

CAMBRIDGE

# SUPER Minds

Teacher's Resource Book 4

Garan Holcombe



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# **Super Minds**

**Teacher's Resource Book 4**



**CAMBRIDGE**  
UNIVERSITY PRESS

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/9781107693760](http://www.cambridge.org/9781107693760)

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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 978-1-107-69376-0 Teacher's Resource Book with Audio CD 4  
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 978-0-521-21751-4 Class Audio CDs 4  
ISBN 978-0-521-22308-9 Classware and Interactive DVD-ROM 4

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# Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 4. In addition, for each of the ten Student's Book units there are two progress tests, one based on listening and one on reading and writing. They cover the same content as the photocopiable worksheets.

## What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 4 of the course and do not introduce or use any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory unit: Well done, Ben and Lucy! In addition, there are four worksheets for each main unit in Level 4.

**Worksheet 1:** This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and the items listed at the start of the teacher's notes.

**Worksheet 2:** This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is explained at the start of the teacher's notes.

**Worksheet 3:** This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is explained at the start of the teacher's notes.

**Worksheet 4:** This worksheet is based on the CLIL focus of each unit (covered on pages nine and ten of each unit of the Student's Book).

## How can the worksheets be used?

The worksheets can be used in a number of ways:

- **The first three worksheets in each unit** have been designed so that students can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there

is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep a record of the worksheets each student has completed.

- **The fourth worksheet in each unit** (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

## What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

All the activities on the worksheets (apart from the Progress tests) are designed to be used without an audio accompaniment.

The Teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities, described below.

**The question game** Give each student a small piece of paper. Ask them to think of a question in a structure that you are currently working on and write it on their paper, e.g. *How old are you?* or *Do you like chocolate?* Invite a student to the board. Check their question. Get the student to write the first word of their question on the board. The other students take turns to try and guess the next word in the question. For every correctly guessed word, the guesser gets one point and the student at the board writes that word on the board. The student who guesses the final word, and so completes the sentence, gets an extra point. Students can then play the game in small groups. This game can, of course, also be played with sentences.

**Hot potato** Students stand in a circle. Students throw and catch a ball across the circle to some music. Stop the music. The student who has the ball when the music stops has to ask another student a correct question, using the tense you are currently practising. If either the question or answer is incorrect, the speaker is out. The game continues.

**Chinese whispers** Make some space in the classroom. Students sit in lines of equal length. Take the student from the front of each line and whisper a sentence to them, e.g. *The path goes from the village to the forest and up the mountain.* Help students to memorise the sentence. When you say *Whisper!*, the students say the sentence to the next person in their line as quickly and as quietly as they can. The sentence continues down

each line until the last student hears it and writes it on the board. Compare the sentences. Are they the same as your sentence? Which team was best?

**Find new words** Write a long word or phrase, e.g. *emergency services*, on the board. Ask students to work in pairs and use the letters to make new words, e.g. *rice, men, yes*. The pair of students who can find the most new words wins. Ask them to choose another word or phrase from the unit of the book that you are working on and write it on the board for the class to play again.

**Freeze** Make some space in the classroom. Ask one student to come to the front of the class and face the board. The other students each secretly think of an activity and a mime to go with it. They then mime their action until the student at the front says *Freeze!* The other students must stop their mimes immediately and stay completely still in that position. The student at the board turns round and tries to guess what each student was doing, e.g. *Were you playing tennis?* They are only allowed one guess for each student and get a point for each correct guess.

**Spelling bee** Divide the class into two teams. Make a list of an equal number of words. Say a word and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

**Spinners** As an alternative to using dice in board games, students can make and use a spinner. The spinner is made by drawing a circle and then dividing it into six equal segments by drawing lines across it. Students should then cut off the 'arc' of each segment on the outside of the circle so that there is a straight line going across the widest part of each segment. They then write the numbers from one to six, one in each segment. Finally a hole is made in the centre of the circle and a pencil pushed through. Students can then spin the pencil with their thumb and first two fingers. The number it rests on each time is used to play the game. We recommend that, if possible, you stick the spinner onto card before the students cut it out.

**Pictionary** Ask a volunteer to slowly draw an object, e.g. a musical instrument, on the board. The first student to guess the instrument takes the next turn. Students can also play the game in groups.

**Musical chairs** This game can be used to practise any language that you have taught. Arrange two lines of chairs, back to back, with one chair for each student. Play some music. Students walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one left standing has to say a correct word, phrase or sentence using a word or prompt that you give them. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and the chairs stay as they are. Restart the music.

**The shopping memory game** Say, e.g. *I'm going to the supermarket to buy a loaf of bread*. Ask a volunteer to repeat your sentence and add another item to the shopping list, e.g. *I'm going to the supermarket to buy a loaf of bread and a bottle of water*. If a student makes a mistake, they are out. The game continues, with each student adding one more item, until there is a winner. At the beginning of the next class, ask the students to write down the shopping list to see how much they can still remember.

## What are the end-of-unit tests?

There are two progress tests for each of the ten units in the Level 4 Student's Book. The first test is a listening test and the second is a reading and writing test. There are two activities in each test, covering the vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book. The first activity in each test usually covers the vocabulary and the second covers grammar.

There are five questions and an example in each of the two activities, which means that each test is marked out of 10 and should take about 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do one of the two progress tests once students have completed the first half of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book from page 75 onwards, you will find teacher's notes, tapescripts and answer keys to help you plan and mark the tests.

# Well done, Ben and Lucy!

## Worksheet 1: At town events

### Using the worksheet

- This worksheet practises town events words: *mayor, microphone, photographer, journalist, band, dodgem cars, rollercoaster, big wheel, roundabout.*
- Students look at the pictures and find the words in the word search. (The words go across, down and diagonally.) Then they label the pictures.
- Students can then make their own word search to swap with a partner.

**KEY:** Activity 1: 2 rollercoaster, 3 band, 4 big wheel, 5 photographer, 6 roundabout, 7 journalist, 8 microphone, 9 dodgem cars

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Activity 2: Students' own answers

**Optional follow-up activity:** Tell students they are going to plan a special event for their town. Revise the language students know for making suggestions on the board, e.g. *How about? / Shall we?* Then elicit or write the following headings on the board: *Event, Guests, Things to do, Things to eat and drink.* Students work in groups to plan their event and what they are going to do to celebrate it. Help with new vocabulary. Students present their event to another group or to the whole class.

## Worksheet 2: Do you ... ?

### Using the worksheet

- This worksheet practises *Wh* and *Yes/No* questions and short answers in the simple present.
- Students unjumble the words to make questions and then match them to the pictures.

- Students write their own answers to the questions. Then they work in pairs to practise asking and answering the questions.

**KEY:** Activity 1: 2d Have you got any pets? 3f Where do you live? 4c What's your favourite food? 5e Do you like singing? 6b What time do you get up on Saturdays?; Activity 2: Students' own answers. (Possible answers: 1 No, I don't. 2 Yes. I've got a dog. 3 I live in a small house in Green Street. 4 My favourite food is pizza. 5 Yes, I do. I sing in the bath. 6 I get up at 9 o'clock.)

**Optional follow-up activity:** Tell students they are going to play *The question game* (see page 4). Give each student a small piece of paper. Ask them to think of a question in the present and write it on their paper, e.g. *How old are you? Do you like chocolate?* Demonstrate by inviting a student to the board. Check the question. Get the student to write the first word of their question on the board. The other students take turns to try and guess the next word in the sentence. For every correctly guessed word, the guesser gets one point and the student at the board writes that word on the board. The student who guesses the final word, and so completes the sentence, gets an extra point. Students can then play the game in small groups.

## Worksheet 3: Did you ... ?

### Using the worksheet

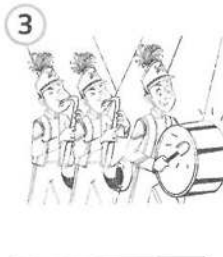
- This worksheet practises *Wh* and *Yes/No* questions and short answers in the simple past.
- Students read the questions and choose the correct answer.
- Students then use the verbs in the box and write six questions in the simple past to ask a partner.

**KEY:** Activity 1: 2b, 3b, 4a, 5b, 6a; Activity 2: Students' own questions. (Possible questions: 2 Where did you go on Saturday? 3 Did you play football on Sunday? 4 Did you see your grandparents in the school holidays? 5 Did you watch TV last night? 6 What did you eat for breakfast this morning?)

**Optional follow-up activity:** Play *Hot potato* (see page 4). For this game you will need a small ball and some up-tempo music. Make some space in the classroom and demonstrate how to play. Students stand in a circle and throw and catch the ball across the circle to the music. Stop the music. The student who has the ball when the music stops has to ask a second student a correct question, using the simple past. If either the question or answer is wrong, the speaker is out. The game continues.

# Worksheet 1: At town events

1 Find and circle the words in the word search. Then write the words next to the pictures.



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2 Make a new word search for a partner.

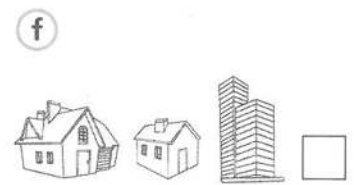
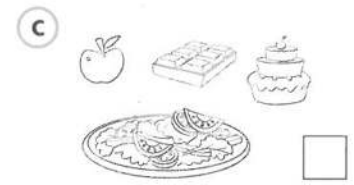
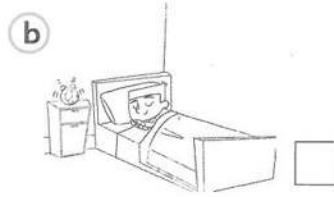
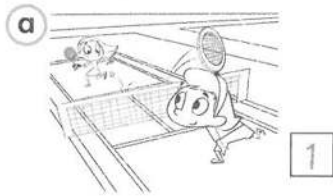
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Vocabulary: At town events



# Worksheet 2: Do you ... ?

## 1 Make questions and match them to the pictures.



- 1 you / Do / playing / like / tennis Do you like playing tennis \_\_\_\_\_ ?
- 2 you / got / any / pets / Have \_\_\_\_\_ ?
- 3 Where / you / do / live \_\_\_\_\_ ?
- 4 your / What's / food / favourite \_\_\_\_\_ ?
- 5 singing / like / Do / you \_\_\_\_\_ ?
- 6 time / get / do / What / you / up / Saturdays / on \_\_\_\_\_ ?

## 2 Write your own answers to the questions.

- 1 Yes, I do. I play every Sunday \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .
- 5 \_\_\_\_\_ .
- 6 \_\_\_\_\_ .



# Worksheet 3: Did you ... ?

## 1 Read and circle the correct answer.

- 1 What did you do yesterday?  
 a I went to the cinema.                      b I go to the cinema.
- 2 Who did you meet?  
 a I'm meeting my friend.                      b I met my friend.
- 3 Did you play computer games?  
 a Yes, we do.                                      b Yes, we did.
- 4 What did you do at the beach?  
 a We played football.                      b We play football.
- 5 What was the weather like?  
 a It's sunny.                                      b It was sunny.
- 6 Did you take any photos?  
 a No, we didn't.                              b No, we don't.

## 2 Write six questions. Use the words in the box. Then ask a partner.

go                  ~~do~~                  play                  see                  watch                  eat

- 1 What did you do at the weekend \_\_\_\_\_ ?
- 2 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?
- 5 \_\_\_\_\_ ?
- 6 \_\_\_\_\_ ?

