what happened.**

- Which exhibit escaped?
- What did it do outside?
- When did it go back to the museum?

One day Mr Benson left the window open again. The

# 1 Write the words in three groups.

ancient belt bow and arrow bracelet collection crown  
exhibits galleries helmet necklace shield sword

1

ancient

2

belt

3

bow and arrow

## 2 Look at Activity 1. Number the topics to match the groups.

☐

For fighting

☐

Museum words

☐

For wearing

## 3 Look and draw lines to make sentences.

1

Give



us

the

balls

yesterday, please.

them

a

shoes

tomorrow, please.

me

an

ball

now, please.

2

You



aren't

make

silence

in the museum.

mustn't

be

photos

in the shop.

must

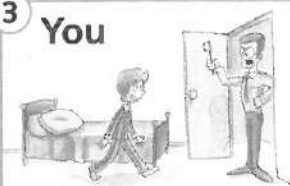
take

a noise

in the zoo.

3

You



must

brush

your hair

before bed.

have

wash

your face

after bed.

mustn't

dry

your teeth

in bed.

4

The dog



is

hungry.

Give me

some water, please.

am

thirsty.

Give them

any more, please.

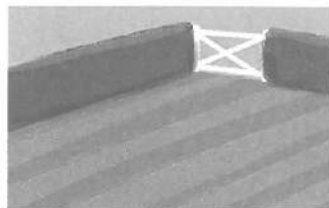
are

tired.

Give him

no more, please.

1 Find and write eight words. Look →, ↓ and ↘.



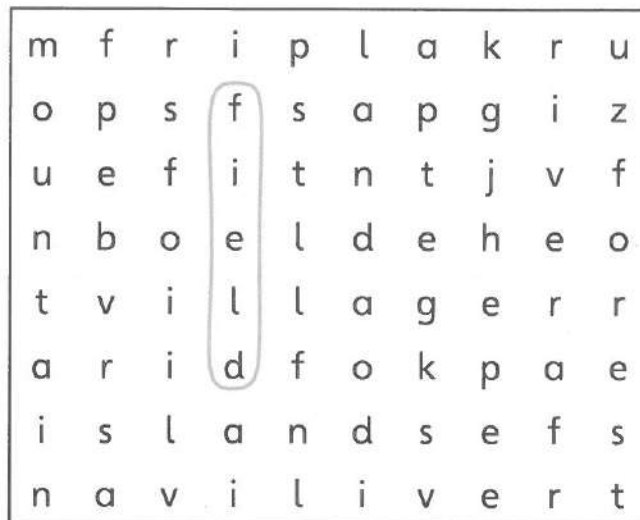
1 field



3 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



4 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



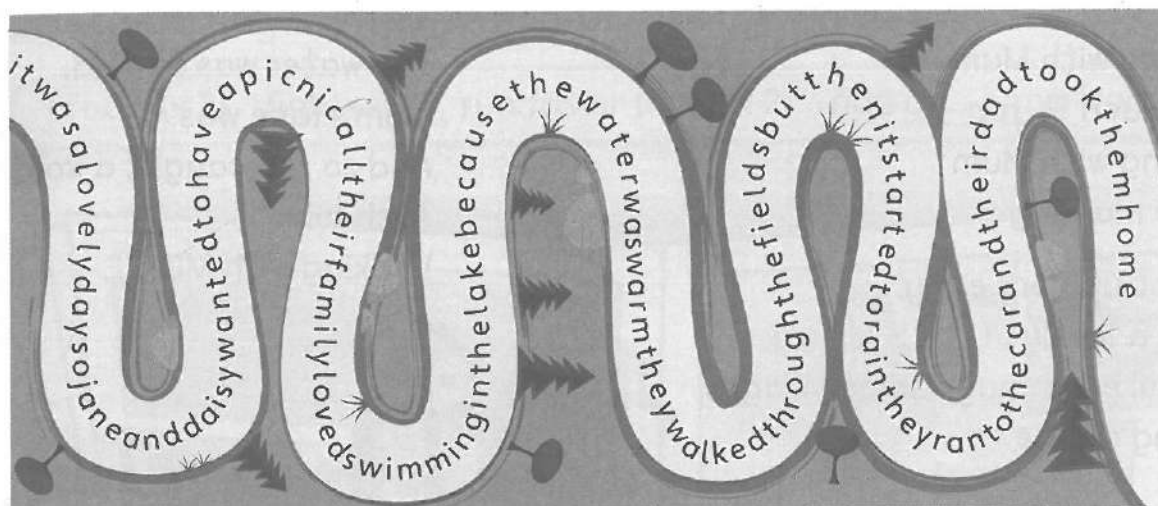
8 \_\_\_\_\_

2 Read and write words from Activity 1.

- 1 A: Can we swim to that island in the middle of the lake?  
B: No, you can't, but look, we can all go on that boat.
- 2 A: I can see some lights there. Is that a town?  
B: No, there are only a few houses. It's a \_\_\_\_\_.
- 3 A: Let's go through the trees.  
B: No, I think we should stay on the \_\_\_\_\_. It's safer.
- 4 A: How can we get across the \_\_\_\_\_?  
B: Look, there's a bridge.
- 5 A: Why can't we go into that \_\_\_\_\_?  
B: Because they're cutting down some trees. It's too dangerous.



# 1 Find and write four sentences.



- 1 It was a lovely day so Jane and Daisy wanted to have a picnic.
- 2
- 3
- 4

## 2 Join the sentences with *and*, *but*, *so* and *because*.

- 1 There are fields near our village. People love having picnics there.  
There are fields near our village and people love having picnics there.
- 2 It started to rain. We went home.
- 3 John went to the USA. He stayed in Chicago.
- 4 Kate liked visiting her uncle. It took two hours by car.
- 5 The film was boring. We left the cinema.
- 6 Don't go across that old bridge. It's dangerous.

## 3 Write four sentences about you. Use *and*, *but*, *so* and *because*.

I like watching football and ... I like watching football but ...

**1 Remember the song. Complete the lines.**

Walking with Mum  
Is so much <sup>(1)</sup> fun .  
Walking with Mum  
In the morning <sup>(2)</sup> \_\_\_\_\_ .

We got up very early.  
What a lovely <sup>(3)</sup> \_\_\_\_\_ !  
We walked through some villages,  
Singing all the <sup>(4)</sup> \_\_\_\_\_ .

'Let's sit here,' said Mum  
And pointed to some <sup>(5)</sup> \_\_\_\_\_ .  
'We can have a picnic -  
I've got some bread and <sup>(6)</sup> \_\_\_\_\_ ?  
Walking with Mum ...

We walked through the fields,  
But that was a <sup>(7)</sup> \_\_\_\_\_ .  
Mum didn't see the path  
And fell into the <sup>(8)</sup> \_\_\_\_\_ !

The water was so cold,  
Mum's face was <sup>(9)</sup> \_\_\_\_\_  
And so she caught a cold.  
Atchoo! <sup>(10)</sup> \_\_\_\_\_ !  
Walking with Mum ...



**2 Complete Mum's email to her friend Sally.**

Send Chat Attach Address Format Save

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Dear Sally,

Yesterday the children wanted to go walking with me. We got up early. It was a lovely day and \_\_\_\_\_

\_\_\_\_\_

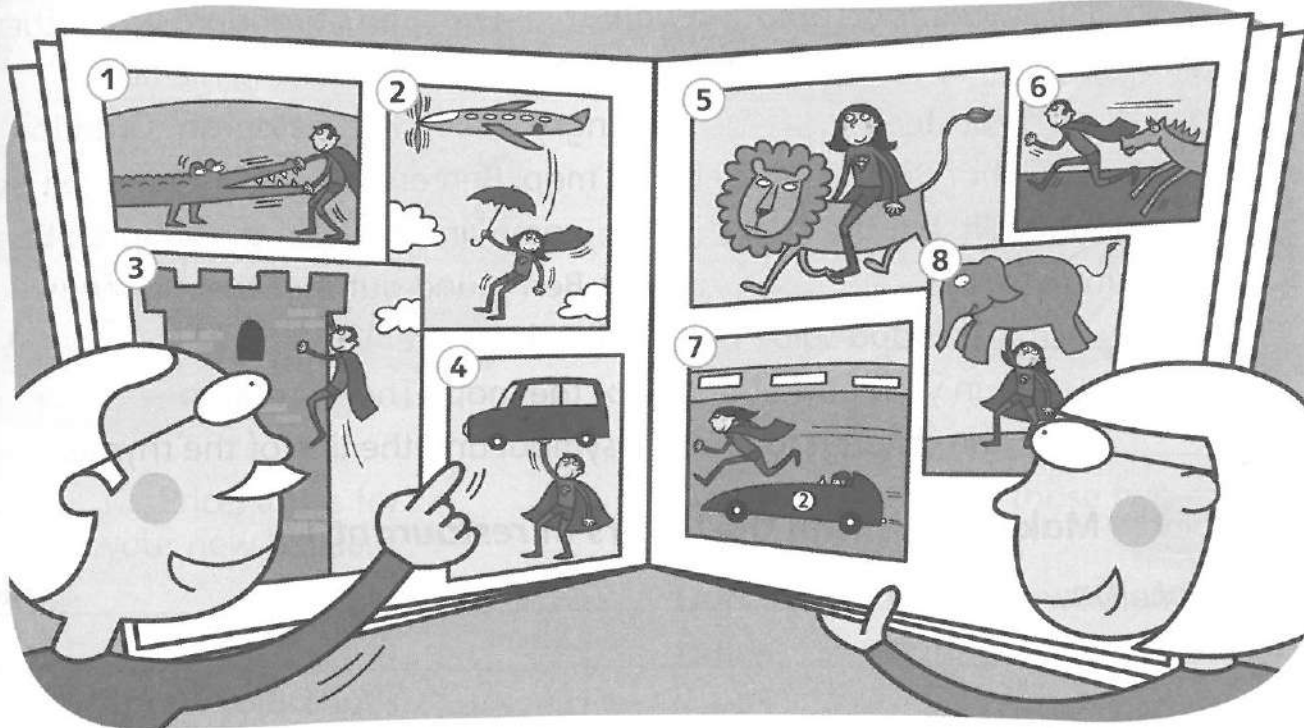
\_\_\_\_\_

See you soon,

Caroline

- 1 Look at Superman and Superwoman's photo album. What could they do 40 years ago? Write sentences. Use the words from the box.

lift up (x 2) ~~fight with~~ run faster than (x 2) ride on jump from climb



- 1 40 years ago, Superman could fight with a crocodile.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

- 2 What can you do now that you couldn't do when you were younger? Write sentences.

When I was three I couldn't read and write.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**1 Remember the story. Read and write the words.**

saw was helped pocket hungry  
village missing walk waiter menu

Ben and Lucy went for a great <sup>(1)</sup> walk with Ben's grandpa. When they felt <sup>(2)</sup> \_\_\_\_\_, Grandpa took them to a lovely restaurant in a little <sup>(3)</sup> \_\_\_\_\_. Buster <sup>(4)</sup> \_\_\_\_\_ hungry too. At the restaurant Grandpa <sup>(5)</sup> \_\_\_\_\_ that Ben and Lucy had a map. Ben and Lucy wanted to tell Ben's grandpa about it, but the <sup>(6)</sup> \_\_\_\_\_ came and brought the soup, so Ben put the map in his <sup>(7)</sup> \_\_\_\_\_. Later, Ben found out that the map was <sup>(8)</sup> \_\_\_\_\_. Grandpa said, 'I didn't like the waiter very much, so I put a <sup>(9)</sup> \_\_\_\_\_ in your pocket and kept the map.' Then Grandpa <sup>(10)</sup> \_\_\_\_\_ the children to find the symbol and the line of the rhyme.

**2 Think! Make words with the letters of restaurant.**

aunt, run, \_\_\_\_\_  
\_\_\_\_\_

**3 Think! Complete the waiter's diary entry.**

Today there was an <sup>(1)</sup> old man in the restaurant. He was with two <sup>(2)</sup> \_\_\_\_\_. They <sup>(3)</sup> \_\_\_\_\_ for lunch. When I took the soup, I saw <sup>(4)</sup> \_\_\_\_\_ on the table. I wanted to know about it, so I took <sup>(5)</sup> \_\_\_\_\_ to their table. One child said the next picture on the map was <sup>(6)</sup> \_\_\_\_\_ but the other one said that you don't find <sup>(7)</sup> \_\_\_\_\_. I took the map with me, but when I looked at it in the kitchen, I saw that it <sup>(8)</sup> \_\_\_\_\_. I think the old man took the map and put the menu <sup>(9)</sup> \_\_\_\_\_. I was very <sup>(10)</sup> \_\_\_\_\_ !

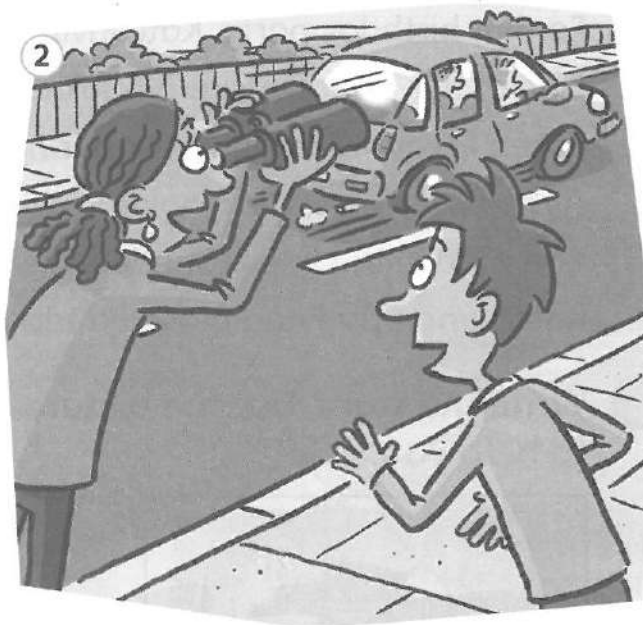
CD 1  
38

Listen and write the missing words. Then say with a friend.



**Jen:** Mr Price, this is for your new house.

**Mr Price:** \_\_\_\_\_  
\_\_\_\_\_ plant!  
Thank you! That's very kind.



**Dawn:** Did you see those two men in the car?

**Dan:** Yes. What about them?

**Dawn:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ them.

**Dan:** What do you mean?

**Dawn:** One had a T-shirt and shorts and the other had a big winter coat and boots!

## 2 Make sentences. Then circle the silent consonants.

- |                      |   |
|----------------------|---|
| 1 The knight's       | a <input type="checkbox"/> knows about volcanoes.     |
| 2 Please write       | b <input type="checkbox"/> answer.                    |
| 3 The scientist      | c <input type="checkbox"/> 1 got a sword.             |
| 4 The rhinos live    | d <input type="checkbox"/> listen to the teacher.     |
| 5 That's the wrong   | e <input type="checkbox"/> a rhyme in your notebooks. |
| 6 At school you must | f <input type="checkbox"/> on an island.              |

CD 1  
39

Listen, say and check your answers.



**1 Listen and write t (true) or f (false).**

- 1 For her birthday party, Kate invited three friends.
- 2 One of her presents was a book about butterflies.
- 3 Kate's favourite present was her new pencil case.
- 4 At half past nine, Dad took the children for a night walk.
- 5 The wind in the trees sounded like animals.
- 6 Kate's uncle and dad played a trick on her.

f

**2 Write the story. Use the pictures and the sentences from Activity 1 to help you.**



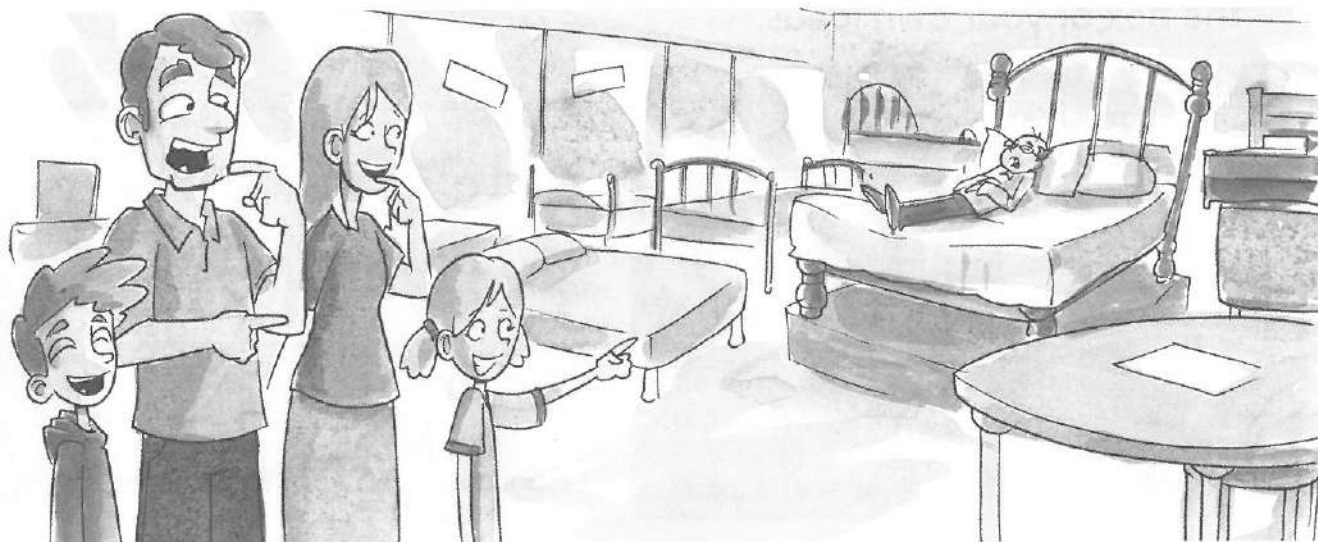
It was Kate's birthday. She invited her friend Lisa to the party.

**3 Values What can we learn from the story? Tick (✓).**

- ☐ Spending money on presents is important.
- ☐ Spending time with your friends and family is important.
- ☐ Having a party is important.



- 1 Look and read. Write 1, 2 or 3 words to complete the sentences about the story.



### Hide and sleep

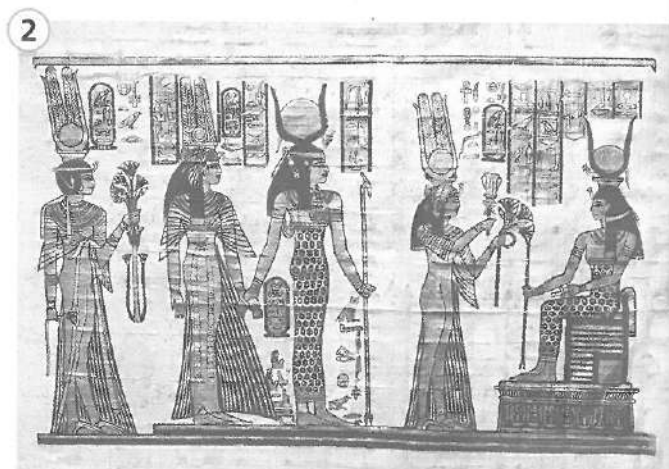
Last week Mum and Dad took us to the furniture shop. They wanted to buy a new sofa because our old one wasn't very comfortable. My brother and I weren't very happy because we don't really like shopping, but then Mum said that Grandpa wanted to come too. We liked that idea because Grandpa is cool!

The shop was really big. Mum and Dad left us with Grandpa and went to look at furniture. Grandpa had a brilliant idea. 'This shop is very big,' he said, 'so let's have a game of hide and seek.' We were really excited because there were so many places to hide. My brother hid first and after ten minutes

I found him behind a cupboard. Then it was my turn, but Grandpa found me very quickly. Finally it was Grandpa's turn. We closed our eyes and counted to 100. 'Coming!' we shouted. We looked and we looked, but we couldn't find Grandpa anywhere. After half an hour, Mum and Dad came back. 'Where's Grandpa?' they asked. Now all the family started to look for him. When we were in the part of the shop where they had beds, we heard a funny noise. 'Shhh!' said Dad. 'Someone is snoring.' We looked across the shop and there on the most comfortable bed was Grandpa – asleep!

- 1 The family went shopping for a new sofa.
- 2 The children really like their \_\_\_\_\_.
- 3 Grandpa wanted to play \_\_\_\_\_.
- 4 It took them \_\_\_\_\_ to find the first person.
- 5 \_\_\_\_\_ the last person to hide.
- 6 After \_\_\_\_\_ minutes, their parents came back.
- 7 The family heard \_\_\_\_\_.
- 8 They found Grandpa in the shop, sleeping on the \_\_\_\_\_.

- 1 Look at the paintings. Write five sentences. Use the words from the box or your own ideas.



most beautiful

most difficult to understand

most modern

most interesting

oldest

I think painting  
number 2 is the ...

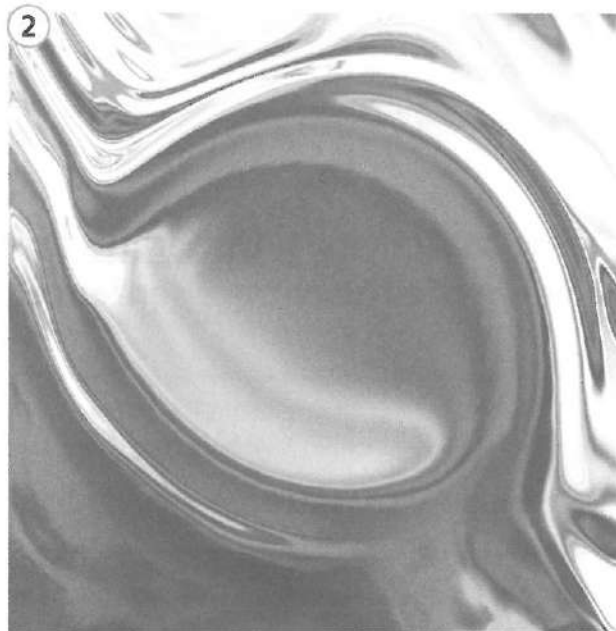
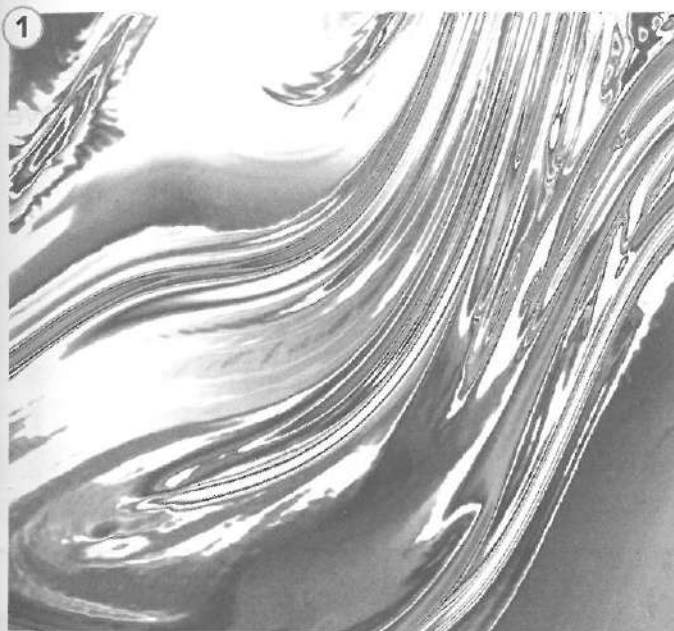
I like number 4  
best because ...

I don't like number 1  
but ... because ...



- 1 **Think!** Read Danny's text and think. Which picture is he describing?

I think this is a beautiful picture and it's very interesting. It isn't easy to understand at first. When I look at it for a long time, this is what I imagine: there's a river with a high waterfall and there's a fish in the lake at the bottom. The water is very fast.



Picture ☐

- 2 **Think!** Look and imagine. What do you see? Write about the other picture from Activity 1.

---

---

---

---

---



**1 Match the questions with the answers.**



- |   |   |
|---|---|
| 1 What do you prefer doing in your free time, Isabel? | a <input type="checkbox"/> I love walking, watching birds and helping in the garden.  |
| 2 What activities do you like doing outdoors?         | b <input type="checkbox"/> Not very much because there are too many cars and it's noisy.  |
| 3 And what do you like doing at home?                 | c <input type="checkbox"/> Yes, I use it every day to look for information and I write emails.                                    |
| 4 Do you spend a lot of time on the Internet?         | d <input type="checkbox"/> I love reading a lot. When I have a good book, I can't stop. I never watch TV.                         |
| 5 What about being in town? Do you like that?         | e <input type="checkbox"/> Yes, I do. Sometimes I go with Mum and we have lots of fun.  |
| 6 Do you like going to shops?                         | f <input checked="" type="checkbox"/> 1 When the weather is nice, I prefer being outdoors. When it rains, I love staying at home. |

**2 Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Isabel is very much an outdoor person. She likes riding her bike. She also likes listening to birds and sleeping in the garden. When the weather is nice, she loves being at home. She watches a lot of TV. She never uses a computer so she doesn't send emails. Isabel doesn't like being in town very much. She thinks that there are too many people.