Grammar 2: Simple past questions

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

- This worksheet practises knight and queen words: *knight, helmet, shield, bow and arrow, belt, queen, crown, necklace, sword, bracelet.*
- Students decide what each silhouette represents, then make words from the jumbled letters, match and write them under the silhouettes.
- Students then read the sentences and decide whether they are true or false.

**KEY:** Activity 1: 2j bracelet, 3f bow and arrow, 4a knight, 5e queen, 6c crown, 7g shield, 8d belt, 9i necklace, 10b sword; Activity 2: 2 True, 3 True, 4 False, 5 False, 6 True

**Optional follow-up activity:** Ask students to work in pairs and do some research to find out about a famous queen or knight of their choice, e.g. Cleopatra or King Arthur. Encourage them to go to the library or do some research on the Internet and find out where he/she lives or lived, what he/she does or did and what he/she wears or wore. Students present what they find out about their knight or queen to another pair or to the whole class.

**Worksheet 2: Mina's busy week****Using the worksheet**

- This worksheet practises *must* and *mustn't*.
- Students read the text and complete it by choosing the correct words from the box.
- Then students read the text again and use it to help them answer the questions. Ask students to check their work in pairs.

**KEY:** Activity 1: 2 tidy, 3 must, 4 make, 5 get, 6 mustn't; Activity 2: (Possible answers: 2 She must tidy her room/it. 3 She must buy a birthday card (for her mum). 4 She must make a birthday/chocolate cake (for her mum). 5 She must get a birthday present / a bracelet / something nice (for her mum). 6 Because it's dangerous.)

**Optional follow-up activity:** Ask students to write a list of all of the things that they must do tomorrow, e.g. *I must make my bed.* Then, students work in pairs. Student A starts by reading a sentence from their list. Student B listens and says, *Me too* if they have the same *I must ...* on their list. Students continue, taking turns, and then count how many of the same sentences they share. Students can then report to another pair, e.g. *We must make our beds tomorrow. What about you?*

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

- This worksheet practises personal pronouns as direct and indirect objects.
- Students work individually or in pairs. They read and complete the sentences with the correct pronouns.
- Students then read the sentences in Activity 2 and circle the correct words.

**KEY:** Activity 1: 2 him, 3 me, 4 it, 5 them, 6 us; Activity 2: 2 him, 3 them, 4 us, 5 me, 6 her

**Optional follow-up activity:** Students work in pairs. They choose one of the dialogues 1–4 from Activity 1 on the worksheet and practise it in pairs. Encourage them to be creative and develop the dialogue, e.g. *'Where's Claire?' 'I saw her in the kitchen. Shall I call her?' 'Yes, please. Tell her the film is going to start in five minutes.'* *'What film?' 'Harry Potter.'* *'Great. I want to watch it too.'* Students can perform their dialogues to another pair or the whole class.

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

- This worksheet practises finding out about historical objects. Students read the text about the Rosetta Stone and answer the questions. (You could ask students to find out more about the Rosetta Stone and how it helped us to understand Egyptian hieroglyphics.)
- Students work in pairs and, using the questions on the worksheet as a guide, do research on the Internet or in the library to find out about another famous exhibit. Ask them to find a picture and write about their exhibit.
- Students then play the role of curators by telling another pair about their exhibit.











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

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

# 1

## Worksheet 1: Knights and queens

1 Unjumble the words, then write them under the pictures.

|   |  |          |                 |
|---|--|----------|-----------------|
| 1    | 6     | a nghikt | f wob nda rarwo |
| <u>helmet</u>   | _____  |          |                 |
| 2    | 7     | b wrdos  | g hsiedl        |
| _____   | _____  |          |                 |
| 3    | 8     | c nowcr  | h temelh        |
| _____   | _____  |          |                 |
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| _____   | _____  |          |                 |
| 5  | 10  | e neequ  | j teleacrb      |
| _____   | _____  |          |                 |

2 Read and write *True* or *False*.

- 1 Queens wear crowns on their feet. False
- 2 Queens wear necklaces round their necks. \_\_\_\_\_
- 3 Knights ride horses. \_\_\_\_\_
- 4 Queens wear bracelets on their heads. \_\_\_\_\_
- 5 Knights wear helmets on their legs. \_\_\_\_\_
- 6 Knights hold swords in their hands. \_\_\_\_\_

Vocabulary: Knights and queens

# 1

## Worksheet 2: Mina's busy week

### 1 Read and write the words to complete Mina's story.



|         |      |               |
|---------|------|---------------|
| make    | tidy | get           |
| mustn't | must | <del>do</del> |

My name is Mina. I'm a very busy girl. I think I am the busiest girl in the world. I must do so many things! Today I must <sup>1</sup> do my History homework. Then I must <sup>2</sup> \_\_\_\_\_ my room because my clothes are on the floor!

Tomorrow I <sup>3</sup> \_\_\_\_\_ buy my mum a birthday card. Then I must <sup>4</sup> \_\_\_\_\_ a chocolate cake for her. I'm going to make her a big one. For her present I must <sup>5</sup> \_\_\_\_\_ her something nice. She likes bracelets.

I've got lots of things to think about. But Dad doesn't help. 'You <sup>6</sup> \_\_\_\_\_ run to the shops, Mina,' he says. 'It's dangerous.' Dad doesn't understand that I'm busy. I don't have time to think about all the things that I mustn't do!

### 2 Answer the questions about Mina.

- |   |  |
|---|--|
| 1 What homework must Mina do?<br><u>She must do her History homework.</u> | 4 What must Mina make tomorrow?<br>_____.      |
| 2 What must Mina do to her room?<br>_____.                                | 5 What must Mina get for her mum?<br>_____.    |
| 3 What must Mina buy tomorrow?<br>_____.                                  | 6 Why mustn't Mina run to the shops?<br>_____. |

Grammar 1: *must / mustn't*

# 1

## Worksheet 3: Where's Claire?

### 1 Write the words in the questions and answers.

it

her

us

me

them

him

1



Where's Claire?



I saw her in the kitchen.

2



Did you email Mark?



No, I'm going to phone \_\_\_\_\_.

3



Can you give \_\_\_\_\_ that book, please?



Yes, here you are.

4



Where's your schoolbag?



Oh, no! I left \_\_\_\_\_ at home!

5



They're hungry. Can you make some lunch for \_\_\_\_\_, please?

6



We're thirsty. Please give \_\_\_\_\_ some lemonade.

### 2 Read and circle the correct word.

- 1 This is a photo of my grandmother. I really love *him* / *her*.
- 2 Mum! Ben's using my computer. Can you tell *her* / *him* to stop?
- 3 I saw my cousins this morning. I told *them* / *him* to come to the cinema tonight.
- 4 Come on! Mr Jones gave *them* / *us* a lot of homework. We mustn't watch TV all night!
- 5 Can you give *me* / *us* your tennis racket? My racket is broken.
- 6 Laura is going to the café. Do you want to go with *them* / *her*, Milly?

Grammar 2: Direct and indirect objects

# 1

## Worksheet 4: Be a curator!

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

### 1 Read about the Rosetta Stone.



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

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

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

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

### 3 Write about your exhibit.

---

---

---

---

---

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



History: Famous exhibits

**Worksheet 1: The countryside****Using the worksheet**

- This worksheet practises countryside words: *path, mountain, lake, river, village, field, forest, island*.
- Students write words for the things in the picture of the countryside.
- Students then work individually or in pairs and think of sentences to describe the picture.

**KEY:** Activity 1: 2 path, 3 forest, 4 lake, 5 island, 6 field, 7 village, 8 river; Activity 2: (Possible answers: There is a path on the mountain. There is an island in the lake. There are fields next to the village.)

**Optional follow-up activity:** Demonstrate how to play *Chinese whispers* (see page 4). Students sit in lines of equal length. Take the student from the front of each line and whisper a sentence to them, e.g. *The path goes from the village, to the forest and up the mountain*. Help students to memorise the sentence. When you say *Whisper!*, the students say the sentence to the next person in their line as quickly and as quietly as they can. The game continues down each line until the last student hears it and writes it on the board. Compare the sentences. Are they the same as your sentence? Which team was best?

**Worksheet 2: and, so, but, because****Using the worksheet**

- This worksheet practises the simple past and connectors: *and, but, so, because*.
- Students circle the connectors to complete the sentences correctly. Encourage them to think carefully about the meaning of the sentences.
- Students then use connectors to write true sentences in the past about the pictures.

**KEY:** Activity 1: 2 and, 3 but, 4 because, 5 so, 6 and; Activity 2: (Possible answers: 2 I had sausages for dinner but I didn't have carrots. 3 Yesterday I played computer games and I watched TV. 4 It was hot, so we went to the beach. 5 I saw my grandmother on Saturday but I didn't see my grandfather. 6 I didn't go into the field because there was a big dog there.)

**Optional follow-up activity:** Ask each student to write two sentences in the past about themselves using *and, so, but or because* on strips of paper. Put all the sentences in a box or bag. Students take turns to choose a sentence. The first student reads a sentence out to the class and then tries to guess who wrote it, e.g. *Was it you, (name)?* The student has three guesses. If they guess the correct name, they score a point. If they don't guess, the other students in the class put up their hands and take it in turns to guess in order to win the point. The one who guesses correctly chooses the next sentence.

**Worksheet 3: The fantastic alien****Using the worksheet**

- This worksheet practises *could* and *couldn't*.
- Students read the text and decide whether the sentences are True or False.
- Teach the word *chess*. Students then read the text about Grandmother Mary and complete it with the words from the box.

**KEY:** Activity 1: 2 False, 3 False, 4 True, 5 False, 6 True; Activity 2: 2 could, 3 climbed, 4 run, 5 couldn't, 6 plays

**Optional follow-up activity:** Tell students that they are going to think about the things they could and couldn't do when they were younger. Write an age on the board, e.g. *5*, and elicit possible sentences, e.g. *When I was five, I could ride a bike but I couldn't swim*. Write some more ages on the board. Students work in groups and make sentences about themselves at the different ages. Ask each student to share one sentence with the whole class at the end of the activity.

**Worksheet 4: Landscape art****Using the worksheet**

- This worksheet encourages students to find out about landscape artists and their art.
- Students work in three groups. Each group chooses an artist and finds the answers to the questions about him. Students share what they already know and do research on the Internet or in the library.
- Students work with a member of another group. They take turns to ask and write answers to the questions.

**KEY:** Activity 2:

|                              | Vincent Van Gogh | John Constable             | Zhang Zeduan                             |
|------------------------------|------------------|----------------------------|--|
| <b>Born?</b>                 | 1853             | 1776                       | 1085                                     |
| <b>Where was he from?</b>    | The Netherlands  | The UK                     | China                                    |
| <b>Most famous painting?</b> | Sunflowers       | Dedham Vale / The Hay Wain | Along the river during Qingming festival |
| <b>Painted with?</b>         | oil              | oil and water colours      | ink                                      |

**Optional follow-up activity:** Provide students with A3 paper or card, paint and paintbrushes. Ask them to paint their favourite landscape. Encourage students to describe what they are painting as they work. Display the finished paintings on the noticeboard.



# 2

## Worksheet 1: The countryside

### 1 Label the picture.



1 mountain \_\_\_\_\_

2 p \_\_\_\_\_

3 f \_\_\_\_\_

4 l \_\_\_\_\_

5 i \_\_\_\_\_

6 f \_\_\_\_\_

7 v \_\_\_\_\_

8 r \_\_\_\_\_

### 2 Write sentences about the picture.

There is a mountain next to the lake \_\_\_\_\_ .

\_\_\_\_\_ .

\_\_\_\_\_ .

\_\_\_\_\_ .

Vocabulary: The countryside

# 2

## Worksheet 2: and, so, but, because

### 1 Circle the correct word to complete the sentences.

- 1 I went to bed early *and* / *because* I was tired.
- 2 We ate chocolate cake *and* / *so* drank lemonade.
- 3 Jim really liked the adventure film *because* / *but* Tom didn't.
- 4 She was scared of the dog *because* / *and* it had big teeth.
- 5 The football game was boring, *but* / *so* we went home.
- 6 Kathy went shopping *and* / *because* visited her grandmother.

### 2 Use *so*, *and*, *because* and *but* to write sentences in the past.

1



He didn't do his Maths homework because it was difficult .

2



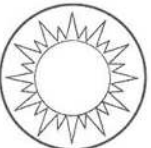
\_\_\_\_\_ .

3



\_\_\_\_\_ .

4



\_\_\_\_\_ .

5



\_\_\_\_\_ .

6



\_\_\_\_\_ .

# 2

## Worksheet 3: The fantastic alien

### 1 Read the story, then write *True* or *False*.

Last week I read an interesting story about an alien. He could do fantastic things! He could fly like a bird. He could jump 200 kilometres into the air. He could run fast and people couldn't see him move. But there were some things that the alien couldn't do. The alien couldn't swim because he lived on a planet without the sea or swimming pools. He couldn't play the piano, he couldn't speak English and he couldn't write. I liked that story. I thought about all the things that I can do but that the alien couldn't do.

- 1 The alien could do fantastic things.    True
- 2 He couldn't fly.    \_\_\_\_\_
- 3 He couldn't jump.    \_\_\_\_\_
- 4 He could run fast.    \_\_\_\_\_
- 5 He could swim.    \_\_\_\_\_
- 6 He couldn't write.    \_\_\_\_\_



### 2 Read and complete the story about Grandmother Mary.

climbed      run      plays      couldn't      ~~young~~      could



My grandmother, Mary, is 75. When she was a <sup>1</sup> young woman, her life was very different. She <sup>2</sup> \_\_\_\_\_ swim very well. She won a lot of swimming competitions! She could climb mountains. She <sup>3</sup> \_\_\_\_\_ for days and she wasn't tired! She could <sup>4</sup> \_\_\_\_\_ very fast. Every morning she ran for 30 minutes before breakfast. She <sup>5</sup> \_\_\_\_\_ play chess because she didn't have time to learn. She was busy swimming, climbing and running. Today she <sup>6</sup> \_\_\_\_\_ chess all the time! I play chess with my grandmother every Sunday. She always wins!

Grammar 2: *could / couldn't*

# 2

## Worksheet 4: Landscape art

### 1 Choose a landscape artist.

Landscape artists paint rivers, trees, mountains, fields and forests. Landscape painting is a very important form of art. Many of the great artists of the past painted landscapes.



Vincent Van Gogh



John Constable



Zhang Zeduan

### 2 Write your artist's name and find out about him.

|  | My artist: | My partner's artist: |
|--|------------|----------------------|
| 1 When was he born?                      |            |                      |
| 2 Where was he from?                     |            |                      |
| 3 What's his most famous painting?       |            |                      |
| 4 What did he paint with?                |            |                      |
| 5 Find out more facts about your artist. |            |                      |

### 3 Ask a partner about their artist. Write your partner's answers.

Art: Landscape art

**Worksheet 1: Emergencies****Using the worksheet**

- This worksheet practises emergency words: *fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic.*
- Students choose words from the box to match to and label the pictures.
- Students then read the definitions and match them to the correct words.

**KEY:** Activity 1: 2 emergency services, 3 paramedic, 4 ambulance, 5 police officer, 6 police car, 7 fire engine, 8 firefighter, 9 fire; Activity 2: 2f, 3e, 4b, 5c, 6a

**Optional follow-up activity:** Demonstrate how to play *Find new words* (see page 5). Write *emergency services* on the board and ask students to work in pairs and use the letters to make new words, e.g. *rice, men, yes*. The pair of students who can find the most new words wins. Ask them to choose another word or phrase from the unit and write it on the board for the class to play again.

**Worksheet 2: My birthday in the park****Using the worksheet**

- This worksheet practises writing statements and negative sentences in the past continuous.
- Students read the text and use the picture to help them complete it.
- Students then find the mistakes in the sentences and correct them.

**KEY:** Activity 1: 2 was eating, 3 was reading, 4 were playing football, 5 was drinking, 6 were fishing/sitting; Activity 2: 2 Susie wasn't playing tennis. She was reading (a book). 3 Mum wasn't singing. She was drinking (lemonade). 4 Grandfather wasn't dancing. He was eating an ice cream / sitting / fishing next to the river. 5 Max and Sam weren't flying a kite. They were playing football. 6 Dad wasn't swimming. He was fishing / sitting next to the river.

**Optional follow-up activity:** Demonstrate how to play *Freeze* (see page 5). Make some space in the classroom. Ask one student to come to the front of the class and turn round to face the board. The other students each secretly think of an activity and a mime for it. They then mime their action until the student at the front says *Freeze!* The other students must stop their mimes immediately and stay completely still in that position. The student at the board turns round and tries to guess what each student was doing, e.g. *Were you playing tennis?* They are only allowed one guess for each student and get a point for each correct guess.

**Worksheet 3: What were you doing?****Using the worksheet**

- This worksheet practises past continuous questions, short answers and statements.
- Students use the words in the box to complete the questions.
- Students then match the answers to the correct questions. They can then read the questions and answers with a partner to check their work.

**KEY:** Activity 1: 2 she, 3 doing, 4 playing, 5 Was, 6 they; Activity 2: b1, c5, d6, e2, f3

**Optional follow-up activity:** Ask *What were you doing at 6 o'clock yesterday?* Invite students to give suggestions. Write all the activities on the board. Do a class survey to find out the most popular activities.

**Worksheet 4: Be safe!****Using the worksheet**

- This worksheet asks students to think about what they should and shouldn't do in emergencies and how to look after themselves and stay safe.
- Read the questionnaire as a class, check understanding and help with new vocabulary. Students work in pairs. They discuss the questions and complete the questionnaire. Check answers as a class. Encourage students to think of the problems that some actions would cause.
- In their pairs, students think of two more health and safety questions. Elicit them and write them on the board to discuss as a class.

**KEY:** Activity 1: (Possible answers: 1a and b, 2b, 3b, 4a and b, 5c, 6b and c)

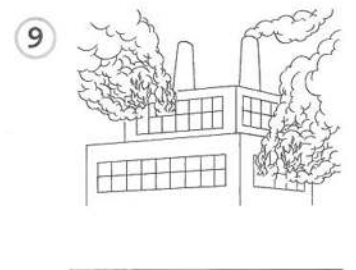
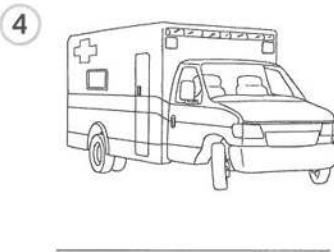
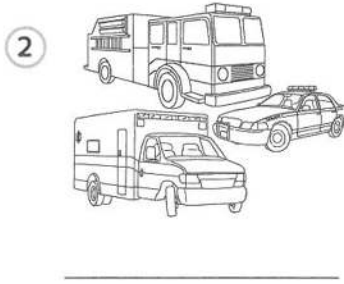
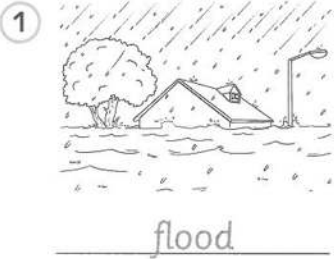
**Optional follow-up activity:** Students work in groups. They discuss what they must do at home, at school and in the street to stay safe and healthy, e.g. *You must tell your parents when you go to a friend's house.* Help with language. Students then write their ten favourite rules on a piece of paper with the heading *Be Safe and Healthy!* Display their work on the classroom noticeboard or walls.

# 3

## Worksheet 1: Emergencies

### 1 Label the pictures.

fire      fire engine      ~~flood~~      police officer      emergency services  
 paramedic      ambulance      police car      firefighter



### 2 Match the words to the sentences.

- |  |                |
|--|----------------|
| 1 A police officer drives this.                              | a fire engine  |
| 2 This is red and hot. It can hurt you.                      | b firefighters |
| 3 You can take sick people to hospital in this.              | c flood        |
| 4 These people help with fires in our houses.                | d police car   |
| 5 If it rains a lot, you get this in the streets and rivers. | e ambulance    |
| 6 Firefighters drive this.                                   | f fire         |

Vocabulary: Emergencies

# 3

## Worksheet 2: My birthday in the park

### 1 Read and complete. What were the family doing?



Yesterday was a beautiful day. It was my birthday. My family went for a picnic in the park. When I took this photograph, my grandmother <sup>1</sup> was sleeping and my grandfather <sup>2</sup> \_\_\_\_\_ chocolate ice cream. He loves it! My sister, Susie, <sup>3</sup> \_\_\_\_\_ a book. She reads every day! My brothers, Max and Sam, <sup>4</sup> \_\_\_\_\_. They want to be famous football players when they are older. My mum <sup>5</sup> \_\_\_\_\_ lemonade and my dad and my grandfather <sup>6</sup> \_\_\_\_\_ next to the river. My dad was fishing but he never catches any fish!

### 2 Correct the sentences.

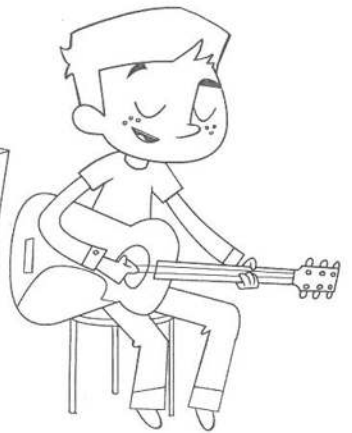
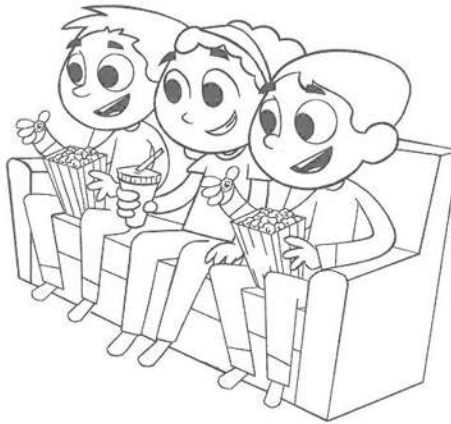
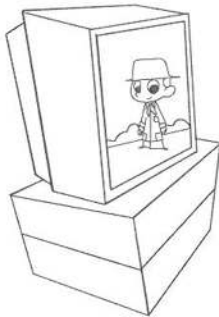
- 1 Grandmother was eating a sandwich.  
Grandmother wasn't eating a sandwich. She was sleeping .
- 2 Susie was playing tennis.  
\_\_\_\_\_ .
- 3 Mum was singing.  
\_\_\_\_\_ .
- 4 Grandfather was dancing.  
\_\_\_\_\_ .
- 5 Max and Sam were flying a kite.  
\_\_\_\_\_ .
- 6 Dad was swimming.  
\_\_\_\_\_ .