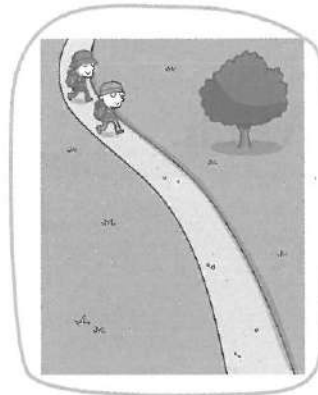
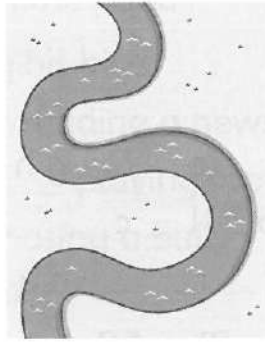
She loves walking.

**3 Write about your free time.**

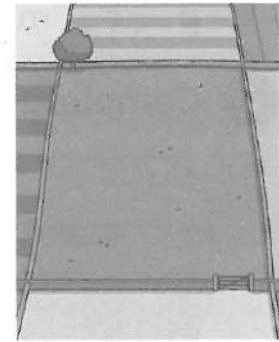
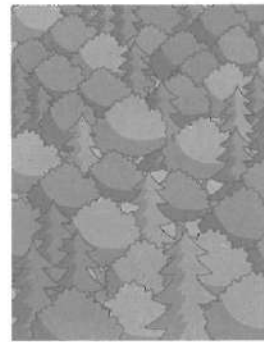
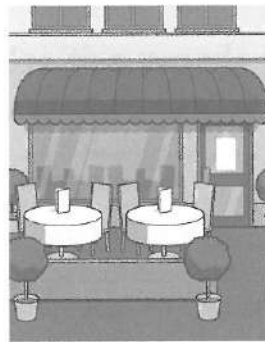
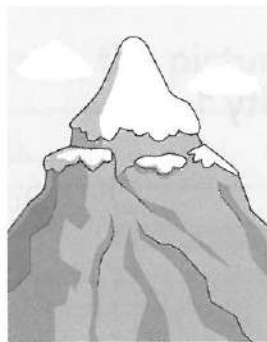
I'm an outdoor person.

1 Think! Which one is different in each group? Look, think and circle.

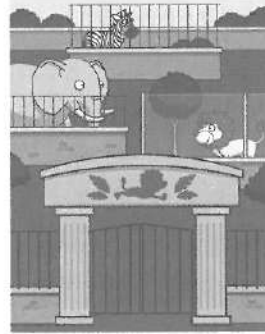
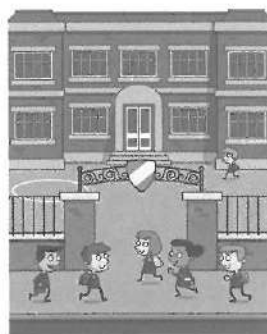
1



2



3



2 Colour the bricks to make sentences. Write in the missing words.

1	He liked the book	was young	they saw a snake.
2	They were scared	and	write.
3	When Grandma	two I	she run really fast.
4	When I was		went to bed.
5	She was tired	she	he <u>couldn't</u> stop reading it!



## 1 Complete the words.

1 f i r e

2 \_ m b \_ l \_ n c \_

3 f l \_ \_ d

4 p \_ l \_ c \_ c \_ r

5 p \_ r \_ m \_ d \_ c

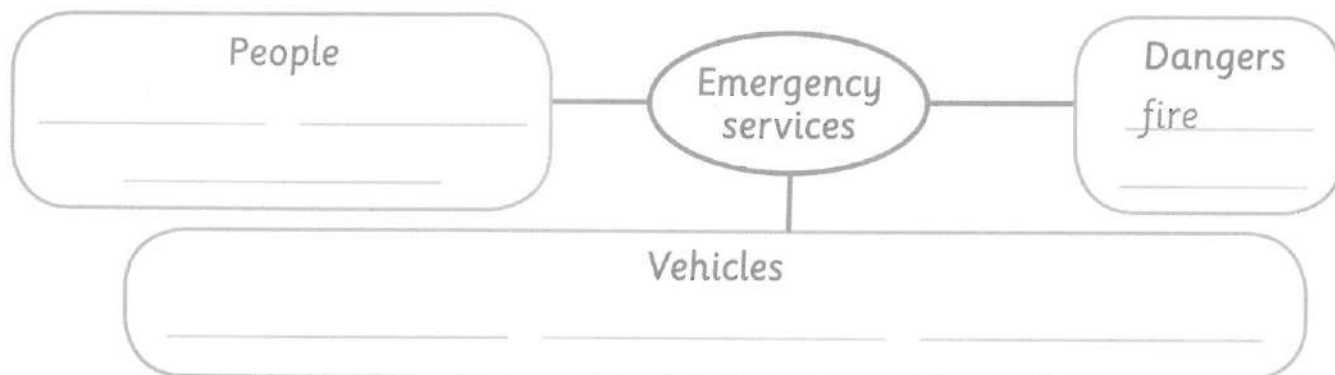
6 f \_ r \_ f \_ g h t \_ r

7 p \_ l \_ c \_ \_ f f \_ c \_ r

8 f \_ r \_ \_ n g \_ n \_

9 \_ m \_ r g \_ n c y s \_ r v \_ c \_ s

## 2 Complete the diagram with the words from Activity 1.



## 3 Read and complete the text. Use the words from Activity 2.

One day I was on my way to school and I saw smoke. It was coming out of a house. I had my mobile phone so I called the <sup>(1)</sup> emergency services. Five minutes later, a big red <sup>(2)</sup> \_\_\_\_\_ came down the road. It stopped and four <sup>(3)</sup> \_\_\_\_\_ got out. It was really exciting. They started to fight the <sup>(4)</sup> \_\_\_\_\_ and there was water everywhere! It was like a <sup>(5)</sup> \_\_\_\_\_. Then an <sup>(6)</sup> \_\_\_\_\_ arrived with two <sup>(7)</sup> \_\_\_\_\_ but there wasn't anyone in the house, so they went back to the hospital. Finally two <sup>(8)</sup> \_\_\_\_\_ arrived. 'Do you live here?' one of them asked me. 'No, I don't,' I said, 'but I called 999.' 'That's good,' the other one said, 'but you should be at school now. What school do you go to?' 'Castle Park,' I answered. 'OK, we can take you,' one of them said ... and I got a ride in a <sup>(9)</sup> \_\_\_\_\_ !





1 Write *was* or *were*.

Yesterday at 11 o'clock in the park,

- 1 ... Tim was riding his bike,
- 2 ... Mr Brown \_\_\_\_\_ reading a newspaper,
- 3 ... Ian and Ruth \_\_\_\_\_ playing football,
- 4 ... my dog \_\_\_\_\_ chasing a ball,
- 5 ... Sara \_\_\_\_\_ running
- 6 ... and Mr and Mrs Smith \_\_\_\_\_ walking their dog.

2 Describe the picture. Use the words from the box.

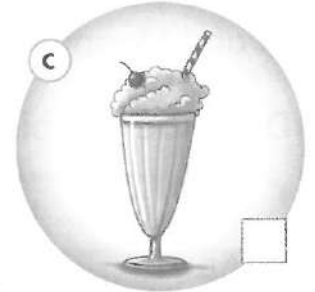
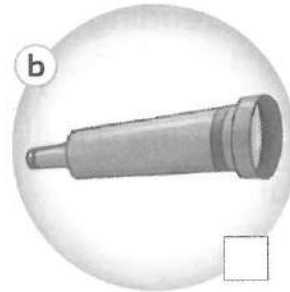
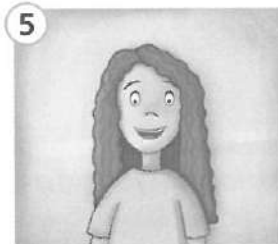
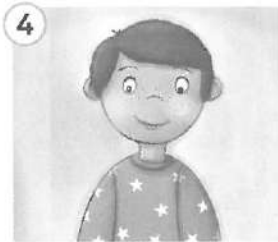
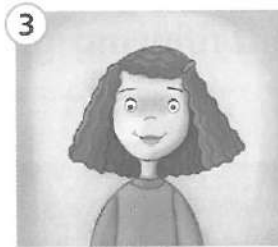
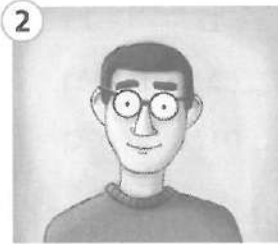
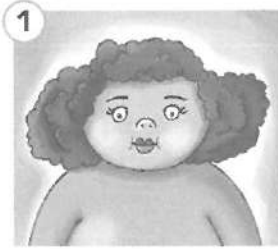
talk fight try sing watch



Yesterday at eight o'clock,

- 1 ... Mum and Dad were watching TV,
- 2 ... my brother \_\_\_\_\_,
- 3 ... my sister \_\_\_\_\_,
- 4 ... the dog and the cat \_\_\_\_\_,
- 5 ... and I \_\_\_\_\_ to do my homework!

**1 Remember the song. Look and number the objects.**



**2 Complete the sentences.**

- 1 Dad was fixing the lights
- 2 Emily was \_\_\_\_\_
- 3 Jonathan was \_\_\_\_\_
- 4 I was \_\_\_\_\_
- 5 Mum was \_\_\_\_\_

**3 Think! What were these people doing? Imagine and write sentences.**

- 1 Grandma \_\_\_\_\_
- 2 Aunt Vicky \_\_\_\_\_
- 3 Cousin Bob \_\_\_\_\_
- 4 The baby \_\_\_\_\_

# 1 Match the questions with the answers.

- |                                     |  |
|-------------------------------------|--|
| 1 What was Jack doing at 7 o'clock? | a <input type="checkbox"/> I was doing my homework.                  |
| 2 What were you and Sue doing?      | b <input checked="" type="checkbox"/> He was playing computer games. |
| 3 What was the cat doing?           | c <input type="checkbox"/> They were playing cards.                  |
| 4 What was Jill doing at 8 o'clock? | d <input type="checkbox"/> It was sleeping.                          |
| 5 What were you doing?              | e <input type="checkbox"/> We were watching TV.                      |
| 6 What were Bill and Liz doing?     | f <input type="checkbox"/> She was listening to music.               |

## 2 Look and write questions for the answers.



- 1 What was Grandma doing at 3 o'clock ?  
She was gardening.
- 2 \_\_\_\_\_ , Grandpa?  
I was reading a book.
- 3 \_\_\_\_\_ ?  
They were riding their bikes.
- 4 \_\_\_\_\_ ?  
He was cooking.

## 3 Read the questions and answers. Answer the questions about yourself.

What was Bea's family doing ...	Her little brother and sister ...	You
... at 6 o'clock?	... <i>were sleeping.</i>	<i>I was sleeping.</i>
... at 7 o'clock?	... <i>were playing.</i>	
... at 8 o'clock?	... <i>were having breakfast.</i>	
... at 9 o'clock?	... <i>were having a swimming lesson with Mum.</i>	
... at 10 o'clock?	... <i>were arriving at the shops.</i>	



**1 Think! Remember the story. Read and circle.**

- 1 Why does Ben's grandpa say 'Stay in the car, please'?  
A Because he wants Lucy to talk to the operator.  
**B Because it's too dangerous for them.**
- 2 Why does the operator ask Lucy about the house number?  
A Because she wants to know where Lucy lives.  
B Because she's going to send an ambulance and a fire engine there.
- 3 Why does Ben's grandpa say to the man 'Quick! We must get you out'?  
A Because the man's leg hurts.  
B Because it's dangerous to stay in the car after the accident.
- 4 Why does Ben's grandpa say 'Don't go so fast'?  
A Because the man on the motorbike is a dangerous driver.  
B Because the man on the motorbike is making them wet.

**2 Think! How useful are these people? Write 2, 1 or 0.**

2 points = very useful    1 point = quite useful    0 points = not useful at all



CD2  
12

Listen and write the missing words. Then say with a friend.

**Zak:** Where are you going?**Alien:** Back to my planet.**Zak:** \_\_\_\_\_  
\_\_\_\_\_ ?**Alien:** Of course you can.**Zak:** Great, but I need to be  
back for tea at 6 o'clock.**May:** There was an accident outside  
our house last night! We were  
watching TV and \_\_\_\_\_\_\_\_\_\_  
loud noise. I ran to the  
window and saw two cars.**Liam:** Did you call the police?**May:** No, I didn't because I could see  
that no-one was hurt ... and  
one of them was a police car!

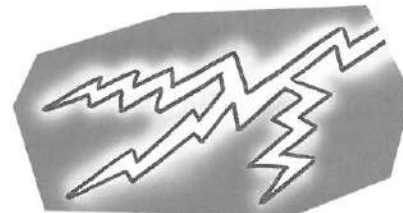
## 2 Complete the words.



1 knight \_\_\_\_\_



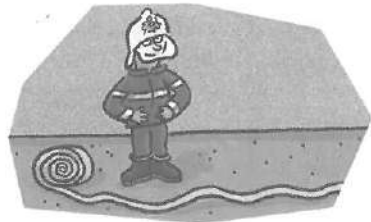
2 wh \_\_\_\_\_



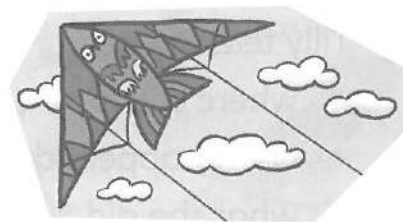
3 l \_\_\_\_\_ ning



4 midn \_\_\_\_\_



5 firef \_\_\_\_\_ er



6 k \_\_\_\_\_

CD2  
13

Listen, say and check your answers.





## Story time

- 1 **Values** What can we learn from the story? Colour the words.

Quick

Slow

listening

thinking

can

help

escape

to

save

people

water

.

- 2 **Answer the questions. Use your imagination.**

Imagine it is 24 December 2004. Think about these questions:

- Where is Tilly?
- What is the weather like?
- What is she doing?