Grammar 1: Past continuous

# 3

## Worksheet 3: What were you doing?

### 1 Complete the questions.



Was      -were-      they      doing      playing      she

- 1 What were you doing yesterday at 7 o'clock?
- 2 Was \_\_\_\_\_ doing her homework?
- 3 What was he \_\_\_\_\_ at 6 o'clock?
- 4 Was he \_\_\_\_\_ a video game?
- 5 \_\_\_\_\_ she playing football?
- 6 Were \_\_\_\_\_ writing an email?



### 2 Match the questions and answers.

- a Yes, he was.
- b I was playing the guitar.
- c No, she wasn't. She doesn't play on Sundays.
- d Yes, they were. To their friends in Australia.
- e Yes, she was. She was working very hard.
- f He was watching a film with his friends.

- 4
- 
- 
- 
- 
- 
- 

### Grammar 2: Past continuous questions



# 3

## Worksheet 4: Be safe!

- 1 What do you know about keeping safe? Work with a partner. What are the best answers?

### Safety questionnaire

- 1 You want to go to the park after school. What do you do?
- a tell your parents where you're going       c don't tell your parents
- b write your parents a note
- 2 You cross the road. What do you do?
- a run quickly       c walk without looking
- b look right and left, then walk
- 3 You climb a tree. What do you do?
- a climb quickly       c jump from the tree to the ground
- b climb carefully
- 4 You ride your bike. What do you do?
- a wear a helmet       c cycle quickly without a helmet
- b ride on the footpath
- 5 You've got stomach-ache. What do you do?
- a eat some chocolate       c tell your mum or dad
- b take some medicine
- 6 You see a car accident. What do you do?
- a stand and watch       c call the emergency services
- b run home

- 2 With your partner think of two more questions.



**Worksheet 1: At the train station****Using the worksheet**

- This worksheet practises train station words: *station, platform, ticket office, suitcase, train driver, escalator, stairs, rucksack, a cup of coffee, a cup of tea.*
- Students complete the words with the missing vowels, then match them to the pictures.
- Students then read and complete the sentences using the words in the box.

**KEY:** Activity 1: 2b escalator, 3e a cup of tea, 4f train driver, 5a rucksack, 6d ticket office; Activity 2: 2 return, 3 cup of coffee, 4 platform, 5 suitcase, 6 stairs

**Optional follow-up activity:** Demonstrate how to play a *Spelling bee* game (see page 5). Divide the class into two teams. Make a list of an equal number of words from the unit. Say a word, e.g. *escalator*, and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

**Worksheet 2: at / in / on****Using the worksheet**

- This worksheet practises the prepositions *at*, *in* and *on*.
- Students use the words to make questions.
- Students then answer the questions.

**KEY:** Activity 1: 2 When do you usually get up? 3 When do you usually go to the cinema? 4 Do you watch TV on Saturdays? 5 What is the weather like in April? 6 Do you do your homework on Sundays?; Activity 2: (Possible answers: I usually get up at 7 o'clock. 3 I usually go to the cinema after school on Friday. 4 No, I don't. 5 It's sunny and warm. 6 Yes, I do.)

**Optional follow-up activity:** Students work in pairs. They take turns to say one word each to make a whole sentence, including either *in*, *on*, or *at*, e.g. Student A says *I*, Student B continues with *sometimes*, Student A says *play*. They continue until the sentence is complete, e.g. *I sometimes play with my friends in the evening.*

**Worksheet 3: He was eating a sandwich when ... !****Using the worksheet**

- This worksheet practises the past continuous and simple past.
- Students work in small groups. Give each group a dice or spinner (see page 5) and some counters. Each student in the group puts their counter on *Start*. Students take turns to throw the dice or spin the spinner. The student with the highest score in each group starts. After each throw or spin, the students move their counter the appropriate number of spaces and then have to make a sentence to describe the picture on that space and add a surprise event, e.g. (space 1) *He was swimming in the sea when he saw a shark.*
- If their sentence is correct, the student stays on that space. If their sentence is incorrect, they go back two spaces and wait for their next turn.

**KEY:** Students' own answers

**Optional follow-up activity:** Students work in pairs. They choose one of the pictures from the game on Worksheet 3 and use it to make a short news story, e.g. *This morning in Florida a boy was swimming in the sea when he saw a shark. He shouted for help and swam quickly to the beach. His friends were waiting for him on the sand. They told him to look back at the sea and then the boy saw that the 'shark' was a child's boat. They all laughed.* Students can report their 'news' to another pair or to the whole class.

**Worksheet 4: Scientists****Using the worksheet**

- This worksheet encourages students to find out about some famous scientists.
- Students use the words in the box to complete the text about Isaac Newton. Check the answers and discuss what information we include when writing about famous people, i.e. where they are from / lived, what they are famous for and what prizes they won.
- They then work in pairs and do research to find out about another famous scientist from the past, using the questions on the worksheet as a guide. They can do research on the Internet or go to the library.
- Students write notes on their worksheet, then work with a new partner to swap information and take notes on each other's scientists. They then use the notes to write a paragraph about one of the scientists.

**KEY:** Activity 1: 2 born, 3 studied, 4 universe, 5 knight

**Optional follow-up activity:** Students work with their original partner to make a short poster presentation on their scientist to show to the class.

# 4

## Worksheet 1: At the train station

1 Complete the words. Then match the words to the pictures.

1 station

2 \_sc\_l\_t\_r

3 \_c\_p\_ft\_

4 tr\_\_n dr\_v\_r

5 r\_cks\_ck

6 t\_ck\_t\_ff\_c\_

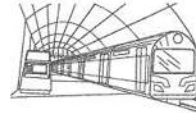
a



b



c



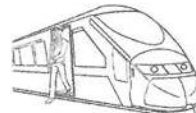
d



e



f



2 Read and complete the sentences.



stairs

cup of coffee

suitcase

platform

station

return

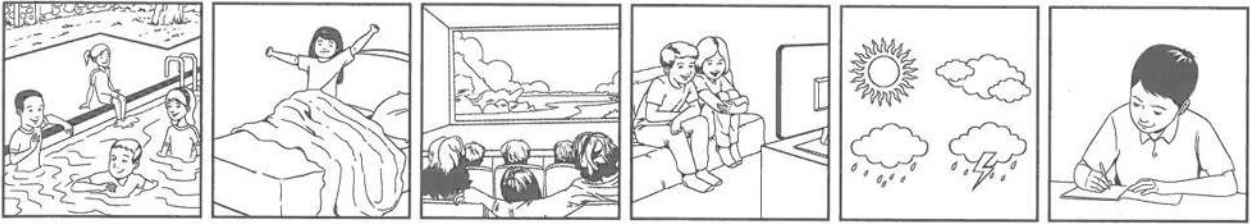
- The train station is next to the park.
- Can I have a \_\_\_\_\_ ticket to London?
- I don't want a cup of tea, thanks. Can I have a \_\_\_\_\_ ?
- Which \_\_\_\_\_ is it for the train to London?
- Dad! Can you carry my \_\_\_\_\_, please? I'm tired.
- Don't run down the \_\_\_\_\_ ! Walk.

Vocabulary: At the train station

# 4

## Worksheet 2: at / in / on

### 1 Make questions.



- 1 swimming / the / in / friends / go / Do / your / summer  
Do your friends go swimming in the summer \_\_\_\_\_ ?
- 2 do / When / get / you / usually / up?  
 \_\_\_\_\_ ?
- 3 you / usually / do / When / go / the / cinema / to  
 \_\_\_\_\_ ?
- 4 you / watch / Do / on / Saturdays / TV  
 \_\_\_\_\_ ?
- 5 weather / like / What / the / is / in / April  
 \_\_\_\_\_ ?
- 6 do / homework / Do / you / your / Sundays / on  
 \_\_\_\_\_ ?

### 2 Answer the questions.

- 1 Yes, they do \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .
- 5 \_\_\_\_\_ .
- 6 \_\_\_\_\_ .

Grammar 1: at / in / on

# 4

## Worksheet 3: He was eating a sandwich when ... !

Play the board game.

The board game path consists of 22 numbered squares, each with an illustration of a person performing an activity. The path starts at 'Start' (square 1) and ends at 'Finish' (square 22). The activities are:

- 1: A boy swimming in a pool.
- 2: A girl playing tennis.
- 3: A boy eating a sandwich.
- 4: Three boys playing soccer.
- 5: A family relaxing on a beach under an umbrella.
- 6: A boy and girl fishing.
- 7: Two boys working on a laptop.
- 8: A girl writing in a notebook.
- 9: A girl reading a book outdoors.
- 10: A woman talking to two children at a doorway.
- 11: A man climbing a tree.
- 12: A family sitting on a sofa.
- 13: A woman talking on a mobile phone.
- 14: A man in a uniform talking to a woman.
- 15: A girl writing at a desk.
- 16: A boy sleeping on a sofa.
- 17: A girl dancing.
- 18: A woman eating a sandwich.
- 19: A man and boy cooking together.
- 20: A boy working on a laptop.
- 21: Two boys in a shop.
- 22: A girl painting.

Grammar 2: Past continuous and simple past

# 4

## Worksheet 4: Scientists

### 1 Read about Sir Isaac Newton and complete the sentences.

studied      born      knight      universe      famous



Isaac Newton was a <sup>1</sup> famous scientist.

He was <sup>2</sup> \_\_\_\_\_ in England in 1642. He

<sup>3</sup> \_\_\_\_\_ at Cambridge University. Newton

taught people about gravity. Gravity is the special

force in the <sup>4</sup> \_\_\_\_\_ that keeps everything in its place. Without gravity

we couldn't walk on the street. We would fly off into the sky! Queen Anne

made Newton a <sup>5</sup> \_\_\_\_\_, Sir Isaac Newton, in 1705.

### 2 Find out and make notes about another famous scientist from history.

- a What was his / her name? \_\_\_\_\_
- b Where did he / she live? \_\_\_\_\_
- c What did he / she discover, make or invent? \_\_\_\_\_
- d Did he / she win any prizes? \_\_\_\_\_

### 3 Ask a partner about their famous scientist. Make notes.

|                              |  |
|------------------------------|--|
| Name of scientist            |  |
| Lived in                     |  |
| Discovered / invented / made |  |
| Prizes                       |  |

### 4 Write about one of the scientists.

**Worksheet 1: Hair and face****Using the worksheet**

- This worksheet practises hair and face words: *dark, fair, blonde, straight, curly, moustache, beard, scar*.
- Students look at the pictures and find the words in the word search. (The words go across and down.) Then they label the pictures.
- Provide students with squared paper and ask them to make their own word search with the same words either individually or in pairs. They then swap their puzzles with a partner or another pair.

**KEY:** Activity 1: 2 scar, 3 dark / straight, 4 curly, 5 moustache, 6 blonde / curly, 7 straight, 8 beard

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| d | a | r | k | s | b |   |   |   |   |
|   |   |   |   | t | l |   | f |   |   |
|   |   |   |   | r | o |   | a |   |   |
|   |   | c |   | a | n |   | i |   |   |
|   |   | u |   | i | d |   | r |   |   |
|   |   | r |   | g | e |   |   |   |   |
|   |   | l |   | h |   |   |   |   |   |
|   |   | y |   | t |   |   |   |   |   |
|   | m | o | u | s | t | a | c | h | e |
| b | e | a | r | d |   | s | c | a | r |

Activity 2: Students' own answers

**Optional follow-up activity:** Ask students to bring in large pictures of famous people from magazines. Stick the pictures on the board. Ask questions to establish who they all are, e.g. *What's his name/job? Where is he from?* Then describe one of the people in the pictures. Students listen and try to guess the person from the description, e.g. *He's got short blonde hair and a beard*. Students continue the activity in small groups.

**Worksheet 2: I used to ...****Using the worksheet**

- This worksheet practises *used to* + infinitive for talking about past habits.
- Students read the text and complete it using the words in the box.
- Students write sentences with *used to* about someone in their family.

**KEY:** Activity 1: 2 be, 3 climb, 4 work, 5 take, 6 love; Activity 2: (Possible answers: 2 She used to work in a hospital. 3 She used to work six days a week. 4 Sometimes she used to work at night and sleep in the day. 5 She used to go on holiday to the mountains in the summer. 6 She used to play with my mum and uncle.)

**Optional follow-up activity:** Students work in small groups. They take turns to read aloud what they have written about a person in their family. The other students in the group listen. Encourage them to ask questions to find out more information about each person. Monitor and help as necessary.

**Worksheet 3: We had to ...****Using the worksheet**

- This worksheet practises *had to* to talk about past obligations.
- Ask *What is a summer camp?* Find out if any of your students have been to one. Ask *How is the boy in the picture feeling?* Elicit *tired*. Students match the sentence halves to find out why.
- Then students write sentences to describe what they had to do last week. Help with new vocabulary.

**KEY:** Activity 1: 2d, 3e, 4a, 5f, 6b; Activity 2: (Possible answers: 2 I had to make my bed. 3 I had to wash up. 4 I had to dry the dishes. 5 I had to walk the dog. 6 I had to do my homework.)

**Optional follow-up activity:** With the whole class, prepare for a survey to find out what kinds of things students had to do to help at home last week. Elicit from the students questions based on their answers to Activity 2, e.g. *Did you have to clean your room?* and write them on the board. Students each choose six questions. They make a table with 4 columns and 6 rows. They copy their chosen questions onto the rows in the first column. Then they work in groups of four and ask and answer the questions. Ask them to report to the class some of their information, e.g. *Three of us had to clean our rooms last week*.

**Worksheet 4: Whodunnit?****Using the worksheet**

- This worksheet encourages students to work together and be creative in order to make their own detective play. You could explain to the students that a 'Whodunnit' is the popular name for a detective story. It means 'Who did it?', i.e. the crime.
- Look at the choices and help with new vocabulary. Students work in groups of four and choose from the options for their own detective play. (Encourage them to use the language they know for making suggestions, e.g. *How about? / Shall we?*) If necessary, they can make their final decisions by voting.
- Students work together to plan and write their play. Monitor and help as necessary.

**KEY:** Students' own answers

**Optional follow-up activity:** Students stay in their groups and practise acting out their play. Then they perform it for the whole class. The class vote on their favourite play.

# 5

## Worksheet 1: Hair and face

1 Find and circle the words in the word search. Then label the pictures.

1  \_\_\_\_\_ fair \_\_\_\_\_

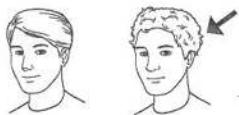
5  \_\_\_\_\_


2  \_\_\_\_\_

6  \_\_\_\_\_

3  \_\_\_\_\_

7  \_\_\_\_\_

4  \_\_\_\_\_

8  \_\_\_\_\_

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

2 Make a new word search.

Vocabulary: Hair and face



## 5

## Worksheet 2: I used to ...

## 1 Complete the story about Sam and her grandfather.

climb

play

work

love

take

be

It was Saturday afternoon. Sam and her grandfather were walking through their garden. They were talking about life.

'Things change, Sam,' said Sam's grandfather. 'When I was a boy I used to <sup>1</sup> play football with my friends. We used to play every Saturday afternoon. But my old legs can't run very fast now. I can only watch football with my friends.'

'What job did you do, Grandpa?' Sam asked.

'Oh, I used to <sup>2</sup> \_\_\_\_\_ a firefighter. I used to <sup>3</sup> \_\_\_\_\_ ladders and rescue people from houses that were on fire. I used to <sup>4</sup> \_\_\_\_\_ very hard.'

'It sounds exciting, Grandpa!'

'It was,' said Sam's grandfather, 'Sometimes.'

They walked on up the path. It was a beautiful, quiet afternoon. 'When your father was a boy I used to <sup>5</sup> \_\_\_\_\_ him to the swimming pool every Saturday afternoon. I taught him to swim. He used to <sup>6</sup> \_\_\_\_\_ it.'

'What do you do on Saturday afternoons now, Grandpa?' asked Sam.

Sam's grandfather laughed. 'I go for walks with you!'

2 Write six *used to* sentences about someone in your family.

My grandmother used to be a nurse.

Grammar 1: *used to*



**1 Match to make Tim's sentences.**

- |                        |                                 |
|------------------------|---------------------------------|
| 1 We had to tidy up    | a Geography every morning.      |
| 2 We had to wash       | b dinner every evening.         |
| 3 We had to look after | c the camp every day.           |
| 4 We had to study      | d our clothes.                  |
| 5 We had to run        | e the animals on the farm.      |
| 6 We had to cook       | f for 20 minutes every morning. |

**2 What did you have to do at home last week?**

- 1 I had to clean my room .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .
- 5 \_\_\_\_\_ .
- 6 \_\_\_\_\_ .

Grammar 2: *had to*

# 5

## Worksheet 4: Whodunnit?



### 1 Plan a detective play in your group.

a Choose and circle a crime.



shoplifting



burglary



arson



bank robbery

b Choose and circle a criminal.



Simon



Brenda



Robert



Angela

c Choose and circle a place.



a shop



a house



a museum



a bank

d Choose and circle a police officer.



Detective Brown



Detective Black



Detective Blue



Detective White

e Choose and circle a witness.



Mrs Jones



Miss Jones



Mr Jones



Micky Jones

### 2 Write your play. Here is an example of how to start.

Detective Brown: *Good morning, Miss Jones.*

Miss Jones: *Good morning.*

Detective Brown: *What were you doing in town yesterday at 4 pm?*

Miss Jones: *I was buying some clothes.*

Detective Brown: *And what did you see? . . .*

Literature: Crime fiction

## Worksheet 1: Animal bodies

### Using the worksheet

- This worksheet practises animal body words: *horn, feathers, scales, wing, tail, tongue, back, neck*.
- Students make words from the jumbled letters, then match the words to the pictures.
- Students then read the sentences and decide whether they are True or False.

**KEY:** Activity 1: 2c tongue, 3e feathers, 4f wing, 5d neck, 6b tail, 7a horn, 8g scales; Activity 2: 2 False, 3 False, 4 True, 5 True, 6 True

**Optional follow-up activity:** Ask students to work in pairs and do some research in the library or on the Internet to find out some interesting facts about an animal of their choice. Students present what they find out about their animal to another pair or to the whole class.

## Worksheet 2: Elephants are stronger than mice.

### Using the worksheet

- This worksheet practises comparatives and superlatives.
- Students read the sentences and circle the correct words.
- Students then work in pairs and make sentences about animals with the comparative or superlative forms of the words in the box. Check that students know and can write the names of the animals on the page.

**KEY:** Activity 1: 2 longer necks, 3 the biggest, 4 higher than, 5 the smallest, 6 better; Activity 2: (Possible answers: 2 Crocodiles are more dangerous than kangaroos. 3 Giraffes are the tallest animals in the world. 4 Sharks can swim faster than people. 5 Crocodiles are slower than cats. 6 Puppy dogs are weaker than adult dogs.)

**Optional follow-up activity:** Students work in the same pairs and check that the sentences they wrote in Activities 1 and 2 are true by doing research on the Internet or in the library. Students report back what they find out to another pair or to the whole class.

## Worksheet 3: He / She / It looks like ...

### Using the worksheet

- This worksheet practises *He / She / It looks like* to describe people and things.
- Students read the text and label the family photographs.
- Students then write about and describe their family.

**KEY:** Activity 1: 2 Grandpa (Brown), 3 Debbie, 4 Clive, 5 (Aunt) Jane, 6 (Uncle) Joe

Activity 2: (Possible answers: I look like my mother. I'm short. I've got brown eyes and long brown hair; My uncle looks like my grandfather. He's got a beard; My cousin looks like my aunt. She's got short curly hair.)

**Optional follow-up activity:** Ask students to bring in a selection of family photographs. They work in small groups and take turns to show their photographs to the group. The group discuss who they think each person in the family looks like.

## Worksheet 4: Mythical beasts

### Using the worksheet

- This worksheet practises finding out about mythical beasts.
- Students work in three groups. Ask each group to find out the answers to the questions about one of the mythical beasts and find more information by doing research on the Internet or in the library.
- Students work with one member of each of the other groups. They take turns to ask and tell each other about their mythical beast, then write about one of them.

**KEY:** Activity 2:

|  | The Yeti   | The Loch Ness Monster    | Big Foot                                 |
|--|--|--------------------------|--|
| <b>Where does it live?</b>               | The Himalayas  | Scotland                 | North America                            |
| <b>What is its other name?</b>           | The Abominable Snowman                               | Nessie                   | Sasquatch                                |
| <b>What does it look like?</b>           | It's big and hairy. It can be white, brown or black. | It has a very long neck. | It's big and hairy. It's brown or black. |
| <b>What environment does it live in?</b> | snowy mountains                                      | water                    | forests                                  |

Activities 3 and 4: Students' own answers.

**Optional follow-up activity:** Ask students to make two groups. Group A believe in mythical beasts. Group B do not. Ask students to work in their groups and think of reasons to explain what they think, e.g. Group A: *I believe in mythical beasts because we've got pictures of them.* Group B: *I don't believe in mythical beasts because we can't see them.* Monitor and help with new vocabulary as necessary. The two groups come together and have a discussion as a class. Encourage students to share their opinions and listen carefully to each other.

# 6

## Worksheet 1: Animal bodies

1 Write the words. Then match them to the pictures.

1 cabk

back

2 egunot

\_\_\_\_\_

3 eearsthf

\_\_\_\_\_

4 gnwi

\_\_\_\_\_

5 kenc

\_\_\_\_\_

6 lati

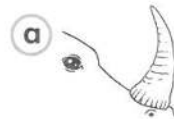
\_\_\_\_\_

7 norh

\_\_\_\_\_

8 selsca

\_\_\_\_\_



2 Read and write *True* or *False*.

1 Cows have got horns on their feet.

False

2 Elephants have got feathers.

\_\_\_\_\_

3 Dogs have got wings.

\_\_\_\_\_

4 Fish have got scales.

\_\_\_\_\_

5 Cats have got tongues in their mouths.

\_\_\_\_\_

6 Pigs have got tails.

\_\_\_\_\_

Vocabulary: Animal bodies

## 6

## Worksheet 2: Elephants are stronger than mice.

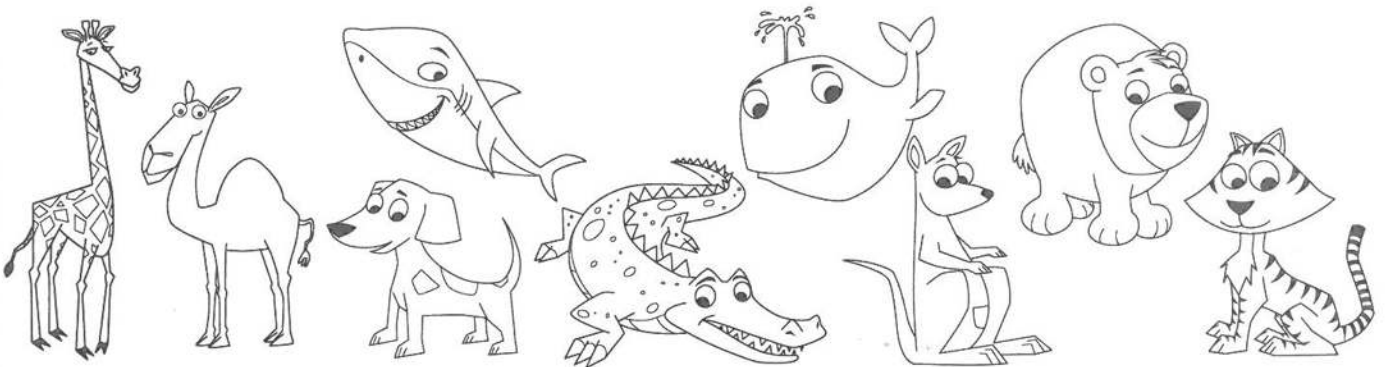
### 1 Read and circle the correct words.