**Now use your answers to complete Tilly's postcard.**

Dear Rachel,  
I'm having a fantastic time here in  
~~~~~

I can't wait for Christmas tomorrow!  
Lots of love,  
Tilly



- 3 **Write another postcard from Tilly on 28 December 2004.**

Tilly tells Rachel:

- where she is
- what happened
- what she did
- what she is going to do now

---

---

---

---

---

---

---

---



1 Look and read. Choose the correct words and write them on the lines.



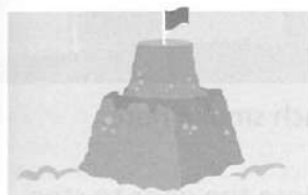
a hut



a hotel



a snorkel



a sandcastle

1 This is a building.  
You stay here when  
you are on holiday.

a hotel

2 This is very cold.  
You eat it and  
it tastes sweet.

\_\_\_\_\_

3 You can breathe under  
water with this.

\_\_\_\_\_

4 This is a very big wave.  
It is very dangerous.

\_\_\_\_\_

5 This is a small building.  
Some are houses. Some  
are shops.

\_\_\_\_\_

6 Children like to build  
this on the beach.

\_\_\_\_\_

7 This is a person  
who is on holiday.

\_\_\_\_\_



a tourist



a beach ball



a tsunami



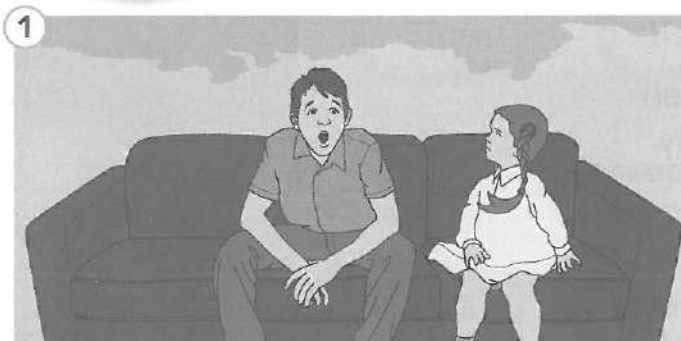
an ice cream

2 Find six differences. Write sentences.

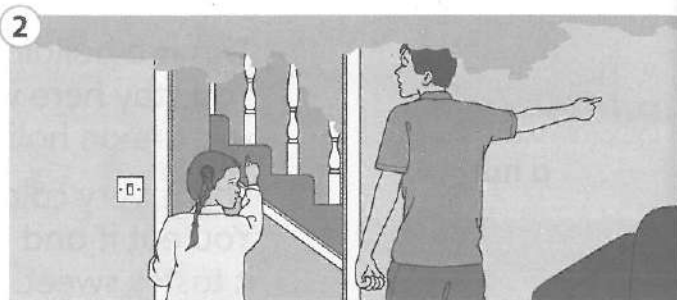


In picture A the sandcastle is ...

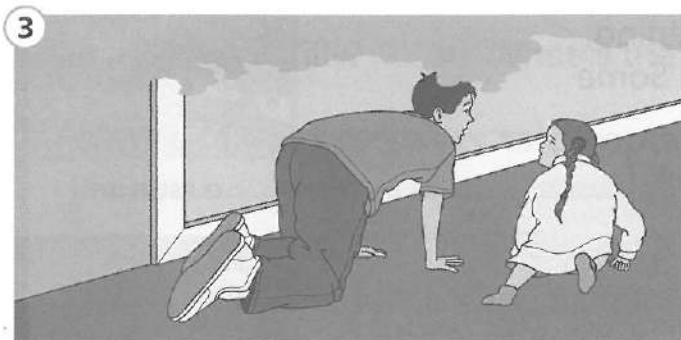
**1 Values** Read the story. What can we learn from it? Tick (✓).



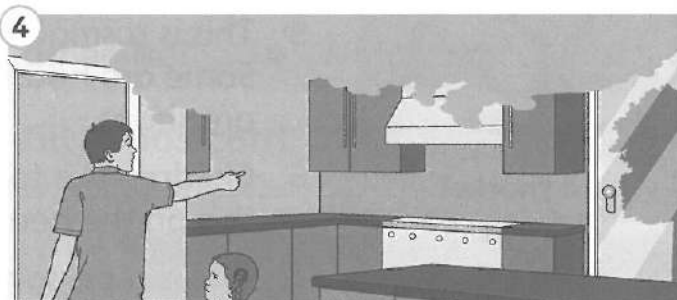
**Tara:** What's that funny smell?  
**Matt:** Oh no ... the house is on fire.  
Follow me and do exactly what I say.



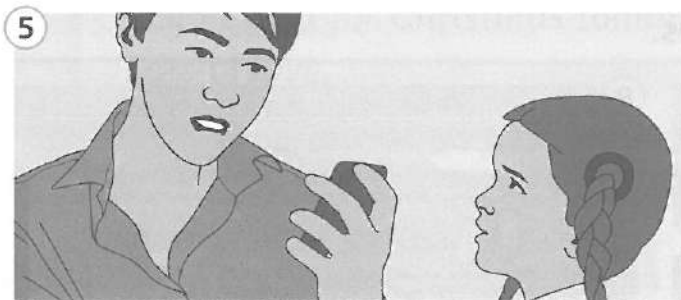
**Tara:** I must get my teddy bear!  
**Matt:** Where is he?  
**Tara:** Upstairs, of course. In my bedroom.  
**Matt:** I'm sorry – it's too dangerous.



**Tara:** I can't breathe with all this smoke.  
**Matt:** Don't worry. Get down on your knees like this and crawl.



**Matt:** There isn't as much smoke here.  
**Tara:** Can I stand up?  
**Matt:** Yes, but let me close the door to stop the fire. Let's get to the back door.



**Tara:** Are we safe now?  
**Matt:** Yes, we are but let's get away from the house. I'm going to phone the emergency services.



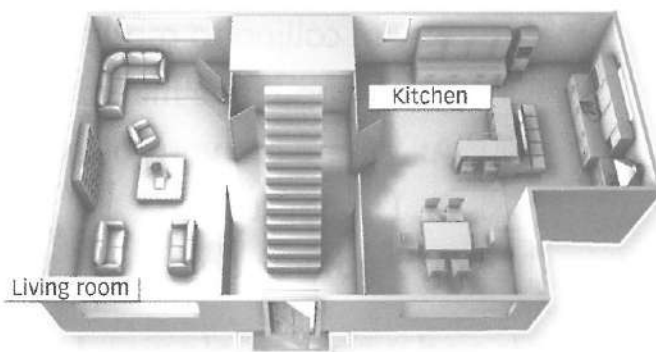
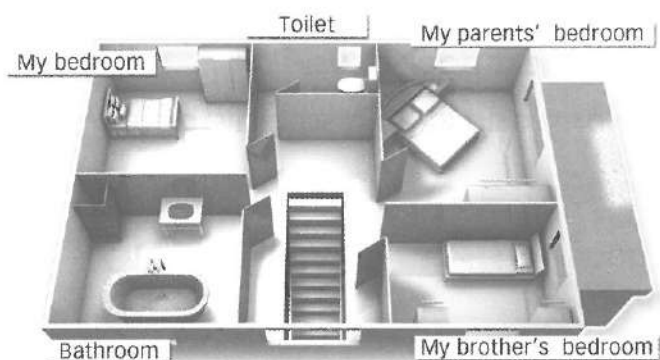
**Firefighter:** Well done! Your actions saved your lives and most of your house.  
**Matt:** Thanks. It was something that they taught us at school.  
**Tara:** Teddy! You're alive!

- ☐ When there's a fire, take photos of it.
- ☐ When you smell smoke, open the window.
- ☐ Knowing what to do in a fire can save lives.



# 1 Read and draw the escape routes.

From my bedroom: go downstairs and out of the front door.  
If the fire is on the stairs, go to my parents' room and climb onto the kitchen roof.



# 2 Think! Draw escape plans for your house.

# 3 Write escape plans from:

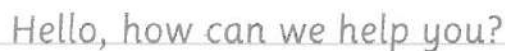
- your bedroom
- the kitchen
- the living room

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



- ☐ B: When is it going to arrive?
- ☐ A: Good, so you're safe. Is there anyone in number 37?
- ☐ B: I'm calling from 39 Grange Road. The fire's at number 37.
- ☒ 1 A: Hello. How can we help you?
- ☐ B: Yes, I am.
- ☐ A: OK. Don't go in to check. Stay and wait for the fire engine.
- ☐ B: I'm calling to report a house fire next door to us.
- ☐ A: In about five minutes. Don't worry and keep a safe distance.
- ☐ A: Where are you calling from?
- ☐ B: I'm not sure.
- ☐ A: And are you outside the house?

**2** Look and write a dialogue. Use language from Activity 1.



**1 Write the words in four groups.**





accident ambulance banana cake fire fire engine flood  
hut ice cream police car sandcastle snorkel vanilla shake

|               |                |                  |          |
|---------------|----------------|------------------|----------|
| 1<br>accident | 2<br>ambulance | 3<br>banana cake | 4<br>hut |
|               |                |                  |          |
|               |                |                  |          |

**2 Look at Activity 1. Number the topics to match the groups.**

- |                                       |                                             |
|---------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Dangers      | <input type="checkbox"/> Emergency services |
| <input type="checkbox"/> On the beach | <input type="checkbox"/> Food words         |

**3 Look and draw lines to make sentences.**

|                                                                                                 |      |      |          |              |                         |
|-------------------------------------------------------------------------------------------------|------|------|----------|--------------|-------------------------|
| <b>1</b><br>  | We   | was  | playing  | cards        | at 2 o'clock yesterday. |
|                                                                                                 |      | are  | watching | TV           | at 5 o'clock yesterday. |
|                                                                                                 |      | were | making   | with toys    | at 7 o'clock yesterday. |
| <b>2</b><br> | What | was  | you      | did          | in here this morning?   |
|                                                                                                 |      | is   | your     | do           | in here tomorrow?       |
|                                                                                                 |      | were | yours    | doing        | in here next Tuesday?   |
| <b>3</b><br> | Was  | she  | flying   | the piano    | at 8 o'clock?           |
|                                                                                                 |      | they | doing    | a kite       | at 9 o'clock?           |
|                                                                                                 |      | he   | playing  | his homework | at 10 o'clock?          |
| <b>4</b><br> | I    | was  | watch    | TV on        | 3 o'clock.              |
|                                                                                                 |      | were | watched  | TV at        | 4 o'clock.              |
|                                                                                                 |      | is   | watching | TV in        | 5 o'clock.              |

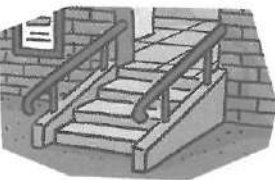
## 1 Match and write the words.



1



3



5



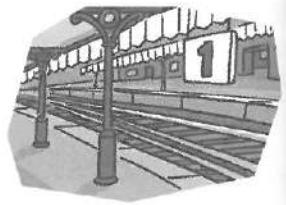
7



8



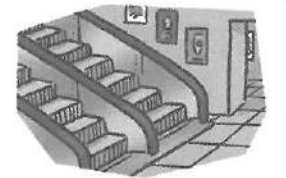
9



2



4



6



10

plat

ticket

train

esca

a cup of

a cup

ruck

st

suit

sta

driver

of tea

lator

case

airs

form

tion

coffee

sack

office

platform

## 2 Read and write the words.

1 This is a popular drink. You make it from beans. coffee

2 Trains leave from and arrive at it. \_\_\_\_\_

3 You carry your things in it. You carry it on your back. \_\_\_\_\_

4 You walk up or down them. \_\_\_\_\_

5 You carry your things in it. You move it with your hand. \_\_\_\_\_

6 It takes you up or down. \_\_\_\_\_

7 You buy your ticket here. \_\_\_\_\_

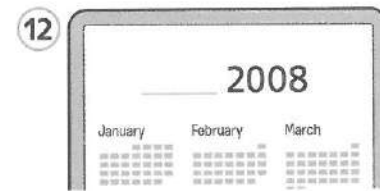
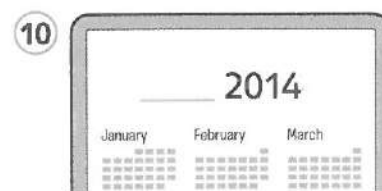
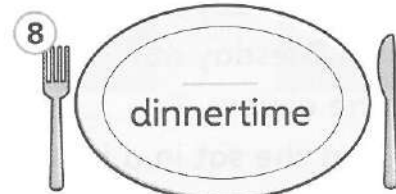
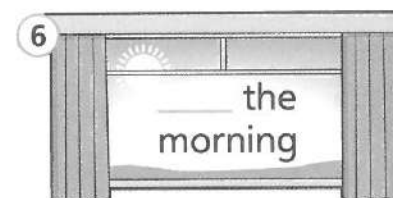
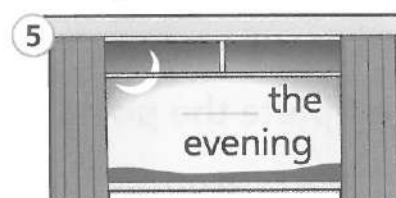
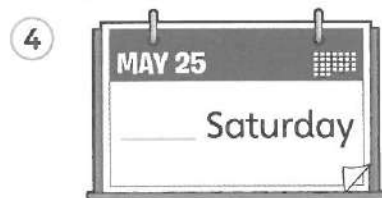
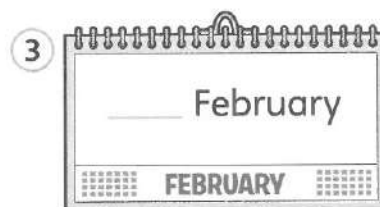
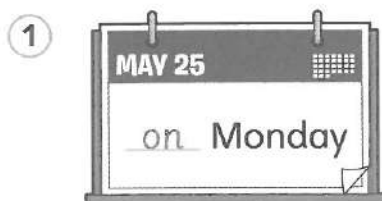
8 You wait here for the train to arrive. \_\_\_\_\_



# 1 Read and circle.

- 1 The train leaves at / on six.
- 2 Dinner is on / at eight.
- 3 I'm going to ride my bike in / on the afternoon.
- 4 The volleyball match is at / on Saturday.
- 5 It was very hot in / on April.
- 6 We sometimes watch TV at / in the evening.

# 2 Write at, in or on.



# 3 Write sentences about yourself.

When do you ...

- 1 ... do your homework?

I do my homework in the evening.

- 2 ... watch TV?

\_\_\_\_\_

- 3 ... go to bed?

\_\_\_\_\_

- 4 ... have lunch?

\_\_\_\_\_

- 5 ... relax?

\_\_\_\_\_

- 6 What month is your birthday?

\_\_\_\_\_

**1 Remember the song. Correct the sentences.**

1 On Monday at five he sails his big canoe.

On Monday at three he climbs the apple tree.

2 On Tuesday at three he plays football.

3 On Wednesday at six he does sports in the sports centre.

4 On Thursday at two he flies his kite.

5 On Friday at four he watches TV.

6 On Saturday and Sunday he takes his dog for a walk.

**2 Look at the pictures. Complete the poem.**



Monday

There was an old lady called Knocks.

On Monday she fed her pet <sup>(1)</sup> fox \_\_\_\_\_.

On Tuesday at <sup>(2)</sup> \_\_\_\_\_

She always <sup>(3)</sup> \_\_\_\_\_ tea

And she sat in a big cardboard <sup>(4)</sup> \_\_\_\_\_.



Tuesday

On Wednesday she mended the <sup>(5)</sup> \_\_\_\_\_

And on Thursday she cleaned all the <sup>(6)</sup> \_\_\_\_\_.

On <sup>(7)</sup> \_\_\_\_\_ at four

She painted the <sup>(8)</sup> \_\_\_\_\_.

That funny old lady called Knocks!



Wednesday



Thursday



Friday

**3 CD2 22 Listen and check. Say the poem.**

# 1 Write *was* or *were*.

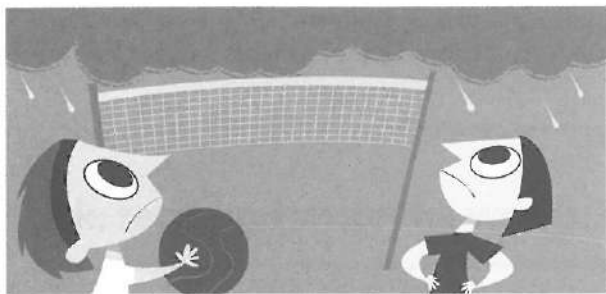
When the train arrived ...

- 1 ... I was eating a sandwich,
- 2 ... John and Peter \_\_\_\_\_ waiting on the platform,
- 3 ... a man \_\_\_\_\_ reading a newspaper,
- 4 ... two men \_\_\_\_\_ talking,
- 5 ... a girl \_\_\_\_\_ sitting on her suitcase
- 6 ... and a boy \_\_\_\_\_ buying a ticket.

# 2 Write sentences. Use the words from the box.

sit / garden   build / tree house   ride / bike   play / volleyball

When it started to rain ...



1 ... they were playing volleyball.



2 ...



3 ...



4 ...

# 3 Write the verbs to complete the sentences.

- 1 Dad was working in the garden when he hurt his leg. (work / hurt)
- 2 I \_\_\_\_\_ my homework when you \_\_\_\_\_ me. (do / phone)
- 3 When I \_\_\_\_\_ the party, my friends \_\_\_\_\_. (leave / dance)
- 4 I \_\_\_\_\_ to music when Mum \_\_\_\_\_ me. (listen / call)



**1 Remember the story. Complete the sentences.**

- 1 At Broom station, Lucy and Ben see Horax and Zelda .
- 2 Ben tells Lucy to \_\_\_\_\_ .
- 3 Zelda and Horax want to \_\_\_\_\_ .
- 4 Ben can see that the train is \_\_\_\_\_ .
- 5 When the conductor comes, Horax can't \_\_\_\_\_ .
- 6 Horax and Zelda must \_\_\_\_\_ .

**2 Write sentences. Use the words from the box.**

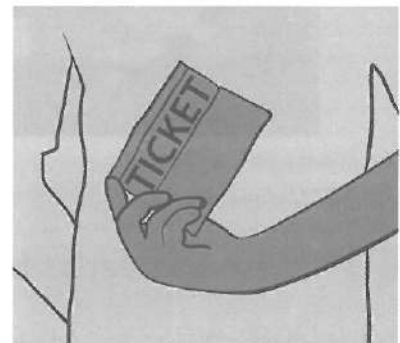
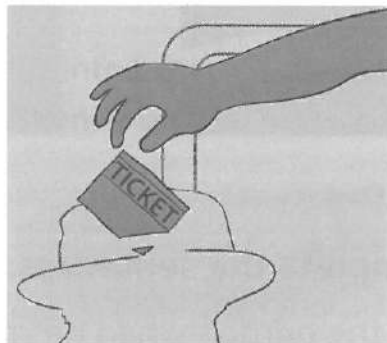
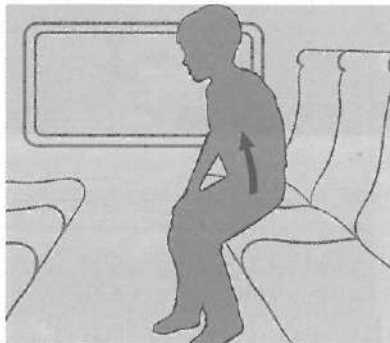
Lucy's Ben's Horax's Ben and Lucy's Horax and Zelda's



- 1 This is Ben's dog.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**3 What happened in the tunnel? Complete the story. Use the verbs from the box and other words.**

put stood took went



When they went through \_\_\_\_\_ , Ben \_\_\_\_\_ up.  
 He \_\_\_\_\_ out of \_\_\_\_\_  
 and he \_\_\_\_\_ .

1 CD2  
26

Listen and write the missing words. Then say with a friend.



**Anna:** When are we going to wrap Dad's present?

**James:** Well, he's working in the garden at the moment, look.

**Anna:** Great! \_\_\_\_\_ !



**Hannah:** Hey, Joe. What's that?

**Joe:** What? Where?

**Hannah:** That. Can't you see?

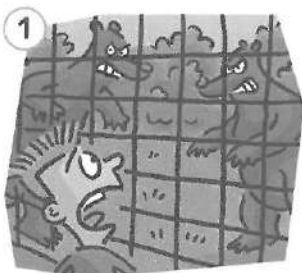
**Joe:** I can't see anything.

**Hannah:** Ah, it isn't there now.

**Joe:** Hey! My crisps!

## 2 Look, read and write the words.

chair pear stairs wearing hair bears



1 He's scared of the bears.

2 Clare has got long \_\_\_\_\_.

3 Please **share** the \_\_\_\_\_.

4 **Where** are the \_\_\_\_\_?

5 He's \_\_\_\_\_ an old **pair** of trousers.

6 It's over **there** on that \_\_\_\_\_.

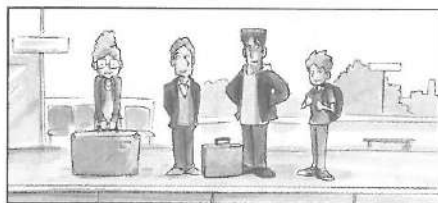
3 CD2  
27

Listen, say and check your answers.

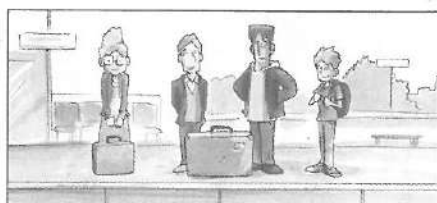


**1** CD2  
28 Listen and tick (✓) the box.

1 Who was on the platform?



A ☒



B ☐



C ☐

2 Who was on the train?



A ☐

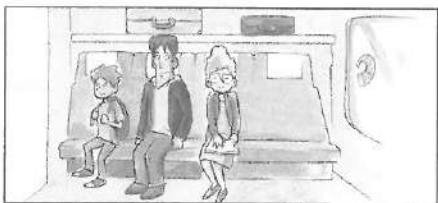


B ☐



C ☐

3 What happened after the tunnel?



A ☐



B ☐



C ☐

4 What happened at the station?



A ☐



B ☐



C ☐

5 What did the old lady do?



A ☐



B ☐



C ☐



# 1 Read and write the correct prices.

|   |           |       |
|---|-----------|-------|
| 1 | London    | £7.80 |
| 2 | Cambridge |       |
| 3 | Oxford    |       |
| 4 | Bristol   |       |
| 5 | Newcastle |       |
| 6 | Hull      |       |

- 1 A: How much is a single ticket to London?  
B: It's seven pounds eighty.  
A: Here you are.  
B: Thanks, and there's your change.
- 2 A: How much is a single ticket to Cambridge?  
B: That's five pounds twenty.  
A: Here you are.  
B: Thanks. Here's your ticket.

- 3 A: A ticket to Oxford, please.  
How much is it?  
B: Single or return?  
A: Single.  
B: It's seven pounds sixty.  
A: Here you are.
- 4 A: How much is a single ticket to Bristol?  
B: It's twelve forty.  
A: Twelve fifty?  
B: No, it's twelve pounds forty.
- 5 A: A single to Newcastle, please.  
How much is it?  
B: Twenty-six pounds.  
A: Here you are.  
B: Thank you. Here's your change.
- 6 A: How much is a ticket to Hull?  
B: Single or return?  
A: Single.  
B: It's nineteen pounds seventy.

# 2 Write sentences with o'clock, half past or quarter to / past.



Cambridge

The train to  
Cambridge leaves  
at twelve o'clock.



Oxford

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Newcastle

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

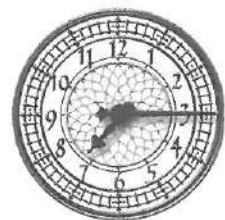


Bristol

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

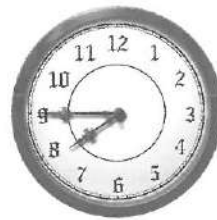


London

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Hull

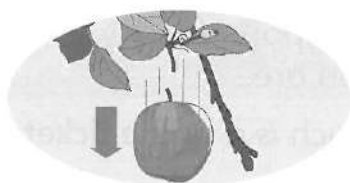
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1 Look and write the words.**

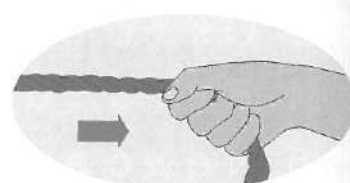
push fall drop smooth pull rough



1 fall



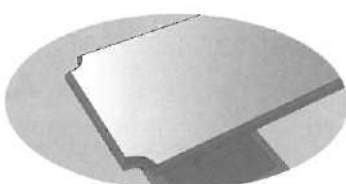
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

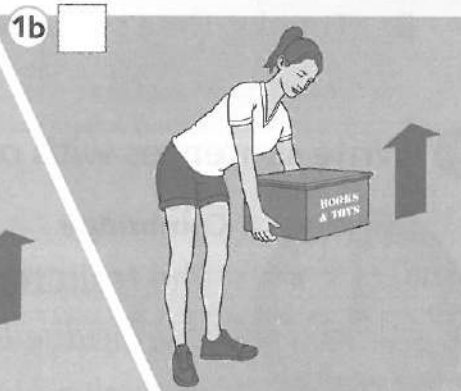
**2 Values Read and tick (✓) the correct picture.**

When you lift a heavy box, you should always push up from the bottom. Don't pull the box up because it hurts your back.

1a ☐



1b ☐

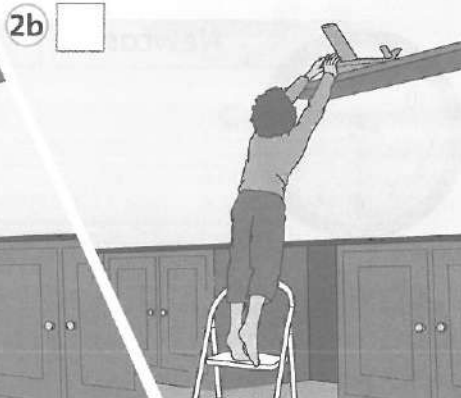