- Sharks are more dangerous / the most dangerous than dolphins.
- Giraffes have the longest necks / longer necks than elephants.
- Whales are the biggest / bigger than animal in the world.
- Kangaroos can jump the highest / higher than dogs.
- The Sun Bear is smaller than / the smallest bear in the world.
- Crocodiles are the best / better at swimming than ducks.

### 2 Use the words in the box to compare animals.

dangerous      fast      ~~strong~~      slow      weak      tall

- Bears are stronger than cats \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.



Grammar 1: Comparatives and superlatives

# 6

## Worksheet 3: He / She / It looks like ...

### 1 Read and write the names of people in the family.

Sally: When are we going to Australia, Mum?

Mum: In two weeks.

Sally: I'm so excited! Tell me about the family. What does Uncle Joe look like?

Mum: Uncle Joe has got curly hair!

Sally: What about Aunt Jane?

Mum: Aunt Jane looks like me! She's got big eyes and long blonde hair.

Sally: And what does my cousin Clive look like?

Mum: Well, Clive looks like his father. But he's got a moustache. And he's thinner!

Sally: What about Clive's sister? What does she look like?

Mum: Debbie? She's got short black hair and she likes hats.

Sally: Are we going to see Grandpa Brown?

Mum: Yes, we are.

Sally: What does he look like?

Mum: Well, Grandpa hasn't got any hair on his head now, but he's got a beard. And he's got a new dog.

Sally: A new dog?

Mum: Yes! It's called Caesar.

Sally: What does it look like?

Mum: It's got a big nose and long ears.

Sally: I can't wait to meet Caesar!

1



Caesar

2



3



4



5



6



### 2 Describe your family.

My brother is tall. He's got black hair. My brother looks like my father .

Grammar 2: It looks like ...

# 6

## Worksheet 4: Mythical beasts

1 Choose and circle your mythical beast.



The Yeti



The Loch Ness Monster



Big Foot

2 Find out about your mythical beast and tick (✓).

a Where does it live?

Scotland

North America

The Himalayas

b What is its other name?

The Abominable Snowman

Nessie

Sasquatch

c What does it look like?

It's got a very long neck.

It's big and hairy. It can be white, brown or black.

It's big and hairy. It's brown or black.

d Where does it live?

water

snowy mountains

forests

3 Find out more facts about your mythical beast.

4 Ask about the other mythical beasts and write about one of them.

*The Yeti lives ...*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Science: Mythical beasts



**Worksheet 1: Instruments****Using the worksheet**

- This worksheet practises instrument words: *trombone, drums, keyboard, trumpet, violin, triangle, tambourine, saxophone, harp.*
- Students find the numbered instruments in the picture, then write the number next to the name of each instrument.
- Check that students know the meanings of the words, *blow, hit, strings, sticks, electric* and *shake*. Students work in pairs. They read the definitions and circle the correct instrument. Get them to compare their ideas with another pair before checking the answers in whole class.

**KEY:** Activity 1: 2 harp, 3 violin, 4 trumpet, 5 saxophone, 6 drums, 7 triangle, 8 trombone, 9 tambourine; Activity 2: 2 violin, 3 drums, 4 harp, 5 keyboard, 6 tambourine

**Optional follow-up activity:** Demonstrate how to play *Pictionary* (see page 5). Ask a volunteer to slowly draw a musical instrument on the board. The first student to guess the instrument that is being drawn takes the next turn. Students can also play the game in groups.

**Worksheet 2: Is this Tom's bag?****Using the worksheet**

- This worksheet practises possessive pronouns *mine, yours, his, hers, ours, theirs.*
- Students match the sentences.
- Then they read the questions, match them to the pictures and write a possessive pronoun to complete each answer. Get students to check their answers with a partner by reading the conversations aloud.

**KEY:** Activity 1: 2f, 3a, 4c, 5e, 6d; Activity 2: 2g his, 3f hers, 4e mine, 5c yours, 6a hers, 7b theirs

**Optional follow-up activity:** Make some space in the classroom. Students work in groups and sit in circles on the floor. They each put four of their belongings in the centre of the circle. Then they take it in turns to return the items to their owners by asking and answering questions, e.g. *Is this ruler yours? Yes, it's mine; Is this pen Jo's? Yes, it's hers.*

**Worksheet 3: My musical house****Using the worksheet**

- This worksheet practises the relative pronouns *who / which / where.*
- Students look at the picture and read the text. Then they complete the text with the phrases in the box. Get students to check their work in pairs.
- Students then read the text again and answer the questions.

**KEY:** Activity 1: 2 who lives, 3 where he lives, 4 which Simon plays, 5 the man who lives, 6 which is below, 7 who plays, 8 which Mr Smith plays; Activity 2: 2 Richard's mum, 3 Richard, 4 Miss Simpson, 5 Mr Williams, 6 Sophie (Smith)

**Optional follow-up activity:** Brainstorm different kinds of stories with the class, e.g. *crime stories* and *fairy tales*. Help with new vocabulary as necessary. Then demonstrate how to write a chain story. Students work in pairs. Give each pair a piece of paper and ask them to write the opening line of a story on it. Set a time limit of two minutes for this. Students then give their paper to another pair. They write the next sentence of the story. Monitor and encourage students to try and use long descriptive sentences with relative pronouns when appropriate. The activity continues for seven or eight sentences. Each pair then takes it in turn to read the story they finished to the rest of the class.

**Worksheet 4: Making music****Using the worksheet**

- This worksheet encourages students to work together and be creative so that they can form a music band.
- Look at the items and help with new vocabulary. Students work in groups and choose from the options in order to create their own band. (Encourage them to use the language they know for making suggestions, e.g. *How about? / Shall we?*) If necessary, they can make their final decisions by voting.
- Students work together on the lyrics of their first song. Monitor and help as necessary.

**KEY:** Students' own answers

**Optional follow-up activity:** Students stay in their groups and sing or read out the words to their song. Then they perform it for the whole class. The class vote on their favourite song.

# 7

## Worksheet 1: Instruments

1 Write the numbers of the instruments in the picture.



- |                                  |                                     |                                   |                                    |                                |
|----------------------------------|-------------------------------------|-----------------------------------|------------------------------------|--------------------------------|
| trumpet <input type="checkbox"/> | keyboard <input type="checkbox"/>   | harp <input type="checkbox"/>     | saxophone <input type="checkbox"/> | drums <input type="checkbox"/> |
| violin <input type="checkbox"/>  | tambourine <input type="checkbox"/> | triangle <input type="checkbox"/> | trombone <input type="checkbox"/>  |                                |

2 Read and circle the correct word.

- |  |                           |
|--|---------------------------|
| 1 You blow into this instrument.   | <u>trumpet</u> / triangle |
| 2 This instrument is not big and has four strings.                                   | violin / saxophone        |
| 3 You play this instrument by hitting it with sticks.                                | keyboard / drums          |
| 4 You hold this instrument between your legs and play the strings with your fingers. | trombone / harp           |
| 5 This instrument is sometimes electric.   | keyboard / triangle       |
| 6 You shake this instrument.   | harp / tambourine         |

Vocabulary: Instruments

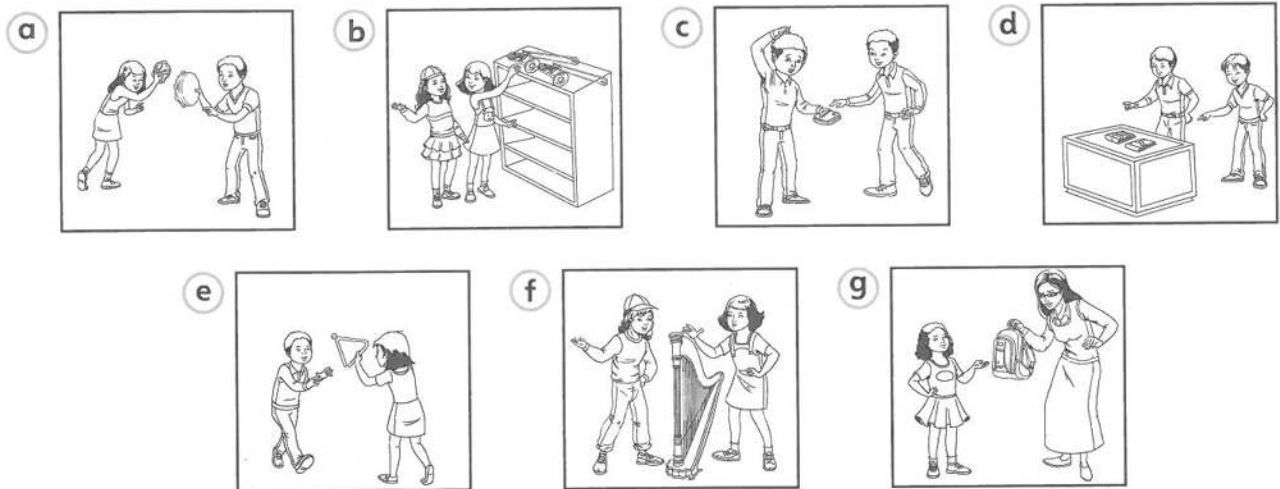
# 7

## Worksheet 2: Is this Tom's bag?

### 1 Read and match.

- |                               |                 |
|-------------------------------|-----------------|
| 1 It's Sally's computer game. | a They're his.  |
| 2 It's David and Daisy's cat. | b It's hers.    |
| 3 They're John's pens.        | c They're ours. |
| 4 They're our dogs.           | d It's yours.   |
| 5 It's my house.              | e It's mine.    |
| 6 It's your guitar.           | f It's theirs.  |

### 2 Match the questions to the pictures, then answer the questions.



- |                                       |                                     |   |                                      |
|---------------------------------------|-------------------------------------|---|--------------------------------------|
| 1 Are they our books?                 | <input checked="" type="checkbox"/> | d | Yes, they're <u>ours</u> .           |
| 2 Is this Tom's bag?                  | <input type="checkbox"/>            |   | Yes, it's _____.                     |
| 3 Is this Lucy's harp?                | <input type="checkbox"/>            |   | Yes, it's _____.                     |
| 4 Whose is this triangle?             | <input type="checkbox"/>            |   | Oh, it's _____.                      |
| 5 Is this my CD?                      | <input type="checkbox"/>            |   | Yes, it's _____ . Your name's on it. |
| 6 Is this Mrs Brown's tambourine?     | <input type="checkbox"/>            |   | Yes, it's _____.                     |
| 7 Are they Paul and Mike's trombones? | <input type="checkbox"/>            |   | Yes, they're _____.                  |

Grammar 1: Possessive pronouns

# 7

## Worksheet 3: My musical house

### 1 Look at the picture. Then read and complete.

~~where I live~~                      which Simon plays                      the man who lives                      who plays  
 which Mr Smith plays                      where he lives                      which is below                      who lives

My name's Richard. The house <sup>1</sup> where I live is the most musical house in the world. Mrs Black is the woman <sup>2</sup> \_\_\_\_\_ in flat number 46. She plays the saxophone. She's very good. I'd like Mrs Black to give me saxophone lessons.

My best friend is Simon. The flat <sup>3</sup> \_\_\_\_\_ is above ours. The instrument <sup>4</sup> \_\_\_\_\_ is the trumpet. He practises every day because he plays in the school band. When he's older, Simon wants to play in an orchestra.

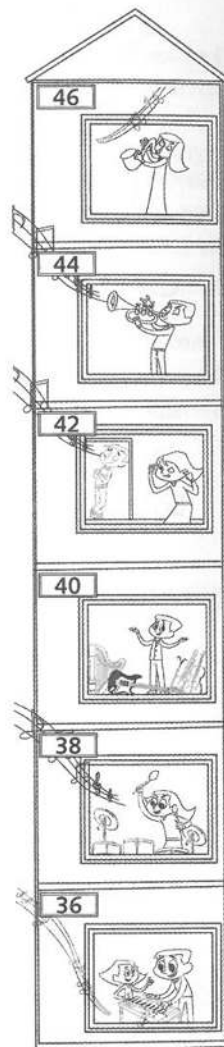
Mr Williams is <sup>5</sup> \_\_\_\_\_ in number 40. He can play everything. He plays the guitar, the trombone, the harp and the violin!

The flat <sup>6</sup> \_\_\_\_\_ number 40 is number 38.

Miss Simpson lives there. Miss Simpson is the woman <sup>7</sup> \_\_\_\_\_ the drums. Sometimes, Miss Simpson plays the drums very late at night. My mum doesn't like that!

The Smiths live in number 36. The instrument <sup>8</sup> \_\_\_\_\_ is the keyboard. He plays classical music. The Smiths' daughter, Sophie, can sing very well.

Me? Well, I don't play anything. But I'm very good at listening!



### 2 Read and answer.

- |  |  |
|--|--|
| 1 Who plays the saxophone? <u>Mrs Black</u>                  | 4 Who lives in number 38?                      _____ |
| 2 Who doesn't like the drums?                      _____     | 5 Who plays the harp?                      _____     |
| 3 Who doesn't play an instrument?                      _____ | 6 Who sings?                      _____              |

Grammar 2: *who / which / where*

# 7

## Worksheet 4: Making music



### 1 Make a band.

a Choose and circle your band name.

THE *KNIGHTS*

**Sugar**

☺ XYZ\*!

**DANGER!**

b Choose and circle your instruments.



guitar



drums



keyboard



saxophone

c Choose and circle a place to play your music.



Los Angeles



London



Sydney



Paris

d Choose and circle the name of your first song.



Party Time



Back to School



Holiday Sun



My Friends

### 2 Write your song.

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**Worksheet 1: Space****Using the worksheet**

- This worksheet practises space words: *planet, star, comet, moon, rocket, UFO, astronaut, space station, telescope.*
- Students read and complete the space quiz questions with words from the box.
- Students then work in small groups and make their own space quiz. Encourage them to go to the library or do some research on the Internet to find space facts.

**KEY:** Activity 1: 2 star, 3 space station, 4 telescope, 5 UFO, 6 astronaut, 7 comet, 8 rocket; Activity 2: (Possible questions and answers: 2 What colour is Mars? Mars is red. 3 Is Pluto a planet? No, it's a dwarf planet. 4 Which planet is called the blue planet? Earth is called the blue planet. 5 Which planet is the coldest? Neptune is the coldest planet.)

**Optional follow-up activity:** Students from each group take turns to come to the front of the class and ask the other groups the questions in their space quiz. Teams score a point for each correct answer.

**Worksheet 2: What will you be when you grow up?****Using the worksheet**

- This worksheet practises using *will* to predict the future.
- Students work in small groups. Give each group a board and check they know the names of all the jobs. Give each group a dice or spinner and some counters. Students put the counters on *Start*, then take turns to throw the dice or spin the spinner. The student with the highest score in each group starts. Students move the number of spaces on the dice or spinner each time and move to the appropriate square. The group asks, *What will you be when you grow up?* The student has to reply by making a sentence with the job they have landed on, e.g. 1 *I'll be an explorer and I'll find a new island.* If the sentence is correct, the student stays on that space. If the sentence is incorrect, they go back two spaces and wait for their next turn. The first student to get to *Finish* is the winner.

**KEY:** Students' own answers

**Optional follow-up activity:** Students work in groups and make their own board game. The items in the squares in their game should revise grammar or vocabulary from a unit or units of *Super Minds 4*. Monitor and help as necessary. Make copies of the board games and play them in class as a revision activity.

**Worksheet 3: He runs quickly.****Using the worksheet**

- This worksheet practises adjectives and adverbs.
- Students circle the correct word to complete the sentences.
- Students then match the sentences to the pictures.

**KEY:** Activity 1: 2 carefully, 3 slowly, 4 dangerous, 5 bad, 6 quietly; Activity 2: b2, c1, d4, e3, f6

**Optional follow-up activity:** Make some space in the classroom to play *Musical chairs* (see page 5). Arrange two lines of chairs, back to back, with one chair for each student. Say an adverb, e.g. *beautifully*. Play some music. Students walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one who is left standing has to say and act out a sentence with the adverb in it, e.g. *I can sing beautifully*. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and the chairs stay as they are. Give another adverb and then restart the music for the game to continue.

**Worksheet 4: Into space****Using the worksheet**

- This worksheet practises finding out and talking about astronauts.
- Students work in three groups. Ask each group to find out the answers to the questions about one of the astronauts. Students share what they already know and do research on the Internet or in the library.
- Students find out two more interesting facts about their astronaut.
- Students work with one member from each of the other groups. They take turns to ask and write answers to the questions in Activity 2.

**KEY:** Activity 2a–c: Activity 2d: Students' own answers

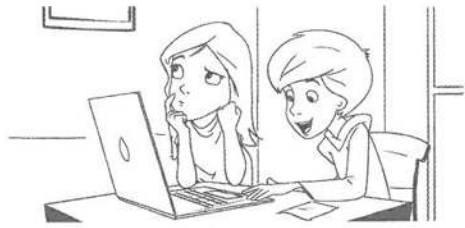
|                          | <b>Yuri Gagarin</b>                 | <b>Neil Armstrong</b>   | <b>Valentina Tereshkova</b>               |
|--------------------------|-------------------------------------|---|---|
| <b>Born</b>              | 1934                                | 1930  | 1937                                      |
| <b>Was the first ...</b> | man in space                        | man to walk on the moon                                       | woman in space                            |
| <b>Said</b>              | I see Earth!<br>It is so beautiful! | That's one small step for man,<br>one giant leap for mankind. | I achieved my childhood dream of the sky. |

**Optional follow-up activity:** Students work in their original groups and make a short poster presentation about their astronaut.

# 8

## Worksheet 1: Space

### 1 Read and complete.



UFO astronaut ~~planet~~  
rocket telescope  
comet space station star



1 What's the biggest planet in the solar system?



I know! It's Jupiter.

2 What type of object is the sun?

That's easy! The sun is a \_\_\_\_\_.

3 What was Mir?

Oh, yes. Mir was a Russian \_\_\_\_\_.

4 What is a \_\_\_\_\_ for?

It helps us look at objects in the sky that are very far away.

5 What does \_\_\_\_\_ mean?

Oh, let me think. It's ... unidentified flying object.

6 Who is Neil Armstrong?

Everybody knows that! He was the first \_\_\_\_\_ to walk on the moon.

7 What's a \_\_\_\_\_?

Oh, I know. It's an object in the night sky that has a long tail.

8 What was the Space Shuttle?

That was a \_\_\_\_\_ from the USA.

### 2 Write your own space quiz and answers.

What's the smallest planet in the solar system? \_\_\_\_\_ Mercury \_\_\_\_\_

Vocabulary: Space

# 8

## Worksheet 2: What will you be when you grow up?

Play the board game.

The board game consists of a 6x4 grid of squares. The top-left square is labeled "Finish" and the bottom-left square is labeled "Start". The other squares contain numbered circles (1-22) and illustrations of various professions:

- 1: Explorer
- 2: Construction worker
- 3: Firefighter
- 4: Singer
- 5: Farmer
- 6: Scientist
- 7: Police officer
- 8: Pilot
- 9: Nurse
- 10: Teacher
- 11: Musician
- 12: Soccer player
- 13: Scientist
- 14: Photographer
- 15: Waiter
- 16: Lecturer
- 17: Ambulance driver
- 18: Circus clown
- 19: Bus driver
- 20: Doctor
- 21: Doctor
- 22: Ballerina

Arrows indicate the path from Start to Finish.

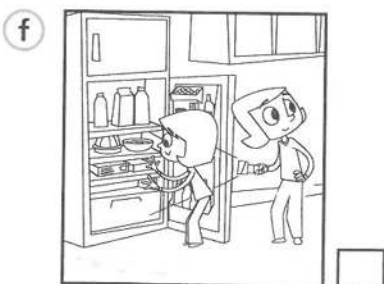
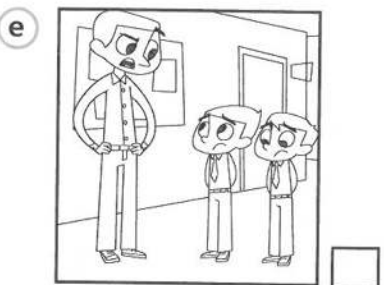
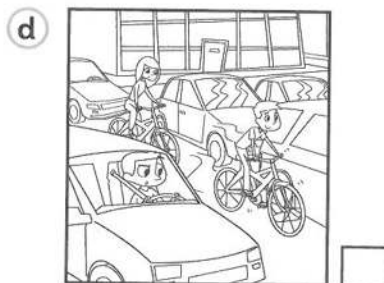
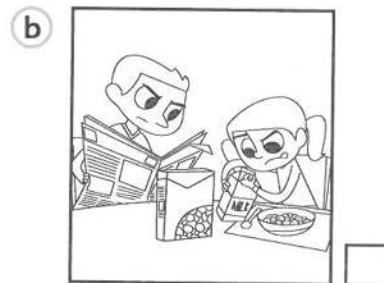
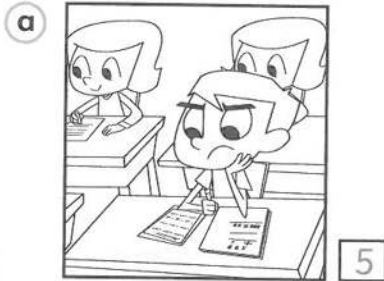
Grammar 1: will



## 1 Read and circle the correct word.

- 1 My brother runs the 100 metres and the 200 metres very *quick* / *quickly*.  
One day he'll win the gold medal in the Olympics.
- 2 Please open the milk *careful* / *carefully*. We don't want any on the floor!
- 3 James! Thomas! Walk *slow* / *slowly* to your lessons! Don't run!
- 4 Don't ride your bike between the cars. It's *dangerous* / *dangerously*.
- 5 I'm very *bad* / *badly* at Maths. I only got 40% in my last test.
- 6 Dad will hear us. Talk *quiet* / *quietly*!

## 2 Match the sentences to the pictures.



## 8

## Worksheet 4: Into space

1 Choose and circle the name of your astronaut.



Yuri Gagarin



Neil Armstrong



Valentina Tereshkova

2 Find out about your astronaut and tick (✓).

a When was he/she born?