Be careful when something is too high for you. Put a stepladder near the shelf. Stand on the stepladder and put your arms out, but keep your body straight. Don't lean away from the stepladder.

2a ☐



2b ☐





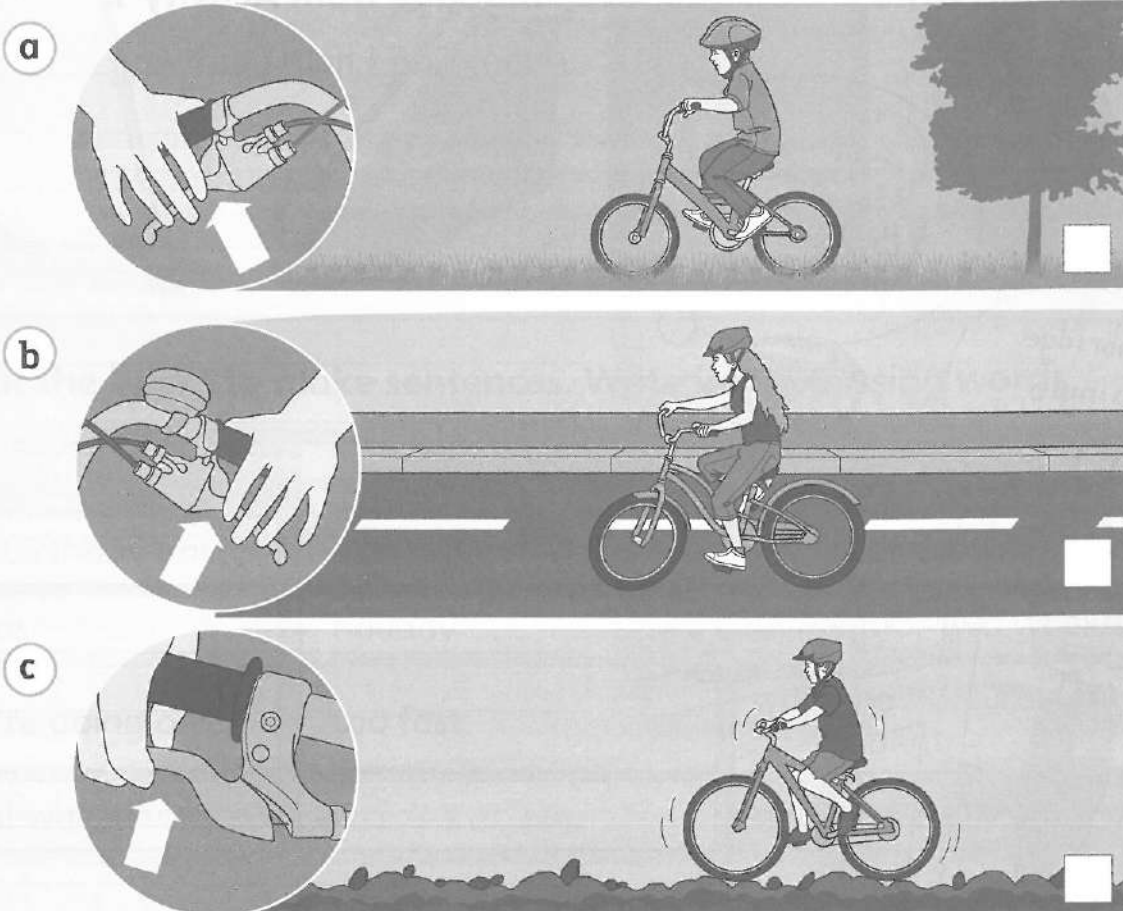
# 1 Read and write the words.

rough stop faster smooth ~~go down~~

- 1 When you go down a slide, gravity pulls you to the bottom.
- 2 There is also a force trying to \_\_\_\_\_ you. It is called friction.
- 3 If the surface of the slide is \_\_\_\_\_, the friction is bigger.  
You go more slowly.
- 4 If the surface of the slide is \_\_\_\_\_, the friction is smaller.  
You go \_\_\_\_\_.

## 2 Think! Read and write 1, 2 or 3.

These children are going at the same speed on their bikes. Then they put on their brakes. Look at the surface where they are riding. Which bike is going to stop first? Number the pictures 1 (the first) to 3 (the last).





**Put the dialogue in order. Then listen and check.**

- ☐ **A:** To London. OK. When do you want to leave?

☐ **B:** Here you are.

☐ **A:** Single or return?

☐ **B:** Half past eight is fine. How much is the ticket?

☒ **A:** Hello. How can I help you?

☐ **B:** Thank you. Oh, and what platform number is it, please?

☐ **A:** The return ticket is £42.

☐ **B:** Return, please.

☐ **A:** Thanks. And here's your change.

☐ **B:** I want to go to London, please.

☐ **A:** Platform 2.

☐ **B:** In the morning.

☐ **A:** There's a train at seven and one at half past eight.

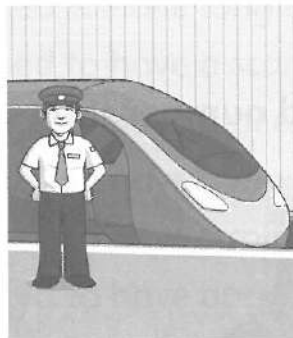
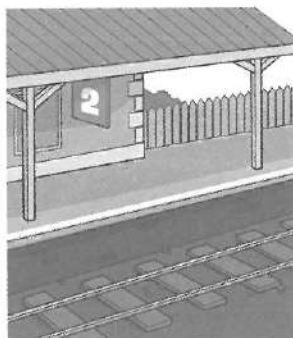
**2** Look and write a dialogue. Use language from Activity 1.

Hello. Can I help you?

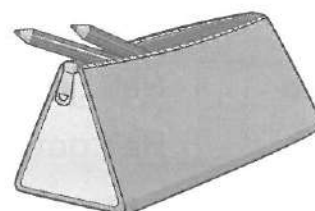


1 Think! Which one is different in each group? Look, think and circle.

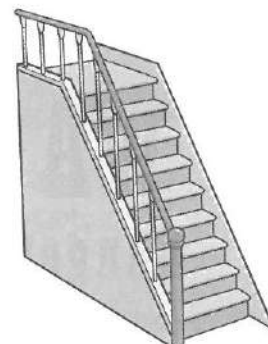
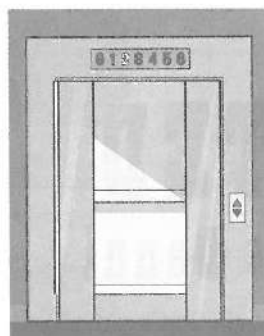
1



2



3

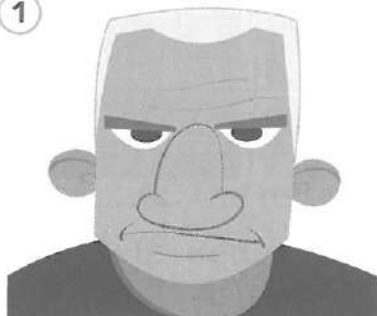


2 Colour the bricks to make sentences. Write in the missing words.

|   |                   |                  |                                |
|---|-------------------|------------------|--------------------------------|
| 1 | When the train    | _____ TV when    | Saturday.                      |
| 2 | My birthday party | arrived, Dad was | you phoned me.                 |
| 3 | I was             | holiday _____    | August for two weeks.          |
| 4 | We're going on    | too fast         | when he _____<br>an accident.  |
| 5 | Paul was driving  | is _____         | buying a <u>cup</u> of coffee. |

1 Look, read and number the sentences.

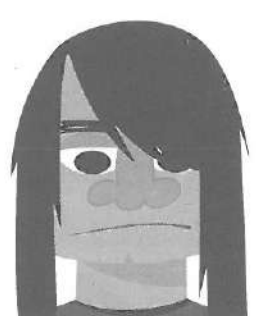
1



2



3



- a ☐ He's got long dark hair. It's straight.  
 b ☐ He's got fair curly hair. He's got a beard and a moustache.  
 c ☐ He's got short blonde hair. He's got a scar below his mouth.

2 Read and draw Danni's face.

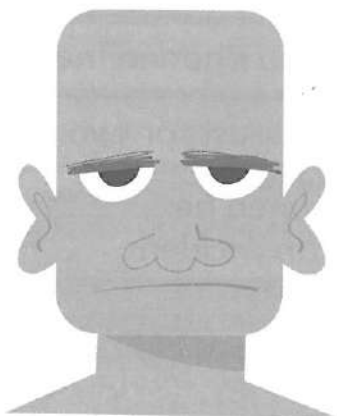
3 Write and draw a *Wanted* poster.

# WANTED

## Dangerous Danni

She's got long hair. It's black. She's got a long scar on her face and a small scar between her eyes. She's very dangerous.

**DON'T** speak to her. Call the police!



# WANTED

---

---

---

---





1 Look at the pictures. Read and write *t* (true) or *f* (false).

1980



Now



- 1 Dad used to have long hair.
- 2 Dad used to have a scar.
- 3 Dad used to have a beard.
- 4 Dad used to have a moustache.
- 5 Dad used to have straight hair.
- 6 Dad used to have dark hair.

t

2 Complete the sentences. Use the words from the box.

cry sleep eat drink play crawl

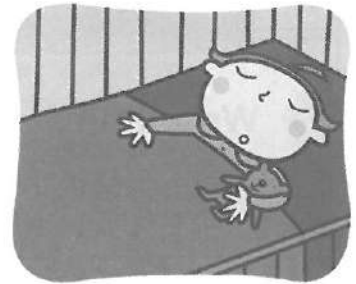
When I was a baby ...



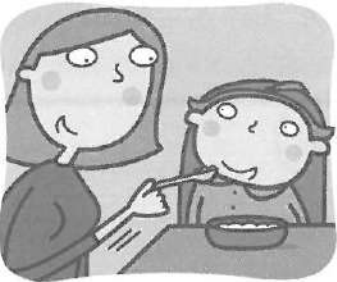
- 1 I used to drink  
milk.



- 2 I \_\_\_\_\_  
a lot.



- 3 I \_\_\_\_\_  
in a cot.



- 4 I \_\_\_\_\_  
baby food.



- 5 I \_\_\_\_\_ on  
my hands and knees.



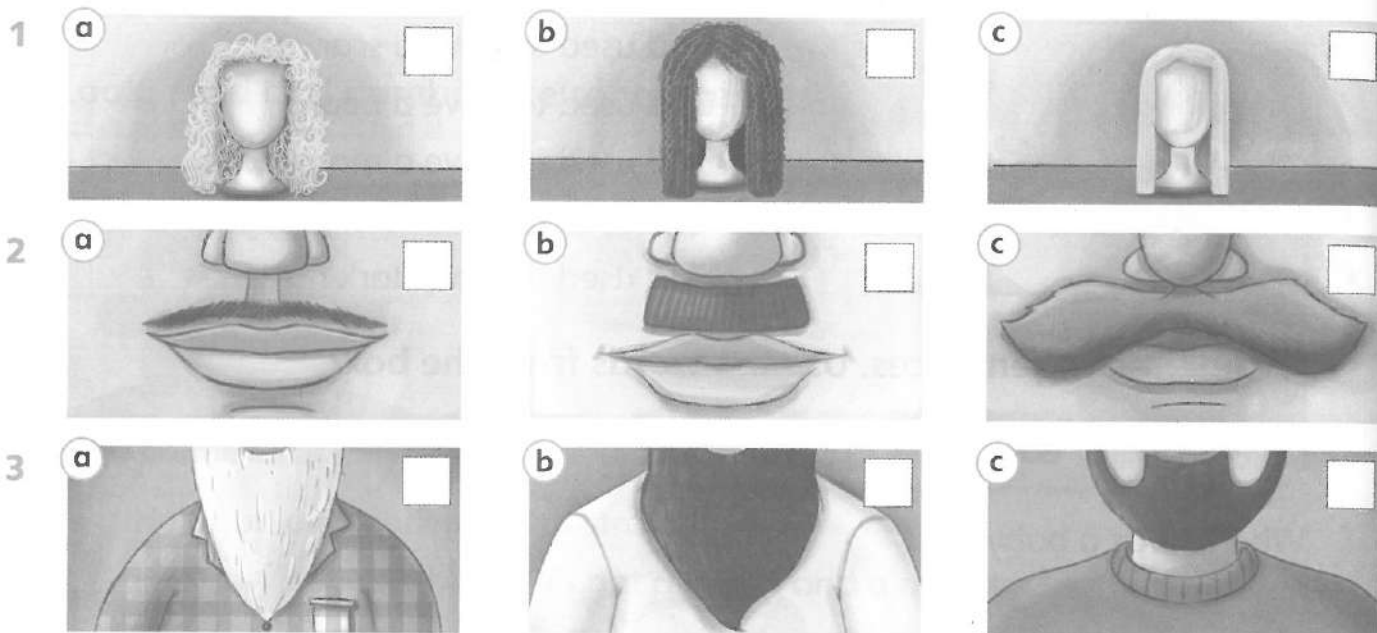
- 6 I \_\_\_\_\_  
with my teddy bear.

3 Write sentences about you.

When I was four ...

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 1 Remember the song. What did Dad use to look like?  
Tick (✓) the correct pictures.



- 2 Write four sentences about Mum.

Mum used to wear glasses.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Mum before



Mum now

- 3 Read and write the words.

week time me hair early sing curly anything

I used to have beautiful <sup>(1)</sup> hair \_\_\_\_\_.  
It was blonde and <sup>(2)</sup> \_\_\_\_\_.  
Now I dye it black each <sup>(3)</sup> \_\_\_\_\_.  
Because it went grey so <sup>(4)</sup> \_\_\_\_\_!

I used to wear glasses all the <sup>(5)</sup> \_\_\_\_\_.  
I couldn't see <sup>(6)</sup> \_\_\_\_\_.  
The doctor fixed my eyes for <sup>(7)</sup> \_\_\_\_\_.  
It made me want to <sup>(8)</sup> \_\_\_\_\_!



- 4 CD2 36 Listen and check. Say the poem.

# 1 Read and write the words.

wear help arrive do learn



When I was a schoolboy ...

- 1 ... I had to arrive at school before 7 o'clock.
- 2 ... I had to \_\_\_\_\_ a uniform.
- 3 ... I had to \_\_\_\_\_ French, German and Spanish.
- 4 ... I had to \_\_\_\_\_ homework for two hours every night.
- 5 ... I had to \_\_\_\_\_ the teacher with the younger students.

# 2 Write sentences.

When I lived at home, I had to work hard every day.



1 I had to tidy up.



2 \_\_\_\_\_



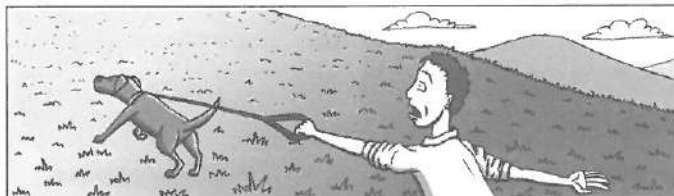
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

Now I live in my own house, I don't have to do things every day!





**1 Remember the story. Complete the sentences.**

- 1 The Mysterious H stole from jewellers in London.
- 2 He stole from museums all over the \_\_\_\_\_.
- 3 The story of The Mysterious H was in all the \_\_\_\_\_.
- 4 He even stole the top of the Eiffel \_\_\_\_\_.
- 5 He always used to leave a \_\_\_\_\_ with an *H* on it.
- 6 The \_\_\_\_\_ in the restaurant was wearing a ring with an *H* on it.

**2 Remember The Mysterious H's rhyme. Write the words in order.**

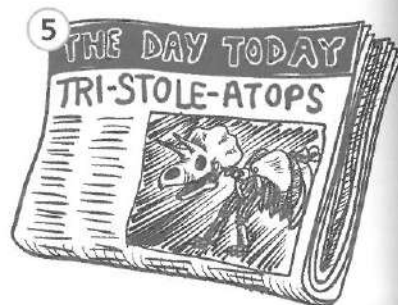
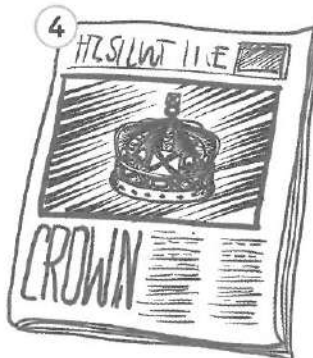
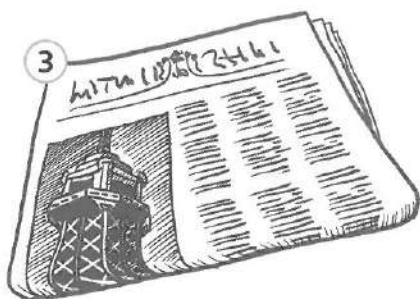
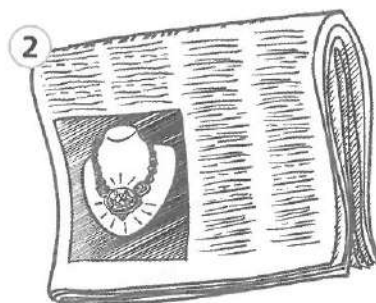
but / find / anywhere / here / you / look / look / there / you / you / can't / me

You \_\_\_\_\_ .  
 \_\_\_\_\_ .

**3 Where did The Mysterious H steal these things from? Draw lines and write sentences.**



a museum  
 the castle  
 a jeweller's shop  
 an art gallery  
 Paris



- 1 He stole the painting from an art gallery.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

CD2  
41

1 Listen and write the missing words. Then say with a friend.

1



Abby: You're famous.

Chris: I'm sorry, what did you say?

Abby: You're famous. Look.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chris: Oh no! I must change my hair again.

2



Jeremy: Oh no! It got away!

Lionel: Again? You're just not lucky today!

Jeremy: \_\_\_\_\_

Lionel: Maybe next time.

2 Look, read and number the sentences.

1



2



3



4



- a ☐ They were walking in North Park when a terrible storm started.
- b ☐ 1 Paul and Dawn went out at quarter past four in the morning.
- c ☐ The rescue team saw the light and took Paul and Dawn to their car.
- d ☐ They couldn't find their car in the dark, so Dawn used her torch.

CD2  
42

3 Listen, say and check your answers.



1 **Values** What can we learn from the story? Colour the words.

Find

Don't

make

take

her

other people's

things

words

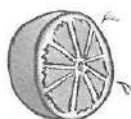
.

2 Look and write the words.

my enemy a seed a piece of apple  
a shoulder a farmer a juicy orange



1 a piece of apple

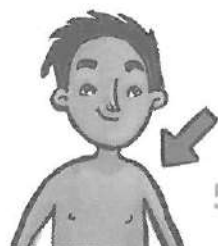


2

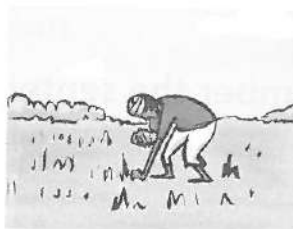
3



4



5



6



3 **Think!** Put the story in order.

- ☐ The police officer tells the farmer that Yatin is sorry.
- ☒ 1 Yatin eats an orange from the tree.
- ☐ Yatin goes home.
- ☐ Yatin thinks about his mum and dad.
- ☐ The farmer catches Yatin.
- ☐ The farmer gives Yatin a bag of seeds.
- ☐ The farmer goes to fetch the police officer.
- ☐ Yatin works for the farmer.



1 Look at the pictures. Write the story.



One day a boy was in a shop.

**1 Correct the sentences.**

1 Agatha Christie is only popular in the UK.

*No, she's popular all over the world.*

2 She disappeared in the 1930s for 20 days.

3 Conan Doyle was 81 when he died.

4 He also wrote love stories.

5 Miss Marple appeared in 11 novels.

6 Sherlock Holmes' friend was called Mr Watson.

7 Sherlock Holmes used to play the piano.

8 Hercule Poirot was from France.

**2 Read and write the name from Activity 1.**

\_\_\_\_\_ has got fair hair, but he hasn't got a lot of hair. It's straight. He's got a fair moustache.



**3 Write a description of photo B.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4 Write A and B.**

Photo \_\_\_\_\_ is a detective from a book. Photo \_\_\_\_\_ is a real writer.



**1 Remember the story. Number the pictures.**



**2 Write two cases for Sherlock Holmes. Use ideas from the box or your own ideas.**

in a castle   on a farm   in a big city   on a boat  
 a young woman   an old man   a doctor  
 a missing dog   a missing bracelet   a missing child   a missing painting  
 a book in code   an old newspaper   a mysterious letter

1 The story takes place \_\_\_\_\_.

Sherlock Holmes helps \_\_\_\_\_ to find \_\_\_\_\_.

He has to read \_\_\_\_\_ to solve the case.

2 The story takes place \_\_\_\_\_.

Holmes and Watson \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**1 Match the questions with the answers.**

- |                                          |                                                                                   |
|------------------------------------------|-----------------------------------------------------------------------------------|
| 1 Where do you like to read?             | a <input type="checkbox"/> Reading, definitely, but I like TV.                    |
| 2 How many books do you read a week?     | b <input type="checkbox"/> I love crime stories.                                  |
| 3 What are your favourite kind of books? | c <input checked="" type="checkbox"/> 1 The best place is in bed!                 |
| 4 Do you like love stories?              | d <input type="checkbox"/> About two.                                             |
| 5 What kind of things do you read?       | e <input type="checkbox"/> No, I don't. I never read them.                        |
| 6 What's best, watching TV or reading?   | f <input type="checkbox"/> I read comics and I sometimes read my dad's newspaper. |



**2 Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Lucy likes reading but she loves watching TV too. Her favourite place to read is on the sofa. She reads more than three books a week. Her favourite kind of books are science fiction stories. She never reads historical novels. As well as reading books, she reads comics and magazines.

Lucy loves reading but she likes watching TV too.

**3 Write about your reading habits.**

I like reading in bed.

1 Write the words in four groups.

beard blonde curly dark farmer light  
moustache orange scar seed short straight

1 beard \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 blonde \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


3 curly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


4 farmer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


2 Look at Activity 1. Number the topics to match the groups.


☐ Hair colour    ☐ Face    ☐ Story words    ☐ Hair style

3 Look and draw lines to make sentences.

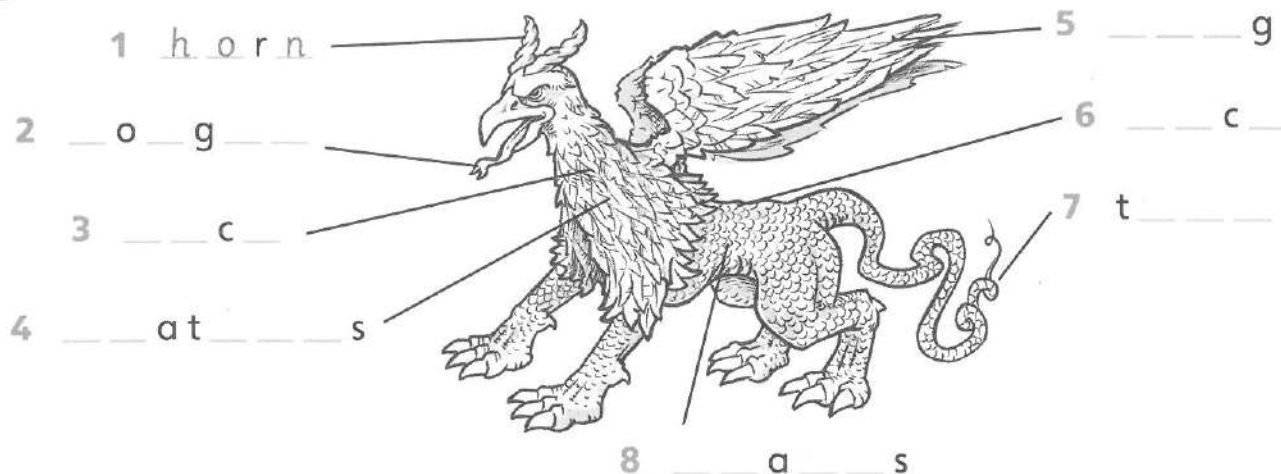
|                                                                                                          |         |        |           |               |
|----------------------------------------------------------------------------------------------------------|---------|--------|-----------|---------------|
| <p>1 Mum's family</p>  | used to | living | in France | in the 1980s. |
|                                                                                                          | used    | lived  | by France | at the 1980s. |
|                                                                                                          | use to  | live   | on France | on the 1980s. |

|                                                                                                |         |         |                 |            |
|------------------------------------------------------------------------------------------------|---------|---------|-----------------|------------|
| <p>2 I</p>  | had to  | tidying | my bedroom      | yesterday. |
|                                                                                                | have to | tidied  | the kitchen     | tomorrow.  |
|                                                                                                | has to  | tidy    | the living room | now.       |

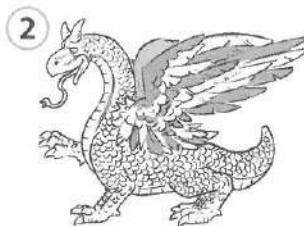
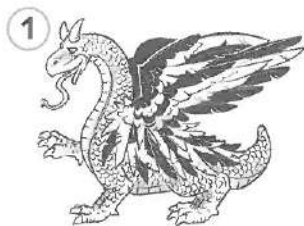
|                                                                                                     |         |       |            |                      |
|-----------------------------------------------------------------------------------------------------|---------|-------|------------|----------------------|
| <p>3 My mum</p>  | used    | being | an actress | when she was born.   |
|                                                                                                     | was     | be    | a teacher  | before I was born.   |
|                                                                                                     | used to | been  | a doctor   | before she was born. |

|                                                                                                     |         |         |         |                |
|-----------------------------------------------------------------------------------------------------|---------|---------|---------|----------------|
| <p>4 My dad</p>  | had     | help    | my dad  | in the shop.   |
|                                                                                                     | had to  | helped  | his dad | in the cinema. |
|                                                                                                     | have to | helping | our dad | at the zoo.    |

## 1 Look and complete the words.



## 2 Look, read and number the texts.



- a ☐ This dragon has got wings. The feathers on the wings are beautiful. They've got grey and white patterns. The dragon's neck is long and it's got scales. There are also scales on its back and there are feathers on its back too. It's got a short tail, a long tongue and two horns.
- b ☐ This dragon has got wings. The grey feathers on the wings are beautiful. The dragon has got scales on its back and also on its long neck. It's got a long tongue, a horn and a short tail.
- c ☐ This dragon has got wings. The feathers on the wings are beautiful and you can see black and white patterns on them. It's got a long neck, a short tail, two horns and a long tongue. It's got feathers on its back and scales on its neck.

## 3 Write about the other dragon from Activity 2.

---



---



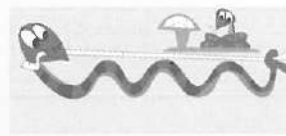
---



**1 Read and write t (true) or f (false).**

**1 The world's longest snake**

The python holds the world record for the longest snake. The record-breaker was 9.92 m! The python is longer than



the anaconda, but anacondas are the world's fattest snakes.



**3 The world's worst singer**

The 'crex-crex' song of the corncockle sounds so terrible that this bird is certainly the world's worst singer.

**2 More aggressive than you think**

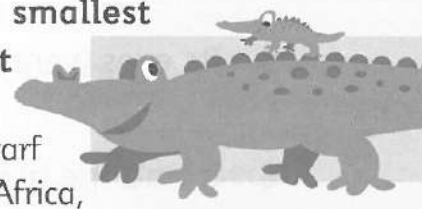
It looks friendly in cartoons, but the hippo is probably the most dangerous land animal



in Africa. (Maybe the mosquito is even more dangerous?) Hippos are very aggressive, not scared of humans and much more dangerous than lions.

**4 Crocodiles – the smallest and the heaviest**

The smallest crocodile is the dwarf crocodile of West Africa, which hardly ever grows bigger than 1.5 m long. The heaviest crocodiles are saltwater crocodiles, which can grow to 7 m long and weigh over 1,000 kg!



- 1 Pythons are the longest snakes, but anacondas can be fatter.
- 2 The longest snake was more than 10 m.
- 3 Hippos are very dangerous, but they run from humans.
- 4 The song of the corncockle isn't very nice at all.
- 5 Saltwater crocodiles aren't longer than dwarf crocodiles.

|   |
|---|
| t |
|   |
|   |
|   |
|   |

**2 Write sentences.**

- 1 Anacondas / fat / snakes in the world  
Anacondas are the fattest snakes in the world.
- 2 Hippos / dangerous / lions  
 \_\_\_\_\_
- 3 Corncockles / bad / singers in the world  
 \_\_\_\_\_
- 4 Dwarf crocodiles / small / saltwater crocodiles  
 \_\_\_\_\_

**1 Remember the song. Correct the sentences.**

1 In my dream I met the most dangerous dragon.

In my dream I met the most beautiful dinosaur.

2 Its head was smaller than a tractor.

3 Its neck was longer than a tower.

4 Its scales were stronger than wood.

5 Its eyes were bigger than me.

6 It had the best teeth on Earth.

**2 Write adjectives to complete the sentences.**



In my dream I met <sup>(1)</sup> the most dangerous dinosaur. (dangerous)

Its teeth were <sup>(2)</sup> \_\_\_\_\_ knives. (sharp)

Its wings were <sup>(3)</sup> \_\_\_\_\_ planes. (long)

It was <sup>(4)</sup> \_\_\_\_\_ animal on land. (strong)

It was <sup>(5)</sup> \_\_\_\_\_ runner and

<sup>(6)</sup> \_\_\_\_\_ at flying. (fast / good)

**3 Imagine a dragon or a dinosaur. Draw and write about it.**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1 Write questions for the answers. Use the words from the box.**

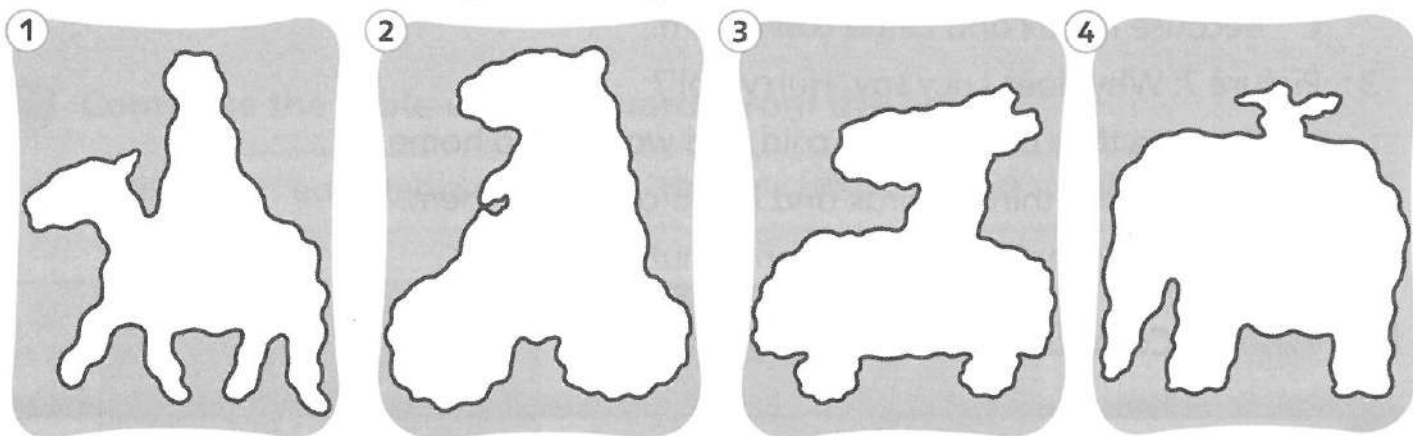
Pegasus the Sphinx a mermaid a unicorn the Phoenix a centaur

- |   |                                |                                                                |
|---|--------------------------------|----------------------------------------------------------------|
| 1 | What does a centaur look like? | It's half horse and half man.                                  |
| 2 | _____                          | She's got the head of a woman and the tail of a fish.          |
| 3 | _____                          | It's a bird with very big wings and red and golden feathers.   |
| 4 | _____                          | It looks like a horse, but it's got wings and can fly.         |
| 5 | _____                          | It's a white horse with a long horn in the middle of its head. |
| 6 | _____                          | It looks like a lion with a human head.                        |

**2 Think! Read the dialogue. Write 1, 2, 3 or 4.**

A: What does Cloud \_\_\_\_\_ look like?

B: I think it looks like a dog. It's driving a car.



**Write dialogues about the other pictures.**

- A: \_\_\_\_\_
- B: \_\_\_\_\_
- A: \_\_\_\_\_
- B: \_\_\_\_\_
- A: \_\_\_\_\_
- B: \_\_\_\_\_



**1 Think! Remember the story. Put the sentences in order.**

- ☐ The children find a way out, but they have to jump into the pool.
- ☒ 1 Lucy finds a door in the dragon.
- ☐ Horax and Zelda see Ben and Lucy, but the children run away.
- ☐ On the side of the pool, they find the next line for the rhyme.
- ☐ The children open it and go in.
- ☐ It's a trap! Horax closes the door and they can't get out.

**2 Think! Read and circle.**

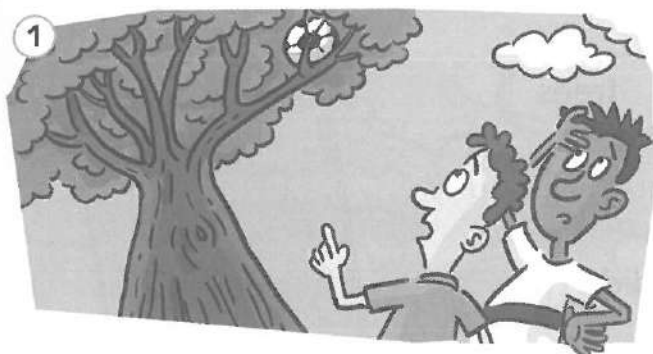
- 1 Picture 1: Why is Ben standing in front of the dragon?
  - A Because he hopes to see a smile on the dragon's face.
  - B Because he hopes he can jump in the pool.
  - C Because he hopes to see the next line on the dragon's tongue.
- 2 Picture 6: Why do the children jump into the pool?
  - A Because it's the only way to get out.
  - B Because it's a very hot day.
  - C Because Horax and Zelda can't swim.
- 3 Picture 7: Why does Lucy say 'Hurry up!'?
  - A Because they are wet and cold and want to go home.
  - B Because she thinks Horax and Zelda can catch them.
  - C Because school starts in fifteen minutes.

**3 Think! Complete Horax's diary entry.**

Today was a <sup>(1)</sup> bad day for Zelda and me. We saw <sup>(2)</sup> \_\_\_\_\_.  
They were looking at <sup>(3)</sup> \_\_\_\_\_. We were  
sure the next line <sup>(4)</sup> \_\_\_\_\_  
but then they opened <sup>(5)</sup> \_\_\_\_\_ and  
<sup>(6)</sup> \_\_\_\_\_. Zelda and I <sup>(7)</sup> \_\_\_\_\_.  
In the end the children <sup>(8)</sup> \_\_\_\_\_ and they  
<sup>(9)</sup> \_\_\_\_\_. Zelda and I were very <sup>(10)</sup> \_\_\_\_\_.

CD 3  
12

Listen and write the missing words. Then say with a friend.



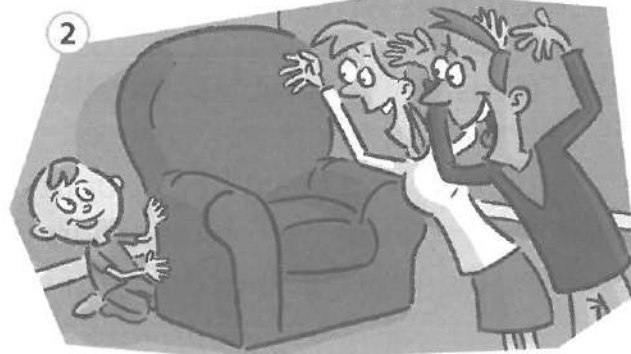
**Ollie:** I don't believe it. The ball's really high up in the tree.

**Jem:** And that tree's too dangerous to climb.

**Ollie:** We could get my dad's ladder.

**Jem:** Yes. \_\_\_\_\_

\_\_\_\_\_



**Mum:**

Where are you?

**Dad:**

He's here somewhere.

**Connor:**

Hee, hee, hee.

**Mum:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Connor:**

Hee, hee, hee.

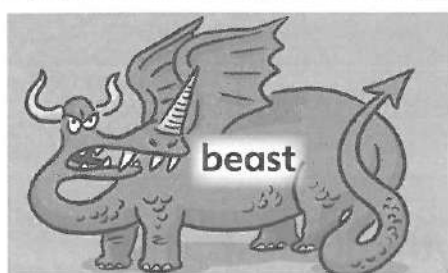
**Mum and Dad:** There you are!

**Connor:**

Ha!

**2** Complete the table with the words from the box.

weather eat team feather beans bread head meat



weather

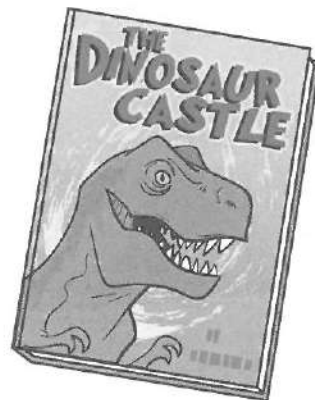
CD 3  
13

Listen, say and check your answers.

**1 Remember Paul's dinosaur book in the Student's Book.  
Read and write the words.**

a castle vegetables a cellar mice trees

Paul has got a great book about dinosaurs. He found it in <sup>(1)</sup> a cellar . The dinosaurs lived in <sup>(2)</sup> \_\_\_\_\_ . They didn't like eating animals, so they didn't eat <sup>(3)</sup> \_\_\_\_\_ , but they didn't eat <sup>(4)</sup> \_\_\_\_\_ either. They loved eating <sup>(5)</sup> \_\_\_\_\_ from the garden.



**2 Make sentences.**

- 1 found / two / book / weeks / I / a / ago / unicorn / about / a  
Two weeks ago I found a book about a unicorn.
- 2 the / book / the / was / of / name / *Unicornia*
- 3 lived / forest / a fantastic / the / unicorn / in
- 4 lots / trees / colourful / were / of / there
- 5 unicorn / the / plants / eat / grass or / didn't
- 6 only / eat / trees / wanted to / it / purple
- 7 liked / book / the / I / very much / because / it / really interesting / was

**3 Imagine that you found a book about a mythical beast.  
Write about it. Think about:**

- What's the name of the book?
- Where did you find it?
- Where did the beast live?
- What did / didn't it eat?
- What did it love doing?
- Why did / didn't you like the book?

A week ago I found a book about



1 Read and write yes or no.



- 1 There are feathers on the dinosaur's wings.
- 2 The unicorn is eating grass.
- 3 A big grey dragon is eating apples from a tree.
- 4 There are some flowers below the apple tree.
- 5 The snake with the horn is fatter than the other snake.
- 6 There is a chicken in the bigger snake's mouth.
- 7 There are lots of stones in the river.
- 8 It's sunny, but there are lots of clouds in the sky.

yes

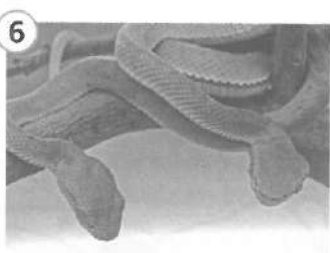
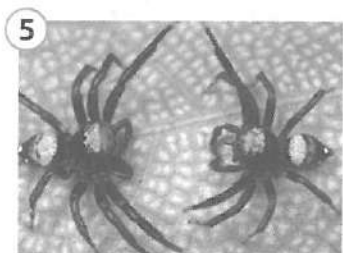
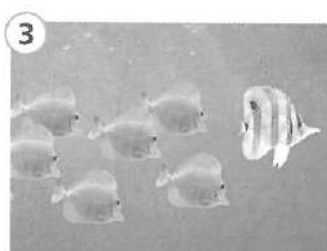
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1 Look and write the words.**

snakes seals spiders moths eagles fish lions antelopes



antelopes



**2 Write the animals from Activity 1 in two groups. Can any of the animals be in both groups?**

| predators | prey      |
|-----------|-----------|
|           | antelopes |

**3 Write about three of the animals.**

|  |                                                       |
|--|-------------------------------------------------------|
|  | Mice are predators. They eat moths and other insects. |
|  | Mice are also the prey of animals like cats and owls. |



## 1 Read and write *predators* or *prey*.

All animals, <sup>(1)</sup> predators and <sup>(2)</sup> \_\_\_\_\_ must eat. Some animals eat only plants, others need plants and meat and some eat only meat. Animals that eat meat are called <sup>(3)</sup> \_\_\_\_\_. The animals that <sup>(4)</sup> \_\_\_\_\_ eat are called <sup>(5)</sup> \_\_\_\_\_. Animals that are <sup>(6)</sup> \_\_\_\_\_ have different ways to protect themselves against their <sup>(7)</sup> \_\_\_\_\_. They use poison and weapons to fight <sup>(8)</sup> \_\_\_\_\_, their speed to run away from them or their looks to confuse or scare the <sup>(9)</sup> \_\_\_\_\_.

## 2 **Values** Read the dialogue. What can we learn from it? Tick (✓).

**Harry:** Nature's horrible.

**Mia:** Why do you say that? Just look how beautiful everything is: those birds, the butterflies, the flowers ...

**Harry:** Yes, they're beautiful, but why do some animals eat other animals? Lions eat zebras, snakes eat mice and sharks eat smaller fish. It's terrible.

**Mia:** Yes, but it isn't because they're bad. They need to eat meat.

**Harry:** What do you mean? Can't they just eat plants?

**Mia:** Well, some animals eat plants only, others eat both plants and meat and others eat meat only. They need meat to survive.

**Harry:** You mean they can't live without eating meat?

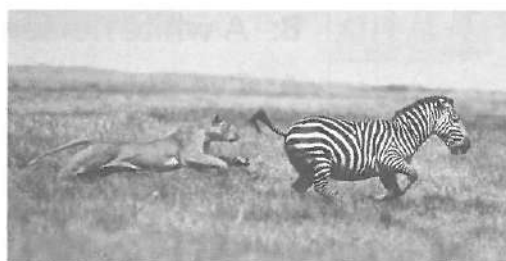
**Mia:** Exactly. Lions can't live without meat. They die.

**Harry:** Hmm, I think I'm beginning to understand.

**Mia:** Understand what?

**Harry:** All animals are important. Lions need meat, so they need to hunt antelopes, zebras and other animals. When there aren't enough of them, lions can't eat.

**Mia:** That's right. And that's how animals die out.



- ☐ Some animals are good and some animals are bad. The bad ones are meat-eaters.
- ☐ We need to protect nature. Animals mustn't die out.
- ☐ Some animals are going to die out, but it doesn't matter. Nature has got enough animals.



**Put the dialogue in order. Then listen and check.**

- ☐ B: What's strange about a white horse?
- ☐ A: In the garden behind our house, 23 Queen's Park. It's eating all the flowers.
- ☐ B: Really? What does it look like?
- ☒ 1 A: Good afternoon. Can I speak to the director of the zoo, please?
- ☐ B: OK. Try not to scare it. I'm coming to your house right now.
- ☐ A: Well, it looks like a horse, a white horse.
- ☐ B: That's me. How can I help you?
- ☐ A: It's got a horn.
- ☐ B: A white horse with a horn. Then it's a unicorn. Where did you find it?
- ☐ A: I've got a strange animal. I found it this morning.

**2 Look and write a dialogue. Use language from Activity 1.**



I've got a strange animal. I found it this afternoon.

---

---

---

---

---

---

---

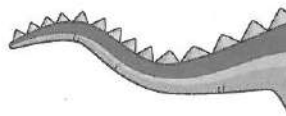
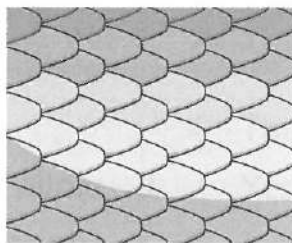
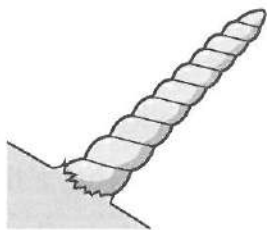
---

---

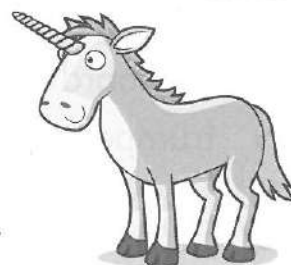
---

1 Think! Which one is different in each group? Look, think and circle.

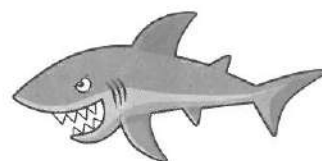
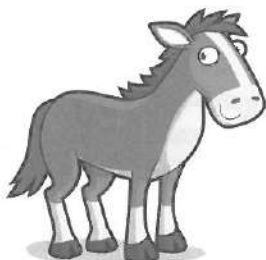
1



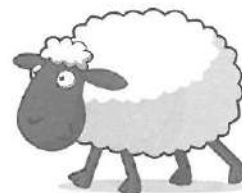
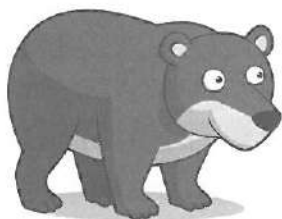
2



3



4



2 Colour the bricks to make sentences. Write in the missing words.

1

What does

best sister \_\_\_\_\_

\_\_\_\_\_ ?

2

You're the

your sister

my mum.

3

What do

mermaids look

\_\_\_\_\_ the world!

4

That's the ugliest

is taller \_\_\_\_\_

the world!

5

My aunt

dog

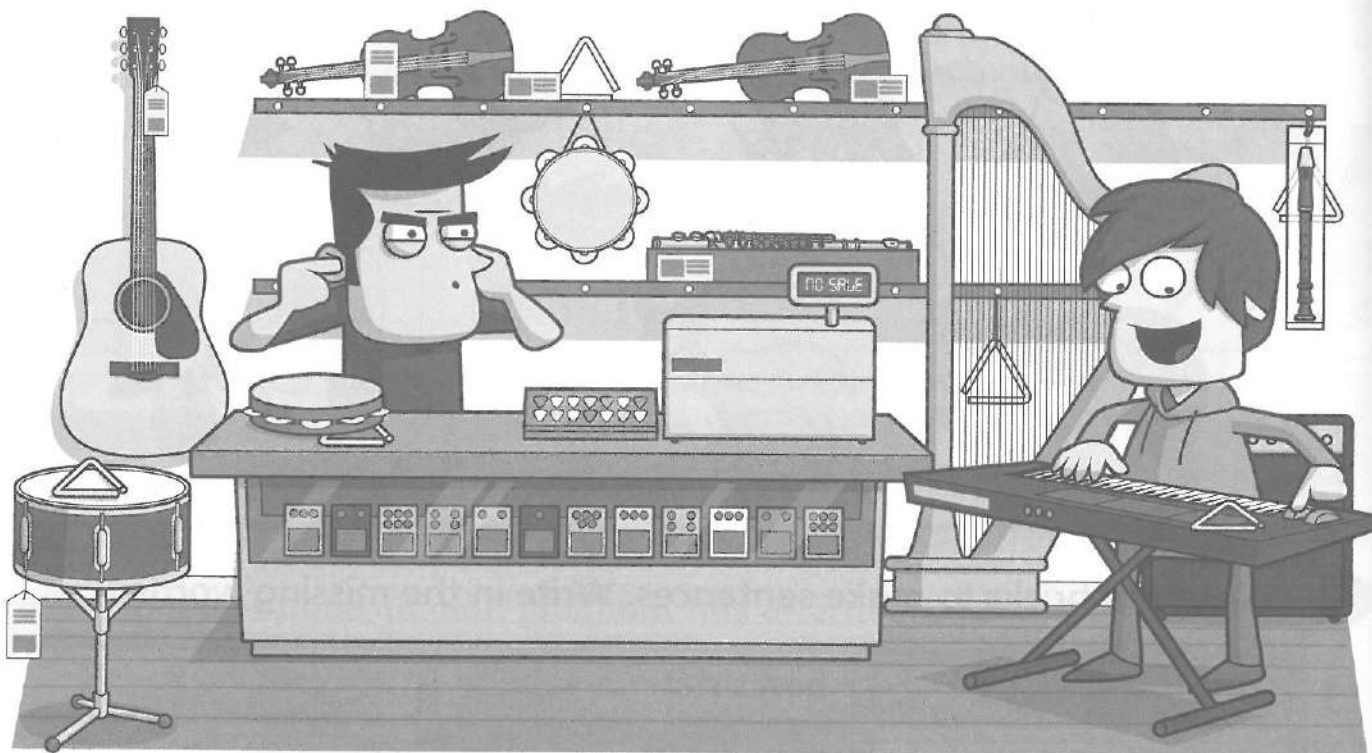
\_\_\_\_\_ look like?

1 CD3  
18

Listen and circle.

- |                            |                         |
|----------------------------|-------------------------|
| 1 recorder / <u>violin</u> | 6 violin / harp         |
| 2 trombone / trumpet       | 7 triangle / drums      |
| 3 drums / keyboard         | 8 saxophone / trombone  |
| 4 keyboard / tambourine    | 9 tambourine / triangle |
| 5 trumpet / saxophone      |                         |

2 Find the triangles and write sentences.



There's a triangle under the tambourine.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 1 Read and write the words.

hers theirs his yours mine ours

- 1 Is this your bike, Ken?  
Yes, it's mine.
- 2 Is this Peter's guitar?  
Yes, it's \_\_\_\_\_.
- 3 This isn't my pen. Take it.  
It's \_\_\_\_\_.
- 4 That's a nice scooter. Is it Jane's?  
Yes, it's \_\_\_\_\_.
- 5 Is this where you and Lily live?  
Yes, this house is \_\_\_\_\_.
- 6 This is Peter and Tom's car.  
Is it really \_\_\_\_\_?

## 2 Change the sentences.

- 1 It's my dog. It's mine.
- 2 It's Mia's cat. It's \_\_\_\_\_.
- 3 They are John and Lucy's horses. They're \_\_\_\_\_.
- 4 This house is Ruby's and mine. It's \_\_\_\_\_.
- 5 It's John's violin. It's \_\_\_\_\_.
- 6 It's not my cap. It's your cap. It's \_\_\_\_\_.

## 3 Look and write sentences.



1 Remember the song. Tick (✓) or cross (X) and write sentences.



1 Sandra



silver



The silver pen isn't hers.



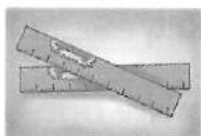
2 Sue



silver



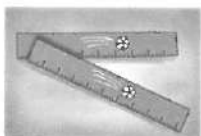
3 Tim and Nick



green



4 Tim and Nick



blue



2 Follow the lines. Answer the questions.



Olivia



Harry



Luke



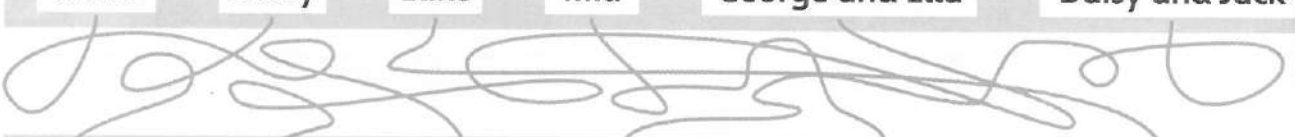
Mia



George and Ella



Daisy and Jack



1 Is the cat George and Ella's?

No, it isn't theirs. It's Daisy and Jack's.

2 Is the pencil case Mia's?

3 Is the book Harry's?

4 Is the dog Daisy and Jack's?

5 Is the pencil Olivia's?

6 Is the rucksack Luke's?

### 1 Read and circle.

- 1 Matt is the boy who / which plays the guitar.
- 2 Mexico is the country which / where my cousins live.
- 3 The house who / which you can see over there is Bob's.
- 4 Claire is the girl where / who is a very good footballer.
- 5 The instrument which / who George plays is the saxophone.
- 6 London is the city who / where I'd like to live.

### 2 Read and write *who*, *which* or *where*.

- 1 Max is the boy who reads lots of books.
- 2 The instrument \_\_\_\_\_ my friend plays is the violin.
- 3 The town \_\_\_\_\_ my grandparents live is near the coast.
- 4 Maria is the girl \_\_\_\_\_ likes listening to music.
- 5 The pen \_\_\_\_\_ is on the floor is Will's.
- 6 The farm \_\_\_\_\_ we ride horses is in the mountains.

### 3 Look and write four more sentences with *who* or *which*.



The boy who is reading is Jack.

The saxophone which is next to the sofa is Jack's.



# 1 Remember the story. Read and write the words.

apple hides banana ~~café~~ takes cup line open starts to

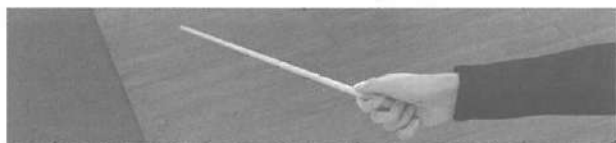
Lucy and Ben go to the <sup>(1)</sup> café for a drink. They order orange juice, an <sup>(2)</sup> \_\_\_\_\_, hot chocolate and a <sup>(3)</sup> \_\_\_\_\_. Then Ben sees the <sup>(4)</sup> \_\_\_\_\_ on Lucy's <sup>(5)</sup> \_\_\_\_\_. When the children are having their drinks, Horax looks in Ben's rucksack and he <sup>(6)</sup> \_\_\_\_\_ out the map. The conductor sees Horax and wants him <sup>(7)</sup> \_\_\_\_\_ leave. Horax <sup>(8)</sup> \_\_\_\_\_ the map in the trumpet. When Ben and Lucy come back, they see that Ben's rucksack is <sup>(9)</sup> \_\_\_\_\_. When the trumpet player <sup>(10)</sup> \_\_\_\_\_, the children find the map.

## 2 Think! Read and write *t* (true) or *f* (false).

- 1 Pictures 1 and 2: The children know that the line is in the café.
- 2 Picture 4: Lucy can't read the line.
- 3 Picture 5: When Horax says 'Very nice of you, kids. Thank you', he is talking to Ben and Lucy.
- 4 Picture 6: When the conductor arrives, Horax thinks of a trick.
- 5 Picture 7: The children know that the map is in the trumpet.
- 6 Picture 8: The trick which Horax plays doesn't work.

f

## 3 Look and answer the questions.



1 Is this Ben's?

No, it isn't his.

It's the conductor's.



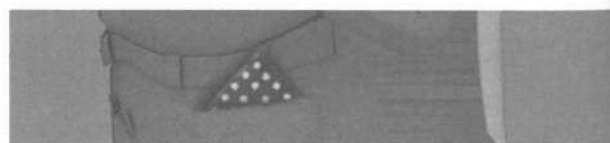
2 Is this Lucy's?

\_\_\_\_\_



3 Is this Horax's?

\_\_\_\_\_



4 Is this the conductor's?

\_\_\_\_\_

CD 3  
27

Listen and write the missing words. Then say with a friend.



**Mum:** Be careful with those plates, Tom. Maybe you should only take two at a time?

**Tom:** Don't worry, Mum. ... Whoops!

**Mum:** Tom!

**Tom:** \_\_\_\_\_, Mum.  
I really am.



**Debs:** Where's Frank?

**George:** I don't know. There are just too many people.

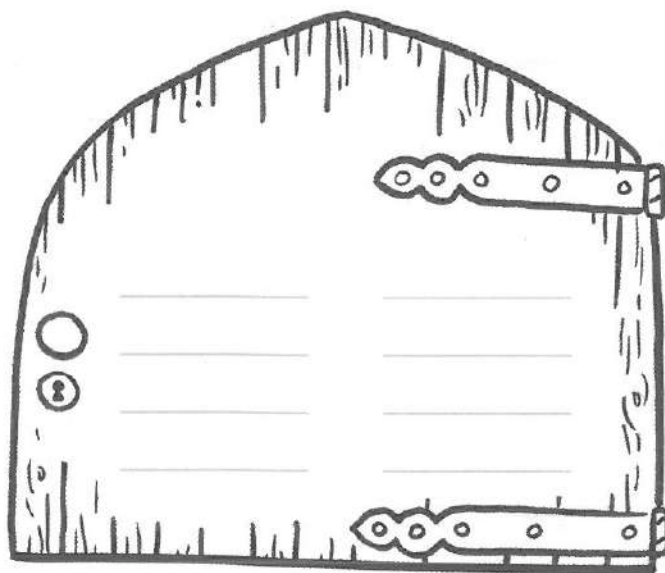
**Debs:** Hey, look. There he is. Over there. Frank! Frank!

**George:** Oh yes, there he is!

Debs!

**2** Write the words from the box in the *shirt* or the *door*.

world floor bird work call thirsty orchestra keyboard  
horn curly sword her four first purple talk

CD 3  
28

Listen, say and check your answers.



1 **Values** What can we learn from the story? Colour the words.

It's

They're

sometimes

bad

important

to

be

have

different

sad

from

his

your

friends

family

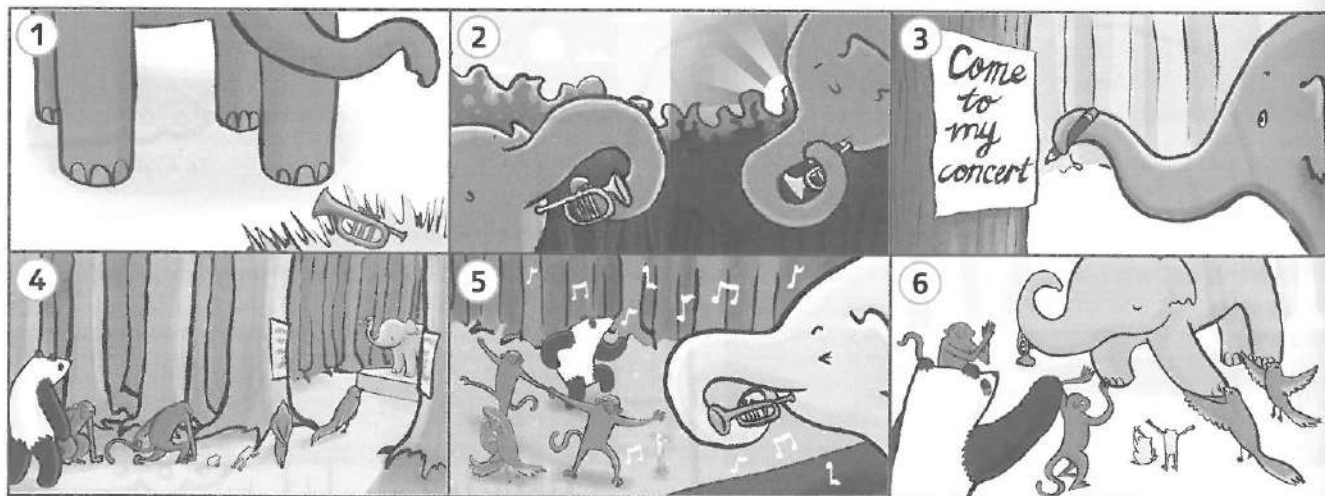
.

2 Read and write the words.

laughed fell off silent invite beautiful day

- 1 The bear saw a big bag that fell off a car.
- 2 In the bag there was a \_\_\_\_\_ violin.
- 3 The bear played the violin all \_\_\_\_\_.
- 4 One day the bear said to his friends, 'I'd like to \_\_\_\_\_ you to a concert.'
- 5 After the concert his friends were \_\_\_\_\_.
- 6 The animals \_\_\_\_\_ because they didn't like his music.

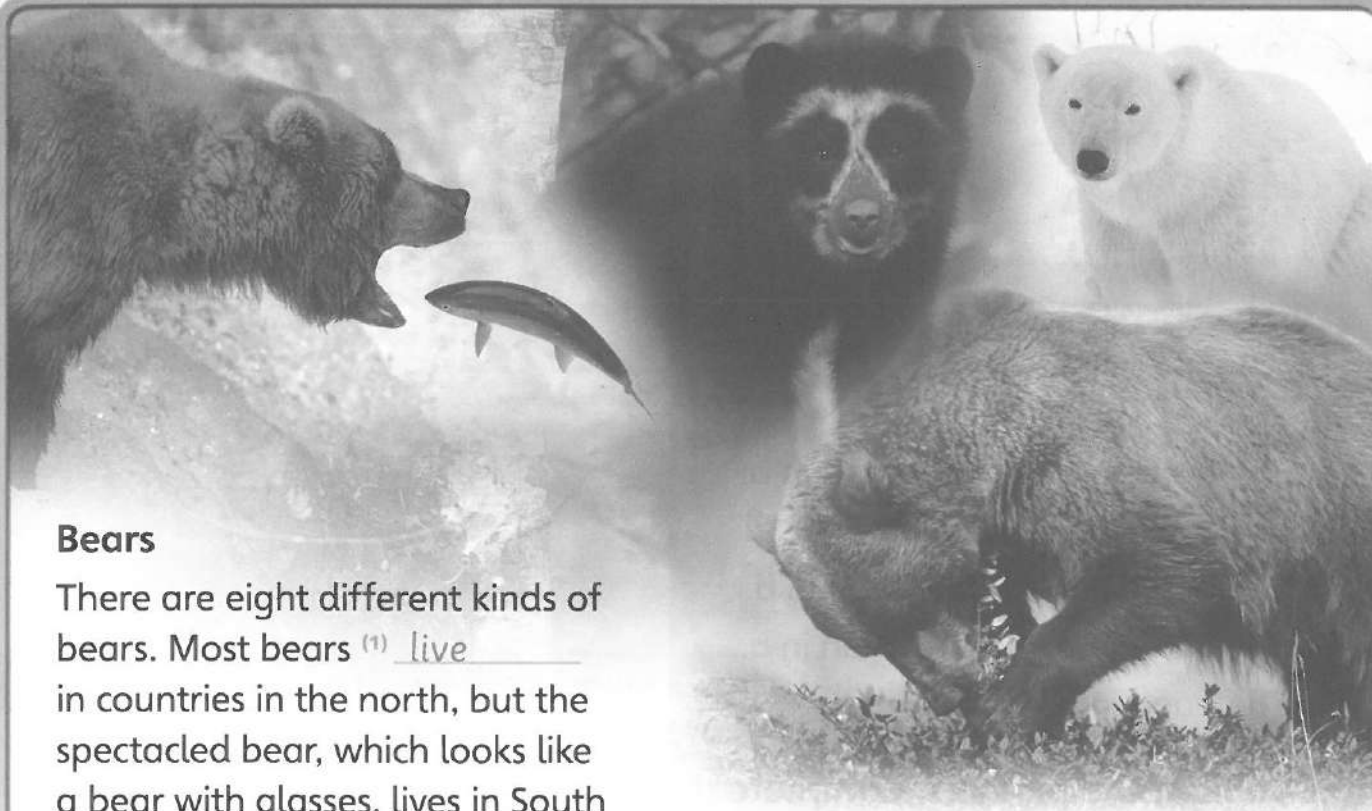
3 Look at the pictures. Write the story.



One day the elephant saw a trumpet.



1 Read the text. Choose the right words and write them on the lines.



### Bears

There are eight different kinds of bears. Most bears <sup>(1)</sup> live in countries in the north, but the spectacled bear, which looks like a bear with glasses, lives in South America. There aren't any bears in Africa and Australia. There <sup>(2)</sup> \_\_\_\_\_ bears in northern Africa, but there aren't any there now.

Bears have a big body, strong teeth and a short tail. Most bears eat animals and plants, <sup>(3)</sup> \_\_\_\_\_ the polar bear only eats other animals and the panda only eats plants.

Baby bears and young bears stay <sup>(4)</sup> \_\_\_\_\_ their mothers, but when they are older they live alone.

Bears usually look <sup>(5)</sup> \_\_\_\_\_ food during the day, but sometimes they are out at night.

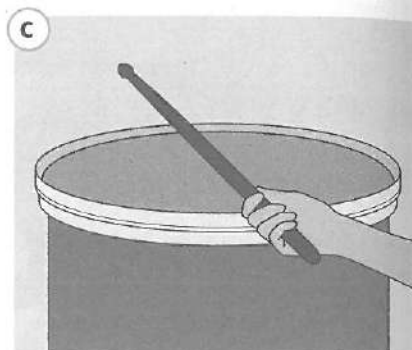
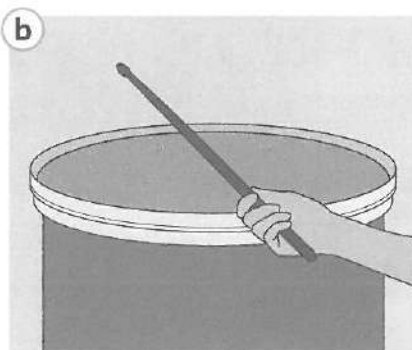
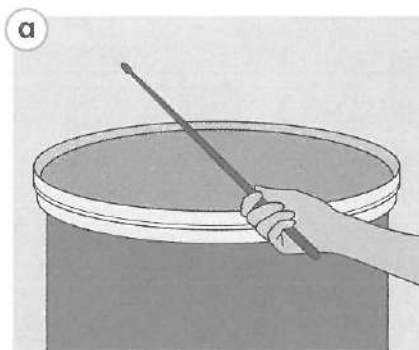
They can smell other animals and people from far away, they can <sup>(6)</sup> \_\_\_\_\_ very quickly, they can climb trees and they are also good swimmers.

In autumn most bears eat a lot and then they go to a cave to sleep in winter.

- |          |      |         |
|----------|------|---------|
| 1 living | live | lives   |
| 2 were   | was  | is      |
| 3 but    | so   | because |

- |        |     |         |
|--------|-----|---------|
| 4 at   | up  | with    |
| 5 on   | in  | for     |
| 6 runs | run | running |

1 Look at the pictures. Read and write *t* (true) or *f* (false).

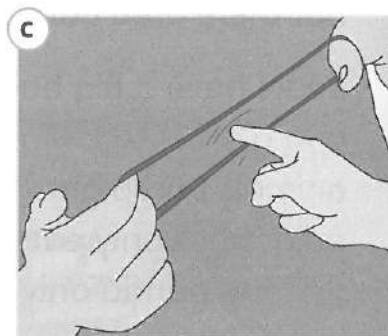
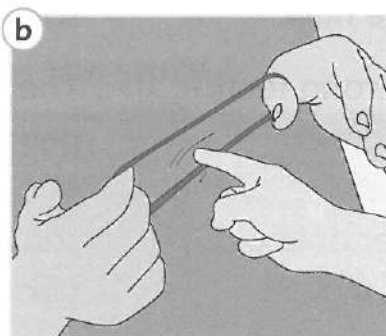
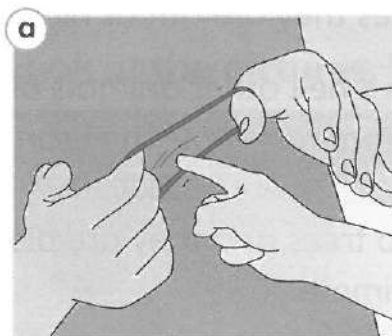


- 1 The bang in **a** is louder than in **b**.
- 2 The bang in **b** is louder than in **c**.
- 3 The bang in **c** is louder than in **b**.
- 4 The bang in **b** is louder than in **a**.
- 5 The bang in **b** is the loudest.

|   |
|---|
| f |
|   |
|   |
|   |
|   |

2 Look at the pictures. Complete the sentences.  
Use the words from the box once or more times.

higher highest lower lowest than the



- 1 The sound in **a** is lower than the sound in **b**.
- 2 The sound in **b** is \_\_\_\_\_ the sound in **c**.
- 3 The sound in **c** is \_\_\_\_\_ the sound in **b**.
- 4 The sound in **b** is \_\_\_\_\_ the sound in **a**.
- 5 The sound in **c** is \_\_\_\_\_.
- 6 The sound in **a** is \_\_\_\_\_.

1 Draw lines to match the opposites.

HIGH

LOUD

SHORT

LONG

QUIET

LOW

2 What sound do these instruments make?  
Number the photos 1 (the lowest) to 3 (the highest).

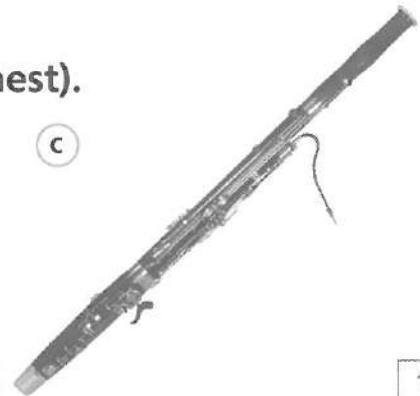
1 a


☐

b


☐

c


☐

2 a


☐

b


☐

c


☐

3 a


☐

b


☐

c


☐





## 1 Match the questions with the answers.

- |                                                |                                                                                                    |
|------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1 Do you play an instrument, Lily?             | a <input type="checkbox"/> It's Justin Bieber.                                                     |
| 2 Would you like to play an instrument?        | b <input type="checkbox"/> My favourite song? It's probably 'Never say never'.                     |
| 3 Who's your favourite singer?                 | c <input type="checkbox"/> Yes, I'd like to play the violin.                                       |
| 4 Justin Bieber? Is he from the USA?           | d <input type="checkbox"/> No, not by Justin! But I really don't like 'Someone like you' by Adele. |
| 5 And what's your favourite song?              | e <input type="checkbox"/> 1 No, I don't.                                                          |
| 6 Is there a song which you really don't like? | f <input type="checkbox"/> No, he's from Canada.                                                   |

## 2 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Lily plays the guitar. She wouldn't like to play the violin. Her favourite singer is Justin Bieber. He is from America. Her favourite song is 'Never say never'. There is one song which she really doesn't like. It's called 'Someone like me'. It's by Usher.

Lily doesn't play an instrument.

## 3 Write about yourself and music.

I play the piano and I'd like to play

# 1 Write the words in four groups.

drum guitar harp high low loud saxophone  
tambourine triangle trombone trumpet violin

1 drum \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 guitar \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


3 high \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


4 saxophone \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


## 2 Look at Activity 1. Number the topics to match the groups.


- ☐ Stringed instruments      ☐ Sound words  
☐ Wind instruments      ☐ Percussion instruments

## 3 Look and draw lines to make sentences.

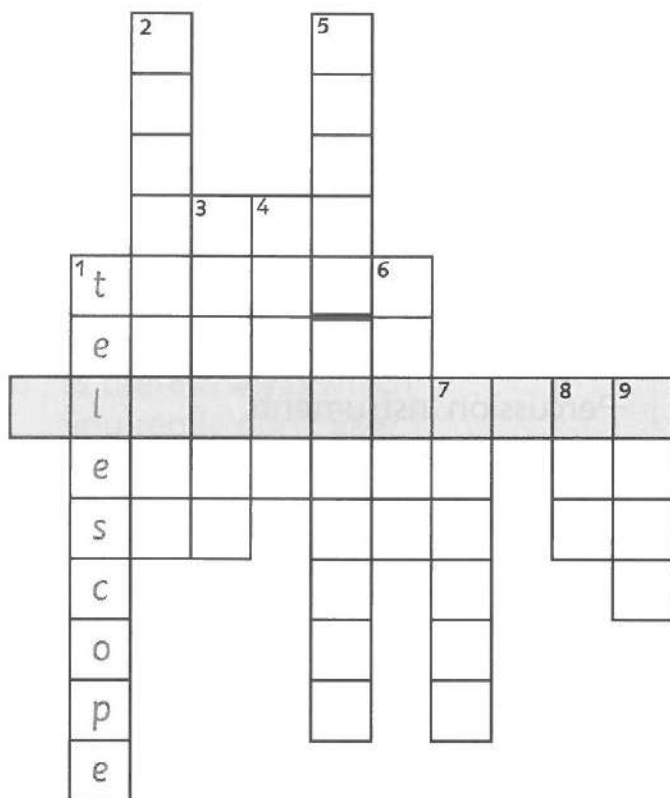
|                                                                                                   |             |       |         |       |
|---------------------------------------------------------------------------------------------------|-------------|-------|---------|-------|
| <b>1</b> It<br> | isn't you   | cap.  | They're | my.   |
|                                                                                                   | isn't your  | caps. | He's    | me.   |
|                                                                                                   | isn't yours | book. | It's    | mine. |

|                                                                                                               |       |             |              |              |
|---------------------------------------------------------------------------------------------------------------|-------|-------------|--------------|--------------|
| <b>2</b> The recorders<br> | which | are on      | the sofa     | are us.      |
|                                                                                                               | who   | are next to | the chair    | are ours.    |
|                                                                                                               | where | are under   | the cupboard | are violins. |

|                                                                                                   |          |             |      |         |
|---------------------------------------------------------------------------------------------------|----------|-------------|------|---------|
| <b>3</b> I<br> | thinks   | this ball   | were | hers.   |
|                                                                                                   | think    | these balls | are  | yours.  |
|                                                                                                   | thinking | those balls | is   | theirs. |

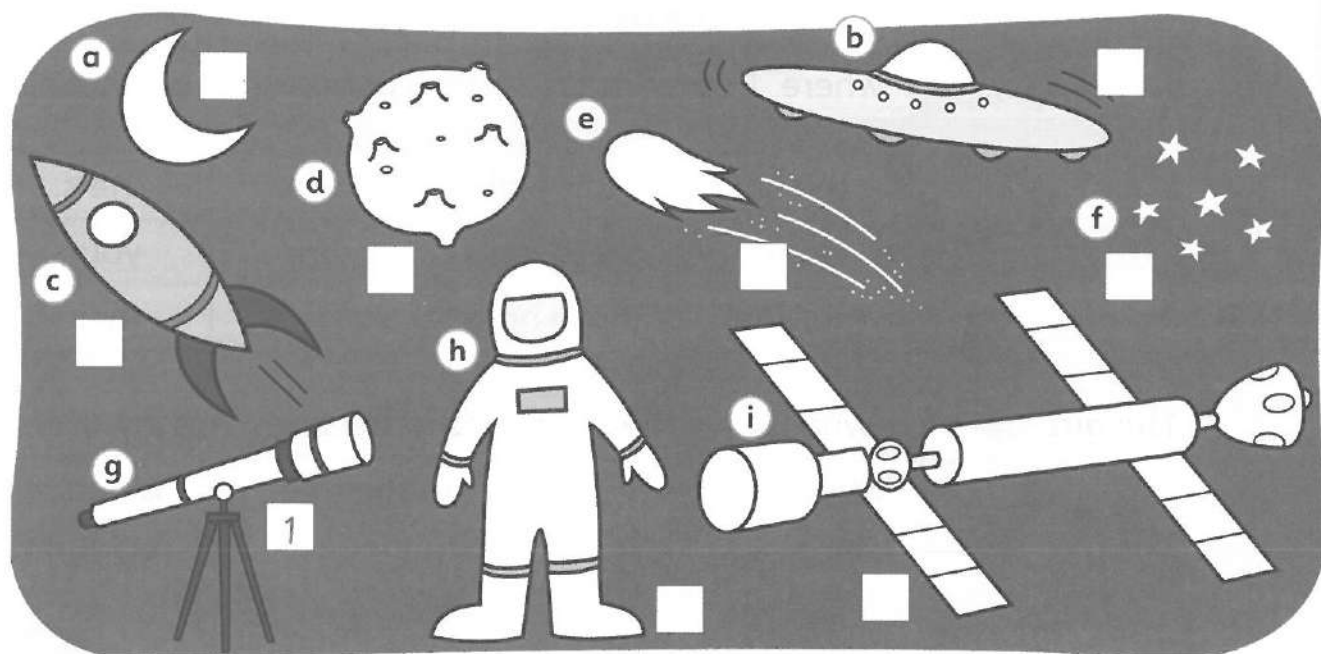
|                                                                                                          |          |         |                   |                |
|----------------------------------------------------------------------------------------------------------|----------|---------|-------------------|----------------|
| <b>4</b> The girl<br> | who is   | sitting | opposite the tree | is my sister.  |
|                                                                                                          | where is | sits    | next to the tree  | is hers.       |
|                                                                                                          | which is | sit     | on the tree       | is my brother. |

1 Read the sentences. Do the puzzle. Find the secret word.



- 1 This is something which you use to look at the night sky.
- 2 He or she flies in a rocket.
- 3 Earth is one of these.
- 4 This has got a tail and it flies through the sky.
- 5 People stay and work here in space.
- 6 The night sky is full of these.
- 7 You use this to fly to the moon.
- 8 This is an alien spaceship.
- 9 Earth has got one of these.

2 Look at Activity 1. Number the pictures.





1 Follow the lines. Write the names and the sentences.



Ana



Kyle



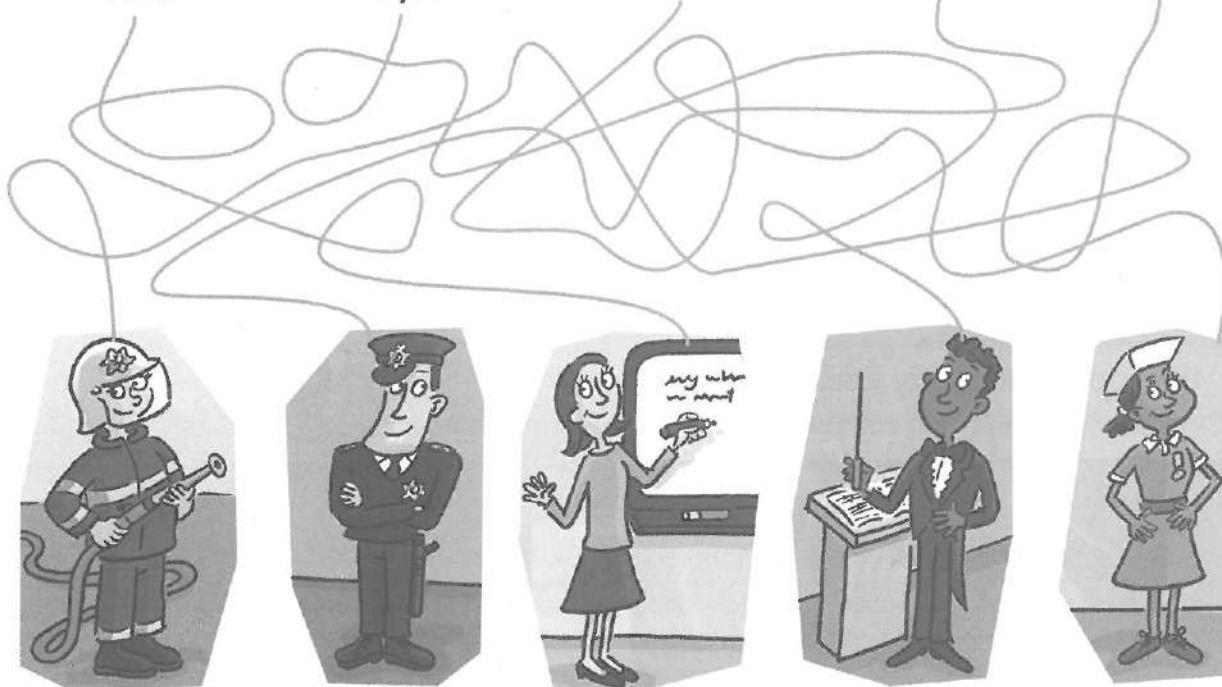
Elena



Adam



Lucia



Elena : I'll be a

nurse.

: teacher.

: firefighter.

: conductor.

: policeman.

2 Write five sentences about yourself.

When I grow up, I'll be an explorer.

I'll look for treasure.

I'll have lots of fun.

I'll travel the world.

I'll be very happy.

**1 Remember the song. Correct the sentences.**

1 The astronaut will build a space station.

No, she'll live in a space station.

2 She'll fly to the sun in a rocket.

3 She'll ride on a comet and paint its tail.

4 She'll meet some aliens on the moon.

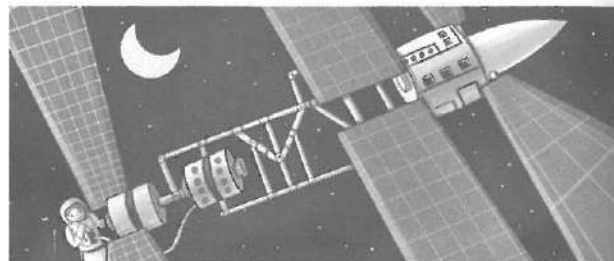
5 She'll visit some of the stars.

**2 What will you do when you're an astronaut? Write sentences.**

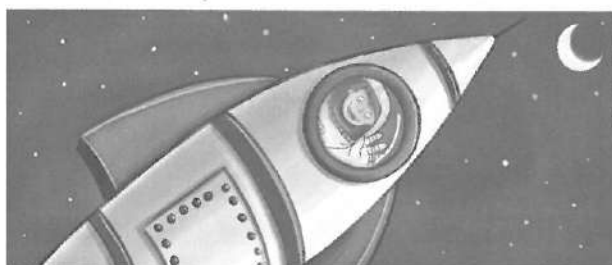
tidy up   build   fly   fix



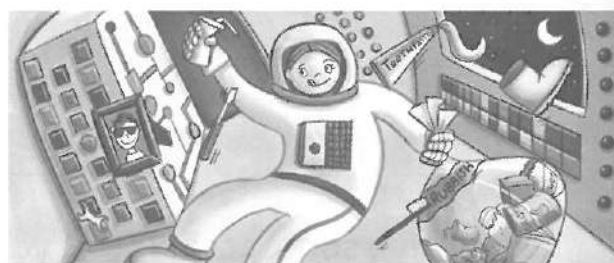
1 I'll fix my rocket.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

**3 Imagine you meet aliens on Earth. Write four sentences.**

I'll show them my house. I'll take them to the cinema.

# 1 Write adverbs to complete the sentences.

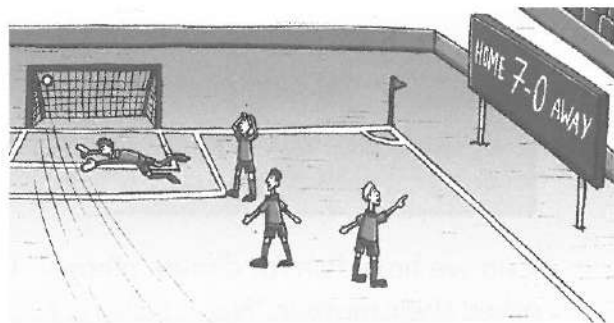
- 1 John is a good footballer, but yesterday he played badly . (bad)
- 2 She sang the song \_\_\_\_\_ at the concert. (beautiful)
- 3 Uncle Rob is too fast on the road. He drives \_\_\_\_\_. (dangerous)
- 4 When he saw the big dog, he ran back to his car \_\_\_\_\_. (quick)
- 5 She loved her new toy and played \_\_\_\_\_ with it all day. (happy)
- 6 He didn't want to wake his brother so he spoke \_\_\_\_\_. (quiet)

# 2 Write sentences. Make adverbs with the adjectives from the box.

bad dangerous beautiful careful quiet loud



1 He's working carefully.



2 They \_\_\_\_\_.



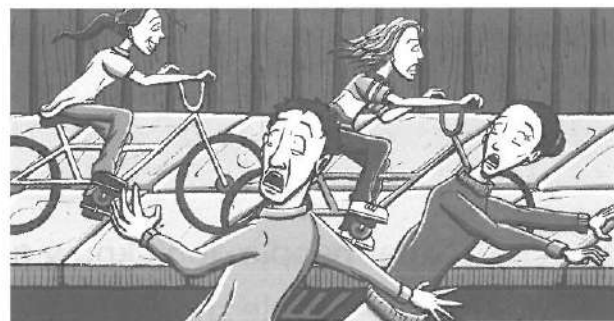
3 She \_\_\_\_\_.



4 He \_\_\_\_\_.



5 She \_\_\_\_\_.



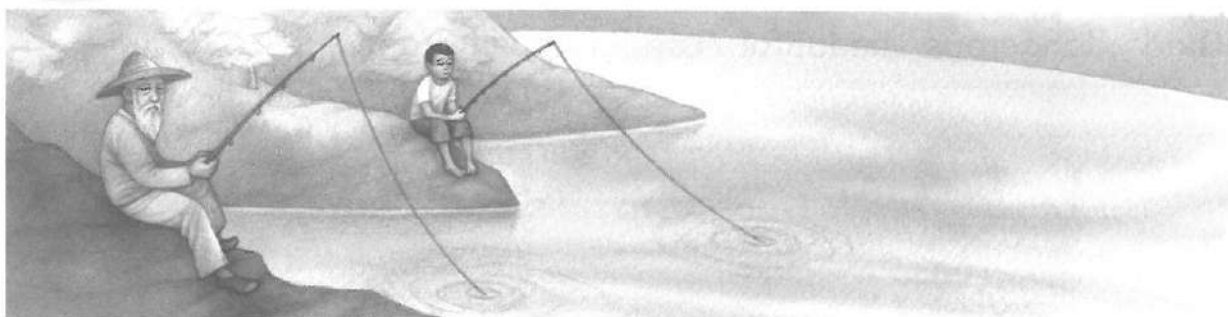
6 They \_\_\_\_\_.



**1 Think! Remember the story. Put the sentences in order.**

- ☐ Zelda finds a poem.
- ☐ Lucy and Ben close the door.
- ☐ Ben's grandpa and a police officer arrive.
- ☒ 1 Lucy and Ben can't find the clue anywhere and they go for a drink.
- ☐ The police officer takes Horax and Zelda away.
- ☐ Horax and Zelda climb inside the rocket.

**2 Values Read the story. What can we learn from it? Tick (✓).**



'Can we have fish for dinner, please?' Gan and his younger brother Li asked their mother. 'No, I'm sorry. Fish is too expensive,' she answered, 'but Gan, you can try to catch some in the lake.'

'I'll go too,' said Li.

'No,' said Gan quickly, 'I'll bring enough fish for all of us.'

Gan went to the lake. He saw an old man fishing, but Gan didn't speak to him. He put some bread on the hook and started fishing. After two hours, he didn't have any fish and he decided to go home. On his way, he saw that the old man had five fish and Gan was angry.

The next day, Li asked Gan, 'Are you going fishing today?'

'There aren't any fish there,' Gan answered and he went out to play.

Li took the fishing rod and went to the lake. The old man was there again.

'Hello,' said Li, 'can I sit next to you?'

'Yes, of course,' the old man answered.

When Li put some bread on the hook, the old man said, 'The fish in this lake don't like bread, so I'll give you some corn.'

After two hours, Li had five fish. 'Thank you very much,' he said to the old man. The old man smiled.

- ☐ Older people don't know anything.
- ☐ Older people should be friendly when they meet young people.
- ☐ Older people can teach us things.

CD4  
11

Listen and write the missing words. Then say with a friend.

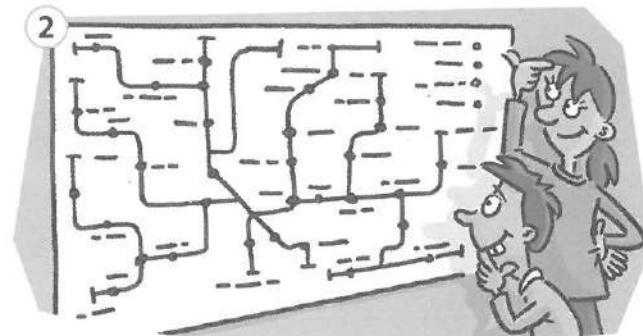


Carl: Look at the ball!

Millie: We did it!

Carl: Yes. \_\_\_\_\_

Millie: I'll be an astronaut one day!



Ryan: I've no idea how to get there.

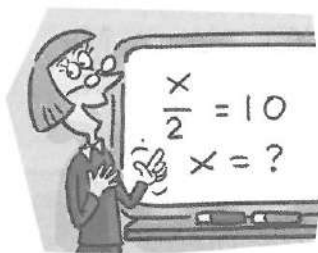
Beth: Yes, it's a bit confusing but \_\_\_\_\_

Ryan: OK. First we need to find where we are.

Beth: Yes, and then we can see where we need to go.

## 2 Look and write the words.

farmer driver taller smaller clever river teacher waiter



1 teacher \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



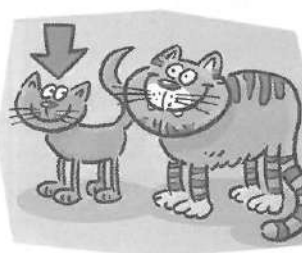
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



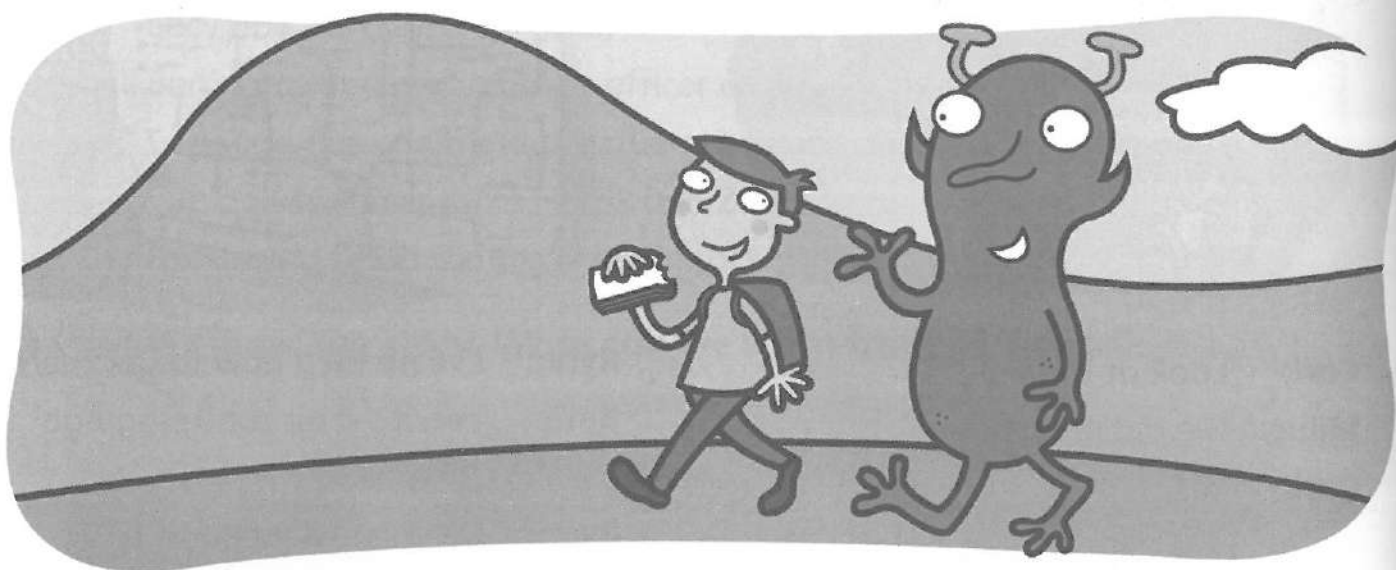
8 \_\_\_\_\_

CD4  
12

Listen, say and check your answers.



1 Read the text and choose the best answer. Lucas is talking to an alien.



1 **Lucas:** Can you understand me?

- Alien:** A ☒ Yes, I can.  
B ☐ Yes, I am.  
C ☐ Yes, I have.

2 **Lucas:** Where is your spaceship?

- Alien:** A ☐ It's great.  
B ☐ It's behind the hill.  
C ☐ Here you are.

3 **Lucas:** When did you arrive?

- Alien:** A ☐ Twelve o'clock is fine.  
B ☐ In front of the house.  
C ☐ An hour ago.

4 **Lucas:** Would you like to come to my house?

- Alien:** A ☐ I like your house a lot.  
B ☐ Yes, please. I'd like to see it.  
C ☐ Yes, please. My house is great.

5 **Lucas:** Are you hungry?

- Alien:** A ☐ Yes, please.  
B ☐ Yes, it is.  
C ☐ Yes, I am.

6 **Alien:** Have you got any cheese?

- Lucas:** A ☐ Yes, I have.  
B ☐ Yes, I like it.  
C ☐ Yes, it does.



# 1 Read the story. Number the pictures.



## A hot day in the mountains

Last July my parents, my brother and I were on holiday in the mountains.

One day when Dad was driving on a mountain road, he suddenly stopped the car. 'Look!' he shouted. We all looked but no-one could see anything. 'I saw an alien, I'm sure. It went over that hill.'

We all got out of the car and started to walk up the hill. When we got to the top, we all saw the alien walk behind some rocks. We ran to the rocks but when we got there, it wasn't there. We walked back to the road, but now our car wasn't there. We went to the nearest village and told our story to a police officer. When we finished, he told us that he had some good news. 'I think we've got your car,' he said. He took us to the back of the police station and there was our car. We were very happy. 'And the alien?' asked Dad. 'Do you believe us?'

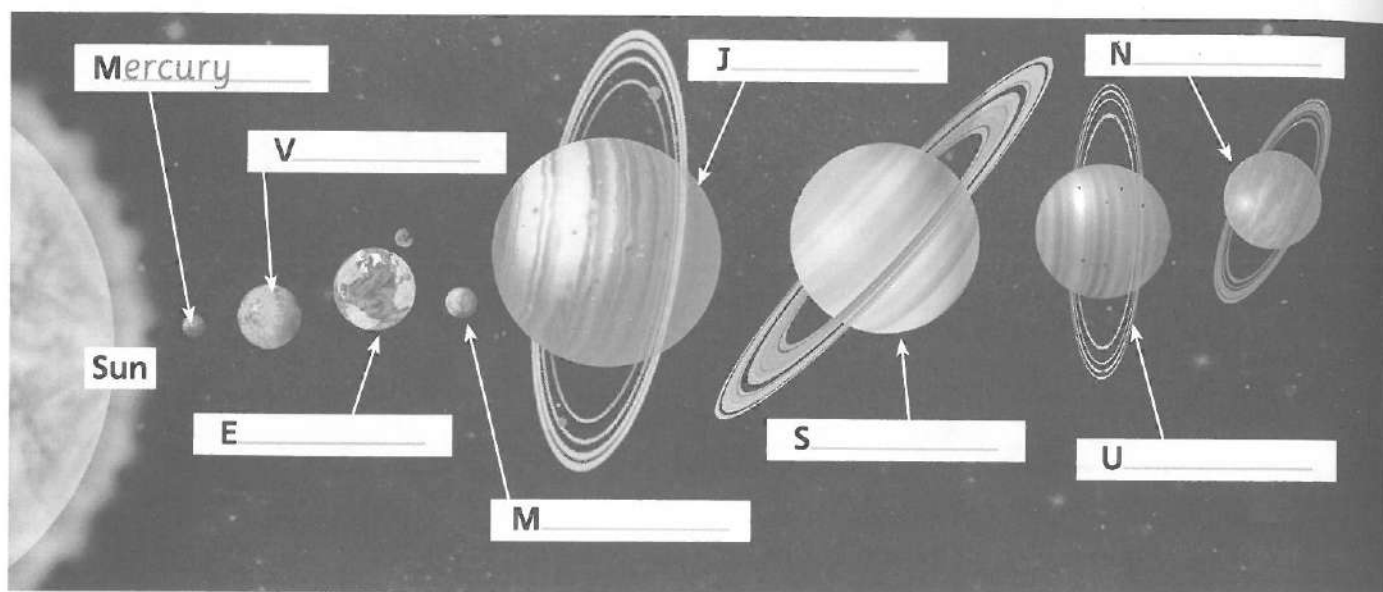
'I think we've got your alien too. Come with me,' said the police officer. We went inside and in the police station we saw two men. One of them was wearing an alien costume. 'This is your alien,' said the police officer, 'and this is his friend. While you were following the alien, his friend took your car.'

# 2 Look at the pictures. Write the story.



One day we were walking

**1 Write the names of the planets.**



**2 Read the text on the solar system in the Student's Book again. Complete the sentences.**

- 1 There are eight planets in our solar system.
- 2 The name of the biggest star in our solar system is the \_\_\_\_\_.
- 3 The distance through a planet or a star from one side to the other is the \_\_\_\_\_.
- 4 When the planets go around the sun we say that they \_\_\_\_\_ the sun.
- 5 It takes Earth \_\_\_\_\_ days to orbit the sun.
- 6 The smaller things that orbit the planets are called \_\_\_\_\_.

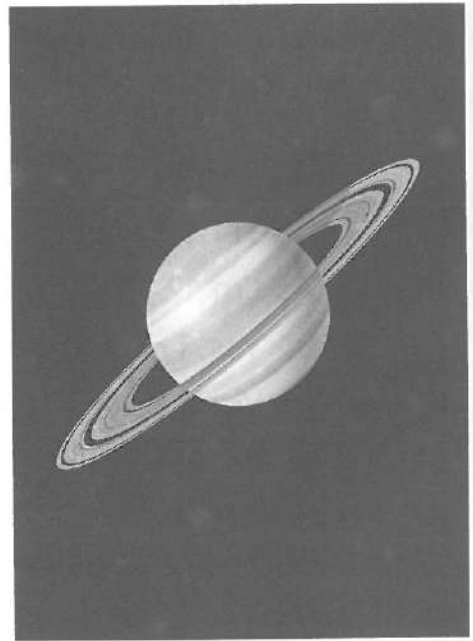
**3 Make sentences.**

- |                                 |                                                               |
|---------------------------------|---------------------------------------------------------------|
| 1 The sun is in                 | a <input type="checkbox"/> is different on all planets.       |
| 2 A 'year' is the time it takes | b <input type="checkbox"/> a million times bigger than Earth. |
| 3 The length of a year          | c <input type="checkbox"/> a lot of moons.                    |
| 4 The only star we can see      | d <input type="checkbox"/> 1 the middle of the solar system.  |
| 5 The sun is more than          | e <input type="checkbox"/> during the day is the sun.         |
| 6 Some planets have             | f <input type="checkbox"/> a planet to orbit the sun.         |



# 1 Read the text. Write questions for the answers.

Saturn is a very big planet. It's about ten times bigger than Earth and it's about ten times further away from the sun than Earth. The gases that make Saturn are very, very cold, so the temperature is  $-180^{\circ}\text{C}$ . It's much colder than anywhere on our planet and only Neptune is colder in our solar system. Saturn is famous for its thousands of beautiful rings, which are ice. We know a lot about Saturn because in 1979 a spacecraft, Pioneer 11, visited Saturn and took lots of photos. Saturn has got about 60 moons. This is more than any other planet.



- 1 How big is Saturn? It's about ten times bigger than Earth.
- 2 \_\_\_\_\_ ? It's  $-180^{\circ}\text{C}$ .
- 3 \_\_\_\_\_ ? No, it isn't. Neptune is the coldest planet.
- 4 \_\_\_\_\_ ? They are ice.
- 5 \_\_\_\_\_ ? It visited Saturn in 1979.
- 6 \_\_\_\_\_ ? About 60.

## 2 Read, draw and colour. Write the names of the three moons.

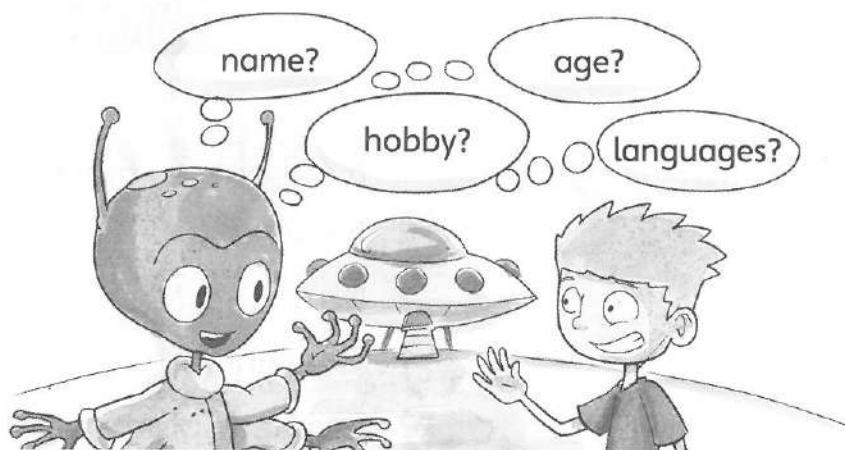
This is my planet. It's called Solron. It's red because it's very hot, like a fire! Solron has got three moons. They are called Fe, Fi and Fo. Fo is the biggest and Fe is the smallest. The planet has also got two rings. Nobody lives on Solron because it's too hot.



**1 Put the dialogue in order. Then listen and check.**

- ☐ A: Hi, Gog. Nice to meet you. How old are you?
- ☐ B: I'm collecting rocks. It's my hobby – intergalactic rock-collecting. What about you? Have you got a hobby?
- ☒ 1 A: Hello. Do you speak my language?
- ☐ B: I'm Gog.
- ☐ A: 45 languages! That's great. I'm Mary Franklin. What's your name?
- ☐ B: That would be great. I'd love to.
- ☐ A: I'm 12. Gog, tell me, what are you doing here on Earth?
- ☐ B: Yes, I do. I can understand you, Earth girl. I speak 45 languages.
- ☐ A: Yes, I collect badges. Would you like to see them?
- ☐ B: I'm 235 years old. How old are you, Mary?

**2 Look and write a dialogue. Use language from Activity 1.**



Hello, Earth boy.

# 1 Write the words in four groups.

astronaut comet Earth Mercury moon Neptune  
rocket Saturn space station star Uranus Venus

① astronaut \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

② comet \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

③ Earth \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

④ Neptune \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2 Look at Activity 1. Number the topics to match the groups.

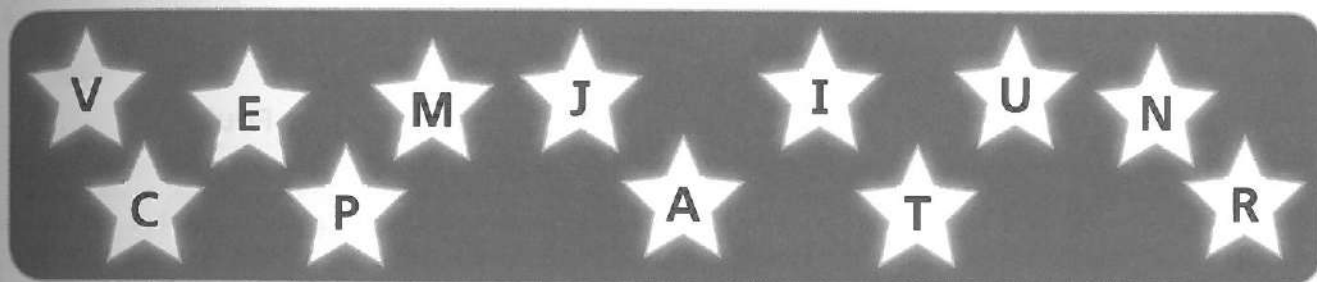
☐ Colder planets

☐ Humans in space

☐ Hotter planets

☐ The night sky

## 3 Colour some of the stars to find a planet. Write the word under the puzzle.



## 4 Colour the bricks to make sentences. Write in the missing words and letters.

|   |              |                   |                         |
|---|--------------|-------------------|-------------------------|
| 1 | He did       | you be            | so I couldn't hear her. |
| 2 | She spoke    | the exercise      | when you grow up?       |
| 3 | I'll         | the old           | vase careful _____.     |
| 4 | What _____   | very quiet _____, | one day.                |
| 5 | Please clean | _____ famous      | very badly _____.       |

# At the campsite

## 1 Draw lines to make holiday activities.

- |             |                |
|-------------|----------------|
| 1 sail      | a the water    |
| 2 row       | b wood         |
| 3 put up    | c a boat       |
| 4 collect   | d a rope       |
| 5 make      | e a boat       |
| 6 make      | f a fire       |
| 7 swing on  | g your clothes |
| 8 dive into | h a raft       |
| 9 dry       | i a tent       |

## 2 Look and write sentences.

Jamie



1 He's sailing a boat.

Freya



2 \_\_\_\_\_

Paul



3 \_\_\_\_\_

Rebecca



4 \_\_\_\_\_

Marco



5 \_\_\_\_\_

Ruth



6 \_\_\_\_\_

Liam



7 \_\_\_\_\_

Sophie



8 \_\_\_\_\_

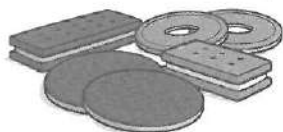
Matt



9 \_\_\_\_\_



# 1 Look and complete the phrases.



1 some biscuits



2 a packet of biscuits



3 \_\_\_\_\_ milk



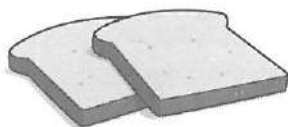
4 \_\_\_\_\_ milk



5 \_\_\_\_\_ tomatoes



6 \_\_\_\_\_ tomatoes



7 \_\_\_\_\_ bread



8 \_\_\_\_\_ bread

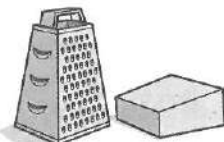
# 2 Look and complete the dialogues.



- 1 A: Would you like a packet of sweets ?  
B: Yes, please.



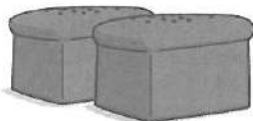
- 2 A: Let's take a \_\_\_\_\_  
to the party.  
B: That's a good idea.



- 3 A: Would you like \_\_\_\_\_  
on your pasta?  
B: No, thanks.



- 4 A: Can I have a \_\_\_\_\_,  
please?  
B: Yes, of course. Chocolate cake or fruit cake?



- 5 A: I'd like two \_\_\_\_\_,  
please.  
B: That's £1.90.

1 Remember the song. Number the food.

- ☐ a bottle of juice
- ☐ a packet of crisps
- ☐ a bar of chocolate
- ☐ a loaf of bread
- ☒ 1 a piece of cheese

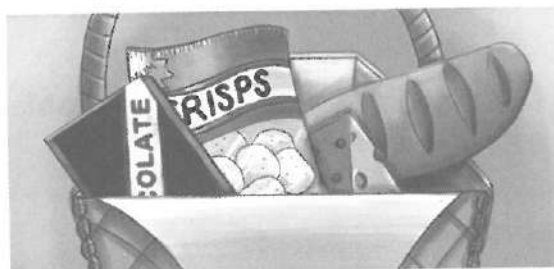
2 What's missing? Write sentences.



1 The piece of cheese is missing.



2



3



4

3 Think! What's the problem? Read and draw lines.

We're going on a picnic with our picnic basket.

My little sister put

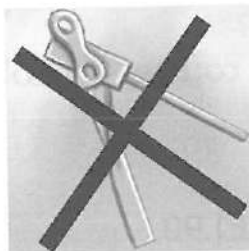
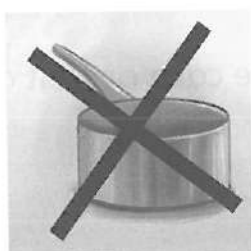
a can of fruit,

some ice cream

and some eggs

in our picnic basket ...

but ...



so we didn't eat them!





**1 Remember the story. Make sentences.**

- 1 The children find the last line
- 2 Then they put the rhyme
- 3 They go to the lighthouse
- 4 The key which they need is
- 5 Buster helps to find the chest
- 6 Horax and Zelda read about it

- |   |                          |                   |
|---|--------------------------|-------------------|
| a | <input type="checkbox"/> | in order.         |
| b | <input type="checkbox"/> | behind a picture. |
| c | <input type="checkbox"/> | in a newspaper.   |
| d | <input type="checkbox"/> | under the floor.  |
| e | <input type="checkbox"/> | on the beach.     |
| f | <input type="checkbox"/> | on an oar.        |

**2 Complete Ben and Lucy's story. Use two words from the box in each sentence.**

dragon ring conductor accident restaurant rocket door map car  
train treasure shield trumpet lighthouse trap man knight tunnel

- 1 Lucy and Ben find the first line on the knight's shield.
- 2 Horax tries to steal \_\_\_\_\_.
- 3 Grandpa helps a man who has \_\_\_\_\_.
- 4 When \_\_\_\_\_, Ben takes the baddies' tickets.
- 5 Grandpa wanted to catch a \_\_\_\_\_ who had \_\_\_\_\_ with H on it.
- 6 Horax and Zelda \_\_\_\_\_ the children \_\_\_\_\_.
- 7 When Horax sees \_\_\_\_\_, he puts the map \_\_\_\_\_.
- 8 Ben and Lucy play a trick and close \_\_\_\_\_.
- 9 They find \_\_\_\_\_.

**3 Write the lines of the rhyme in order.**

*There's the key to end this game.*

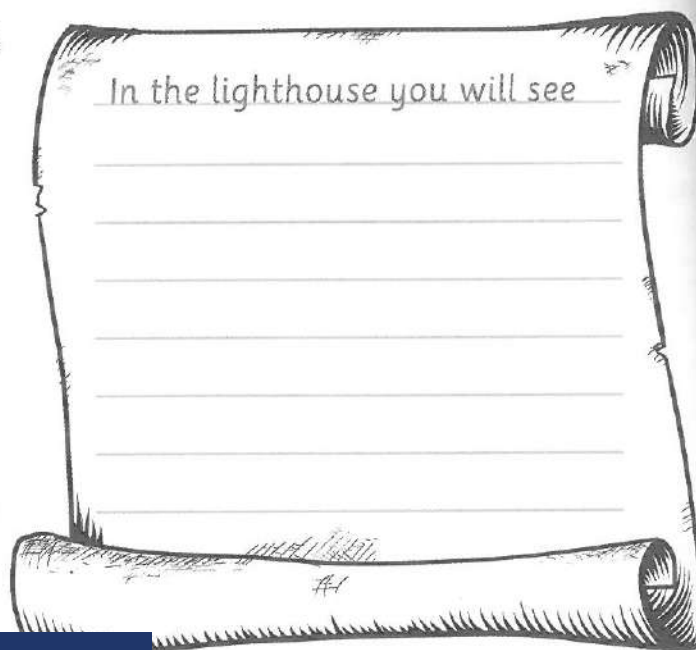
*Climb more stairs and look out west.*

*In the lighthouse you will see*

*Behind the picture in the frame*

*Lots of stairs. Climb thirty-three!*

*Look down and find the treasure chest.*



CD 4  
26

Listen and write the missing words. Then say with a friend.



**Mum:** So, Esme, what do you think?

**Esme:** Well, erm, \_\_\_\_\_  
\_\_\_\_\_ beautifully.

**Mum:** Yes, I know. But is it nice?  
Come on, tell me.

**Esme:** Erm, it's horrible, Mum.

**Kate:** OK, so where are we?

**Chris:** I'm not sure. But I think we're  
quite close now.

**Kate:** But \_\_\_\_\_  
do we have to go?

**Chris:** Erm, I don't know.

**2** Look and write the words once or more times.

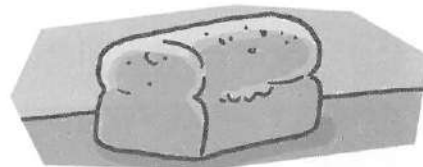
*bottle can loaf packet piece cup*



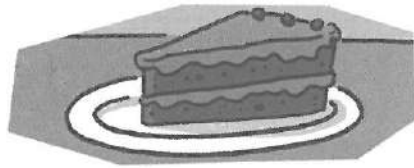
1 a cup of tea



2 a \_\_\_\_\_ of crisps



3 a \_\_\_\_\_ of bread



4 a \_\_\_\_\_ of cake



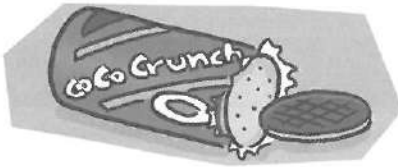
5 a \_\_\_\_\_ of  
lemonade



6 a \_\_\_\_\_ of  
chocolate



7 a \_\_\_\_\_ of peas



8 a \_\_\_\_\_ of biscuits



9 a \_\_\_\_\_ of water

CD 4  
27

**3** Listen, say and check your answers.



1 **Values** What can we learn from the story? Colour the words.

Don't

Do

tell

do

bad

happy

stories

things

to

from

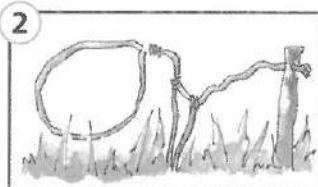
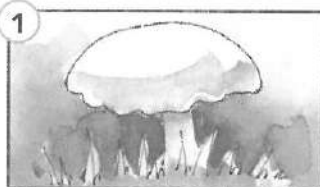
animals

sea

.

2 Look at the pictures and the letters in the box. Write the words.

etiks renas shomromu thosg



stick

3 Look at the pictures. Write the story.



One day Rosy went into the forest.



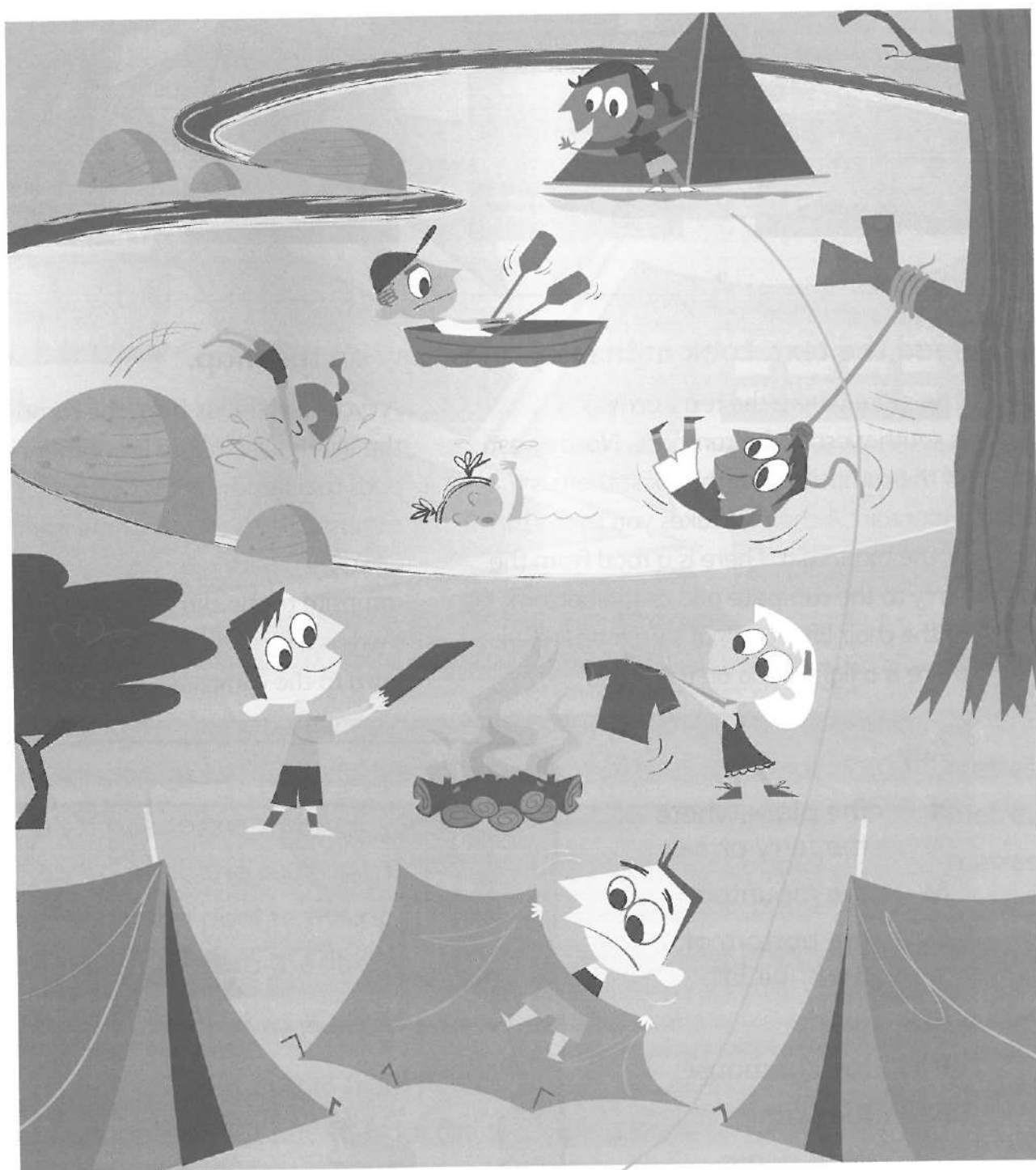
Listen and draw lines.

Jane

Vicky

Paul

Fred



Jack

Daisy

Sally

# 1 Look and write the words.

a chair lift   cliffs   a cycle path   a ferry



1 a ferry      2      3      4

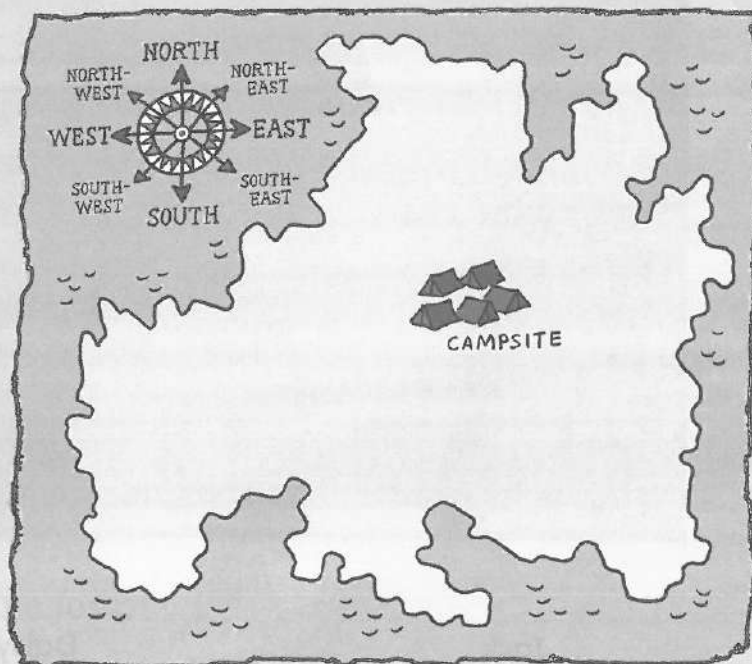
# 2 Read the text. Look at the key and draw on the map.

The place where the ferry arrives is south-west of the campsite. North-west of the campsite near the coast there is a mountain. A chair lift takes you to the top of the mountain. There is a road from the ferry to the campsite and to the bottom of the chair lift. North of the campsite there is a lighthouse on the coast.

A cycle path leads from the campsite to the lighthouse. There is another cycle path to a beach that is north-east of the campsite. In the south of the island there are cliffs. There is a cycle path from the campsite to the cliffs. In the south-east there is a farm. There is a road from the farm to the campsite.

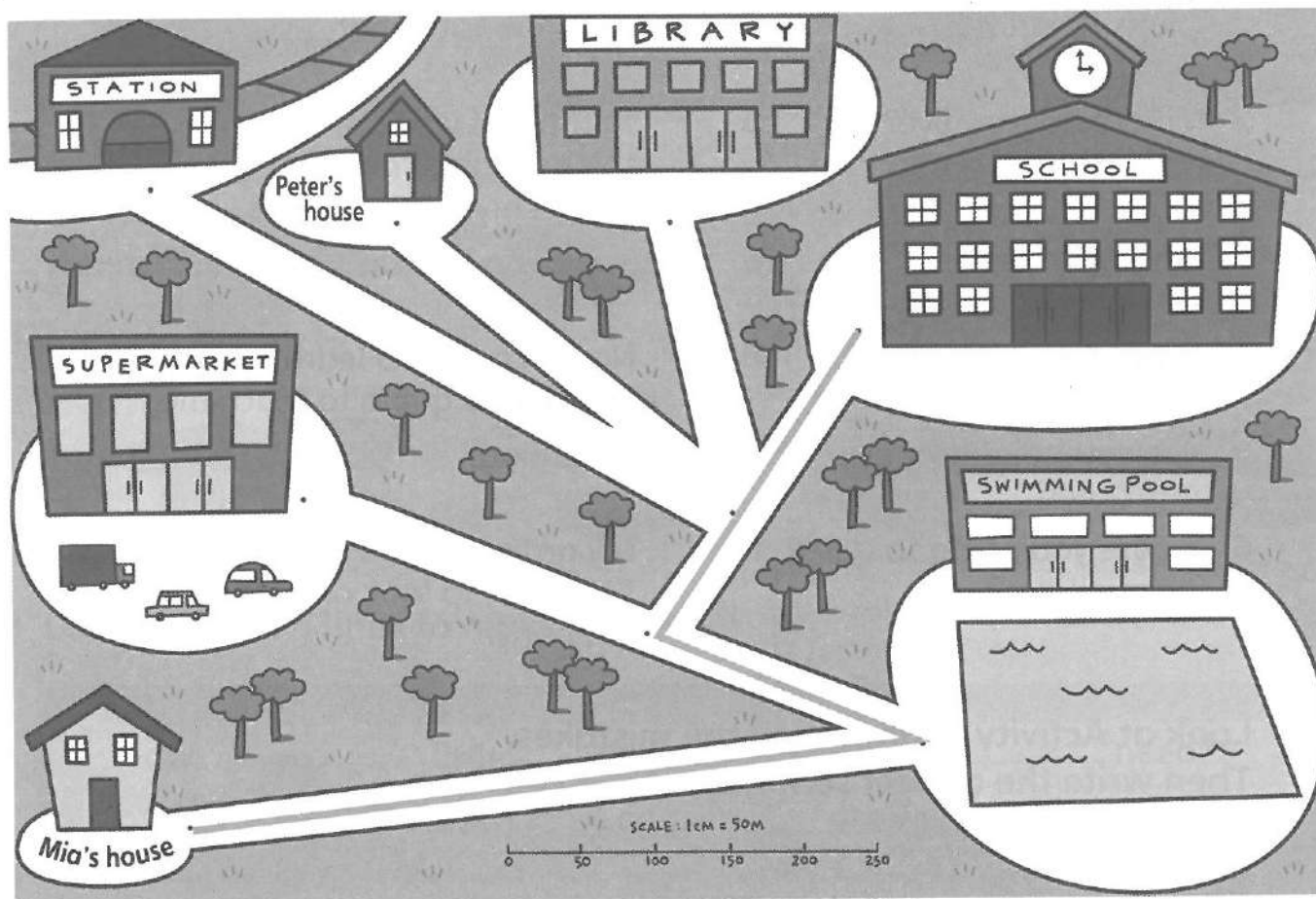
## Key

- X** the place where the ferry arrives
- M** the mountain
- O** the bottom of the chair lift
- roads
- L** the lighthouse
- F** the farm
- .... cycle paths
- CCC** the cliffs





**1** Look at Mia's map. Read, draw, measure and answer.



What's the distance by road from:

- |                                         |                         |
|-----------------------------------------|-------------------------|
| 1 ... Mia's house to her school?        | about <u>950</u> metres |
| 2 ... Mia's house to the station?       | about _____ metres      |
| 3 ... Mia's house to the supermarket?   | about _____ metres      |
| 4 ... the swimming pool to the station? | about _____ metres      |
| 5 ... the supermarket to the library?   | about _____ metres      |

**2** Read and write *t* (true) or *f* (false).

- |                                                                             |                                   |
|-----------------------------------------------------------------------------|-----------------------------------|
| 1 Mia's house is about 800 m from Peter's house.                            | <input type="checkbox"/> <i>f</i> |
| 2 Peter's house is about 600 m from the swimming pool.                      | <input type="checkbox"/>          |
| 3 Mia has to walk further to school than Peter.                             | <input type="checkbox"/>          |
| 4 The library is further from the school than it is from the swimming pool. | <input type="checkbox"/>          |
| 5 The station is closer to the supermarket than it is to the library.       | <input type="checkbox"/>          |



**1 Match the questions with the answers.**

1 What are your holiday plans, Charlotte?

a ☐ No, we're going to a campsite near the sea.

2 Where do they live?

b ☒ In the first week of the holidays, I'm going to visit my grandparents.

3 And what are you going to do there?

c ☐ I'm going to France with my parents.

4 What are you going to do afterwards?

d ☐ No, I'm going to learn to surf. My mum is going to teach me.

5 Are you going to stay in a hotel?

e ☐ In Ireland.

6 So are you going to swim all day?

f ☐ My grandparents have a farm and I'm going to look after the dogs and the pony.



**2 Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Charlotte is going to visit her uncle and aunt. They have a hotel in Spain. There she is going to look after the cows. Then she is going to France with her brother. There she is going to build sandcastles all day. In France Charlotte is going to stay at a hotel.

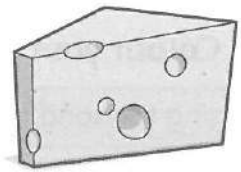
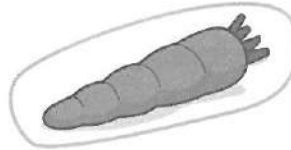
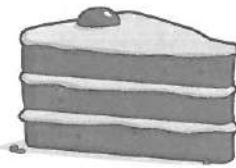
Charlotte is going to visit her grandparents.

**3 Write about your holiday plans.**

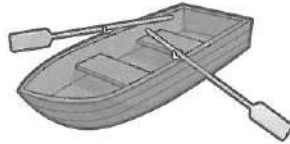
This summer I'm going

1 Think! Which one is different in each group? Look, think and circle.

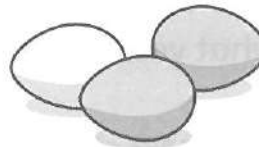
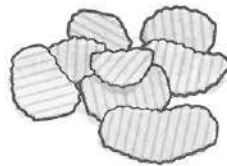
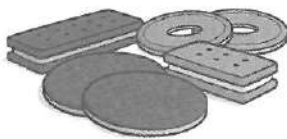
1



2



3



2 Look and draw lines to make sentences.

1

How



little

bread

do we ——— need?

much

eggs

are we needs?

many

egg

are there needing?

2

Would



he

like

a packet of water?

she

likes

a bottle of crisps?

you

liked

a bar of chocolate?

3

How



many

milk

are there on the table?

much

chocolate

is there next to the chair?

old

books

there is in the fridge?

4

Can I



has

a can

about

lemonade, please?

had

a packet

in

milk, please?

have

a glass of

of

crisps, please?



# 1 In the museum

Colour your favourite lessons.

singing the song

reading the Explorers story

reading *The secret of the Egyptian cat*

acting out our Egyptian cat play

writing an advert

learning about museums

Word focus

Write three new words.

Grammar focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 1.

# 2 The world around us

Colour your favourite lessons.

singing the song

reading the Explorers story

learning about life in art

finding out about our free time

writing about my favourite outdoor place

Word focus

Write three new words.

Grammar focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 2.

# 3 Danger!

Colour your favourite lessons.

singing the song

reading the Explorers story

reading *The day the sea went out*

learning about fire safety

acting out our emergency services play

writing a story about an accident

Word focus

Write three new words.

Grammar focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 3.





## Two return tickets

Colour your favourite lessons.

singing the song

reading the  
Explorers story

learning  
about forces

acting out  
our ticket  
office play

writing a  
notice for a  
school board

Word  
focus

Write three new words.

Grammar  
focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 4.

## Police!

Colour your favourite lessons.

singing the song

reading the  
Explorers story

reading *Yatin and  
the orange tree*

learning about  
crime fiction

finding out  
about our  
reading  
habits

writing  
a book  
review

Word  
focus

Write three new words.

Grammar  
focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 5.

## Mythical beasts

Colour your favourite lessons.

singing the song

reading the  
Explorers story

learning about  
predators and  
prey

acting out our  
unusual animal  
play

drawing and  
writing about  
an imaginary  
beast

Word  
focus

Write three new words.

Grammar  
focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 6.

## 7 Orchestra practice

Colour your favourite lessons.

singing the song

finding out  
about music  
in our class

reading the  
Explorers story

reading *The  
bear's dream*

writing about  
my favourite  
band or singer

learning about how we make sounds

Word  
focus

Write three new words.

Grammar  
focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 7.

## 8 In the planetarium

Colour your favourite lessons.

singing the song

acting out our  
interview with  
an alien

reading the  
Explorers story

learning  
about the  
solar system

writing a  
space diary  
entry

Word  
focus

Write three new words.

Grammar  
focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 8.

## 9 At the campsite

Colour your favourite lessons.

singing the song

finding out  
about our  
holiday plans

reading the  
Explorers story

reading *The snares  
in the forest*

writing a  
holiday  
leaflet

learning about  
map reading

Word  
focus

Write three new words.

Grammar  
focus

Write two sentences about yourself.

Now tell a friend what you liked and didn't like in Unit 9.



# Thanks and acknowledgements

## Authors' thanks

We would like to thank our editorial team very warmly: Aldona Gawlinski, Liane Grainger, Bridget Kelly and Pippa Mayfield. You have worked extremely hard and with a lot of dedication to make this course a success. It was a pleasure working with you on this project. Thank you for your commitment, and for your great sense of humour!

We would also like to thank Maria Pylas, Associate Publishing Director, for many interesting discussions and for choosing us as the author team for this project. It's been a great experience, Maria!

## The publishers are grateful to the following contributors:

Pippa Mayfield: freelance editor  
Oliver Design: concept design  
Pentacorbis and Bloobery: cover design, book design and page make-up  
John Green and Tim Woolf, TEFL Tapes: audio recordings  
Robert Lee: song writing

## Special thanks to Karen Elliott for developing the phonics material. The publishers and authors are grateful to the following illustrators:

Alan Rowe, Anna Hancock (The Illustrators Agency), Ben Hasler (NB Illustration), Bernice Lum, Bill Ledger, Brenda McKetty (Beehive Illustration), Christina Forshay (The Bright Agency), Dan Chernet (The Bright Agency), Graham Kennedy, Hannah Radenkova (The Bright Agency), James Hart (Sylvie Poggio Artists), James Elston (Sylvie Poggio Artists), Katriona Chapman (The Bright Agency), Marek, Mark Duffin, Martin Sanders (Beehive Illustration), Si Clarke (The Bright Agency), Tim Bradford (SAA Illustration)

## The publishers and authors would like to thank the following teachers and reviewers for their help in developing the course:

**Argentina:** Liliana Amado, María Silvia Caride, Gabriela Finkelstein, Susana Lagier, Gladys Ledwith, María Sol Luppi, Mónica Marinakis, Silvia Miranda, Natalia Monty, Pamela Pogrè, Adriana Raffo, Viviana Rondina, Inés Salomón, Stella Maris Schulte, María Teresa de Vido de Stringa, María Marta Taurozzi  
**Chile:** Sandra Durán Vega, Fernanda Tornero  
**Egypt:** Nabil Ezz-el Deen, Iglal El Gamel, Ghada Farouk, Nemat Matta, Sonia Abdul Rahman, Daniel Rolph, Amy Sarkiss

**Mexico:** Claudia Mejía Escalante, Lucía García, Imelda Calderón Gómez, Laura Landa Herrera, Yeymi Ortiz Ibarra, Claudia Camacho Jiménez, Rosa María Martínez Maldonado, José Antonio Martínez, Guadalupe Mejía, María Teresa Moguel, María del Rosario Limón Ortiz, María Teresa Patrón, Yara Gil Pérez, Lorena Sánchez Pérez, Ivette Portales, Yolanda Gómez Saldana, Diana Naim Sucar

**Spain:** Arantxa Abalos, Julius Krajewski, Ángela McClenaghan, Ken O'Carroll, Noreen O'Donnell, John West, Valerie Weston

**Turkey:** Deniz Altıparmak, Lisa Broomhead, Celia Gargil

**UK:** Lucy Frino, Pippa Mayfield, Susannah Reed, Hilary Ratcliff, Melanie Williams

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

p. 19 (TL): Joey DeVilla; p. 19 (TR): Courtesy of The British Lawn Museum; p. 19 (BL): The Banana Museum, Washington; p. 19 (BR): The German Bratwurst Museum; p. 30 (TL): Gamma-Rapho via Getty Images; p. 30 (TR): Shutterstock/Maugli; p. 30 (BL): © Charles Neal / SuperStock; p. 30 (BR): © Bharati Chaudhuri / SuperStock; p. 31 (R & L): Thinkstock; p. 40: © R A Rayworth / Alamy; p. 47: © Trinity Mirror / Mirrorpix / Alamy; p. 66 (L): Harlingue/Roger-Viollet/Rex Features; p. 66 (R): Getty Images; p. 78 (TL): Frans Lanting/FLPA; p. 78 (TCL): Herbert Kratky/Imagebroker/FLPA; p. 78 (TCR): © Warren Morgan/CORBIS; p. 78 (TR): © Paul A. Souders/CORBIS; p. 78 (BL): Getty Images/Mark Moffett; p. 78 (BCL): Shutterstock/paytai; p. 78 (BCR): Nature Picture Library/Barry Bland; p. 78 (BR): © Marvin Dembinsky Photo Associates / Alamy; p. 79: Getty Images/ S Purdy Matthews; p. 89 (TL): Nature Picture Library/Eric Baccega; p. 89 (BL): Pete Oxford/Minden Pictures/FLPA; p. 89 (TR): iStock photo/© David Yang; p. 89 (BR): Yva Momatiuk & John Eastcott/Minden Pictures/FLPA; p. 91 (TL): Shutterstock/R. Carner; p. 91 (TC & CL): Thinkstock; p. 91 (TR): iStock/© Rodrigo Blanco; p. 91 (C): © INTERFOTO / Alamy; p. 91 (CR): Glow Images; p. 91 (BL): Shutterstock/lalito; p. 91 (BC): iStockphoto/© Rodrigo Blanco; p. 91 (BR): iStockphoto/© perets; p. 114 (TL): Glow Images/Bildagentur RM; p. 114 (TCL): Shutterstock/ Maxim Petrichuk; p. 114 (TCR): © Greg Wright / Alamy; p. 114 (TR): © LOOK Die Bildagentur der Fotografen GmbH / Alamy.



# Super Minds

## Workbook 4

**Are you ready to  
become one of the Super Minds?**

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

-  Develop language with creative activities including role play and project work
-  Explore social values with lively stories
-  Encourage cross-curricular thinking with fascinating 'English for school' sections

This workbook features a page of activities to accompany each page of the Student's Book.

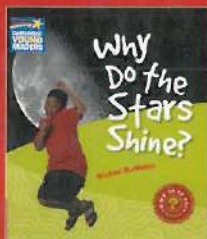
FREE extra resources can be downloaded from  
[www.cambridge.org/elt/superminds](http://www.cambridge.org/elt/superminds)

| Super Minds Level | CEFR Level | Cambridge ESOL exams |
|-------------------|------------|----------------------|
| Level 6           | A2+        | Key for Schools      |
| Level 5           | A2         | Flyers               |
| Level 4           | A1         | Movers               |
| Level 3           |            | Starters             |
| Level 2           |            |                      |
| Level 1           |            |                      |
| Starter           |            |                      |

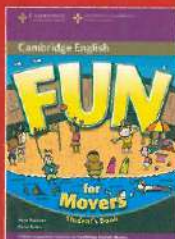
### Level 4

Student's Book with DVD-ROM  
Workbook  
Teacher's Book  
Teacher's Resource Book  
with Audio CD

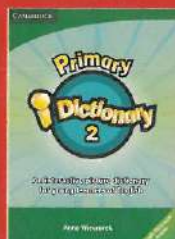
Class Audio CDs  
Classware and  
Interactive DVD-ROM



ISBN 978 0521 13723 2



ISBN 978 0521 74828 5



ISBN 978 0521 17522 2



**CAMBRIDGE**  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

ISBN 978-0-521-22238-9



9 780521 222389 >