1930

1934

1937

b What did he/she do?

He was the first man in space.

She was the first woman in space.

He was the first man to walk on the moon.

c What did he/she say?

It's one small step for man, one giant leap for mankind.

I achieved my childhood dream of the sky.

I see Earth! It is so beautiful!

d Find out two more facts about your astronaut.

3 Work in groups and complete the table.

|               | Yuri Gagarin | Neil Armstrong | Valentina Tereshkova |
|---------------|--------------|----------------|----------------------|
| Born          | 19__ __      | 19__ __        | 19__ __              |
| The first ... |              |                |                      |
| Said          |              |                |                      |
| Fact 1        |              |                |                      |
| Fact 2        |              |                |                      |

## Worksheet 1: Holiday activities

### Using the worksheet

- This worksheet practises holiday activity words: *sail a boat, row a boat, put up a tent, collect wood, make a raft, make a fire, swing on a rope, dive into the water, dry your clothes.*
- Students circle the correct words to complete the sentences.
- Students then read the story and complete it using the words in the box.

**KEY:** Activity 1: 2 rowed, 3 dried, 4 collected, 5 dived into, 6 swung on; Activity 2: 2 put up, 3 made, 4 raft, 5 sailed, 6 make, 7 dived

**Optional follow-up activity:** Give students a piece of paper. Tell them that they are going to draw a campsite. Dictate a sentence for the students to draw, e.g. *A boy is putting up a tent next to a lake.* Pause while students draw. Ask a volunteer to dictate the next sentence. The activity continues. Students compare their completed pictures with a partner.

## Worksheet 2: a bottle/can/loaf/packet/piece of

### Using the worksheet

- This worksheet practises *a bottle of / a can of / a loaf of / a packet of / a piece of.*
- Students read the conversations and match them to the pictures. Get them to check their work in pairs by reading the dialogues aloud.
- Students then work in pairs and write their own shopping dialogue using the items on the shopping list. They perform their dialogues for the class.

**KEY:** Activity 1: 2a, 3d, 4e, 5c;  
Activity 2: (Possible answer:

'Have you got any cheese?'

'Yes. Would you like a big piece of cheese?'

'Yes, please. And I'd like five packets of crisps.'

'Would you like any drinks?'

'Yes. Three bottles of water and a can of lemonade, please.'

'That's £12, please.'

'Thank you. Goodbye!')

**Optional follow-up activity:** Play *The shopping memory game* (see page 5). Students sit in a circle. Say, e.g. *I'm going to the supermarket to buy a loaf of bread.* The first student repeats your sentence and adds another item to the shopping list, e.g. *I'm going to the supermarket to buy a loaf of bread and a bottle of water.* Play continues. If a student makes a mistake, they are out. The game continues, with each student adding another item, until there is a winner. At the beginning of the next class, ask the students how many items they can remember.

## Worksheet 3: How much? How many?

### Using the worksheet

- This worksheet practises *How much? / How many?*
- Students unjumble the words to make questions.
- Students then look at the picture and answer the questions in Activity 1.

**KEY:** Activity 1: 2 How much cheese is there in the fridge? 3 How many packets of crisps are there? 4 How many bars of chocolate have you got? 5 How much bread is there in the cupboard? 6 How many cans of lemonade do you drink every day?; Activity 2: 2 There's one (big) piece of cheese. 3 There are six packets of crisps. 4 I've got six bars of chocolate. (one is in his hand) 5 There are two loaves of bread. 6 I drink five cans of lemonade every day.

**Optional follow-up activity:** Brainstorm the different shops you find in a typical town, e.g. *clothes shops.* Divide the class into shopkeepers and shoppers. Ask the shopkeepers to choose a shop and make a poster to display what they sell. Ask the shoppers to think of all of the things they would like to buy in those shops and make a shopping list of ten items. Students then act out a shopping role-play. The winning shopper is the student who buys and ticks off the most items from their list. The winning shopkeeper is the student who sells and ticks off the most items from their poster.

## Worksheet 4: Planning a camping trip

### Using the worksheet

- This worksheet encourages students to work together and make sensible decisions about what to take with them on a camping trip and where to put their tent.
- Look at the items and help with new vocabulary. Students work in groups and discuss the options. Encourage them to use the language they know for making suggestions, e.g. *How about? / Shall we?* Tell students to try and reach an agreement as a group and circle their choices. If necessary, they should vote on their final decisions. Students write why they have decided to pitch their tent in a particular location and the reasons why they have chosen each item.

**KEY:** Students' own answers

**Optional follow-up activity:** Brainstorm possible events on a camping trip, e.g. bad weather, getting lost, finding treasure. In their groups, students choose one idea and prepare a role-play. Monitor and help with vocabulary as necessary. Students act out their role-plays for another group or the whole class.

## 9

## Worksheet 1: Holiday activities

## 1 Read and circle the correct words.

On our holiday we ...

1 sailed / dried a boat.

4 dived into / collected wood.

2 rowed / swung on a boat.

5 made / dived into the water.

3 dried / put up our clothes.

6 swung on / sailed a rope.

## 2 Read and complete the story.



made

dived

make

sailed

~~campsite~~

raft

put up

Last summer, we went to a <sup>1</sup> campsite for the weekend. On Saturday afternoon, Dad <sup>2</sup> \_\_\_\_\_ our tent. It took a long time! Dad didn't know what he was doing. Mum wanted to help but Dad wanted to do it.

On Saturday evening, we <sup>3</sup> \_\_\_\_\_ a fire and cooked sausages and potatoes.

On Sunday morning, we made a <sup>4</sup> \_\_\_\_\_ from old wood. We

<sup>5</sup> \_\_\_\_\_ on it all day! 'Next time,' Dad said, 'we'll <sup>6</sup> \_\_\_\_\_ a boat!'

Then we <sup>7</sup> \_\_\_\_\_ into the water and went swimming for a long time. We had a great time but Mum says that she is going to put up the tent next time!

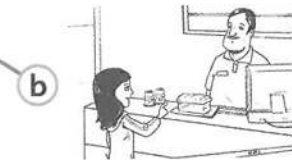
Vocabulary: Holiday activities

# 9

## Worksheet 2: a bottle / can / loaf / packet / piece of

### 1 Match the pictures to the conversations.

- 1 Hello. A loaf of bread, please. Oh, and can I have two cans of lemonade?  
Of course. Here you are. That's £1.50.  
Thank you.
- 2 Good morning. Two packets of crisps and a bottle of water, please.  
Would you like some tomatoes?  
No, thanks.
- 3 Can we have a piece of chocolate cake and a piece of carrot cake, please?  
That's £4.50, please.  
Here you are.
- 4 Good afternoon. I'd like two loaves of bread and two cans of lemonade, please.  
Would you like some cake?  
No, thanks.
- 5 Hello. Can I have three bottles of water, please? And three packets of crisps.  
Here you are. That's £2.50, please.



### 2 Make your own shopping conversation. Use the shopping list to help you.

*two loaves of bread*

*three bottles of water*

*five packets of crisps*

*a big piece of cheese*

*a can of lemonade*

Good morning. Can I have two loaves of bread, please?

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**Grammar 1: a bottle / can / loaf / packet / piece of**

# 9

## Worksheet 3: How much? How many?

### 1 Make questions.

1 many / How / bottles / water / of / there / are

How many bottles of water are there ?

2 How / cheese / much / there / is / fridge / in / the

\_\_\_\_\_ ?

3 packets / crisps / of / many / How / there / are

\_\_\_\_\_ ?

4 bars / chocolate / of / got / How / many / you / have

\_\_\_\_\_ ?

5 bread / much / there / the / How / is / cupboard / in

\_\_\_\_\_ ?

6 cans / lemonade / many / every day / of / How / drink / do / you

\_\_\_\_\_ ?

### 2 Answer the questions for the boy in the picture.

1 There are three bottles of water .

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

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

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

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

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



Grammar 2: How much? How many?

# 9

## Worksheet 4: Planning a camping trip

**1** You are going on a camping trip with your school in the countryside in the spring. Decide what you are going to take.

a Choose and circle your shoes.



hiking boots



flip flops



high heels



lace-up shoes

b Choose and circle your coat.



fur coat



raincoat



jacket



body warmer

c Choose and circle what you are going to eat.



bread and cheese



bananas and apples



cans of beans

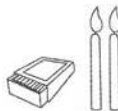


chocolate

d Choose and circle what you are going to use for light.



torch and batteries



matches and candles

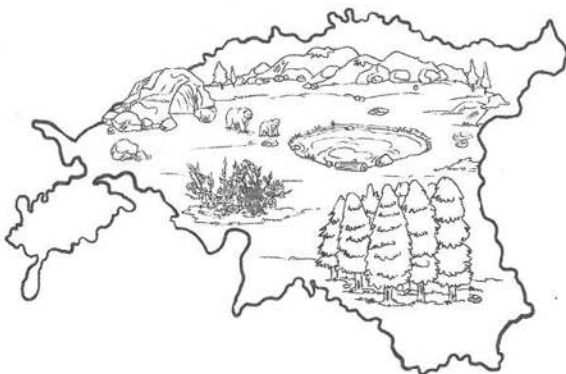


an electric light



wood

**2** Mark on the map where you are going to camp. Then write about your camp site and what you are going to take with you.




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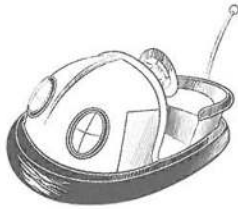
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# Progress test 1: Listening

Name \_\_\_\_\_

**1**  **Listen and number.**

a




b




c



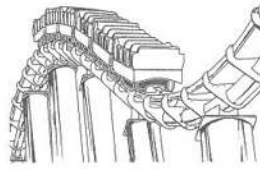

d


 1

e




f




**2**  **Listen and answer. Write three words.**



- |                                 |                            |
|---------------------------------|----------------------------|
| 1 Does Sally like music?        | _____ Yes, she does _____. |
| 2 Does she read books?          | _____.                     |
| 3 Does she like playing tennis? | _____.                     |
| 4 Is Sarah Sally's best friend? | _____.                     |
| 5 What's her favourite film?    | _____.                     |
| 6 Does she take photographs?    | _____.                     |



Name \_\_\_\_\_

**1 Write the words.**



nbad  
\_\_\_\_\_ band \_\_\_\_\_



yamro  
\_\_\_\_\_



llerstaocerro  
\_\_\_\_\_



datoubnuor  
\_\_\_\_\_



tsujoalirn  
\_\_\_\_\_



paetooHPgrrh  
\_\_\_\_\_

**2 John and Anna are talking. Write John's questions.**

1 John: last / good / Was / week Was last week good \_\_\_\_\_ ?

Anna: Yes, it was.

2 John: tennis / you / Did / play \_\_\_\_\_ ?

Anna: Yes, I played with Bill in the park.

3 John: get / did / to / you / How / park / the \_\_\_\_\_ ?

Anna: We walked there.

4 John: cinema / go / Did / the / you / to \_\_\_\_\_ ?

Anna: Yes, I did. It was a funny film.

5 John: film / was / the / in / What \_\_\_\_\_ ?

Anna: A polar bear and its friend.

6 John: play / computer / you / games / Did \_\_\_\_\_ ?

Anna: Yes, I played them with my sister on Friday.

# 1

## Progress test 1: Listening

Name \_\_\_\_\_

**1**  **Listen and tick (✓) or cross (x).**

1



4



2



5



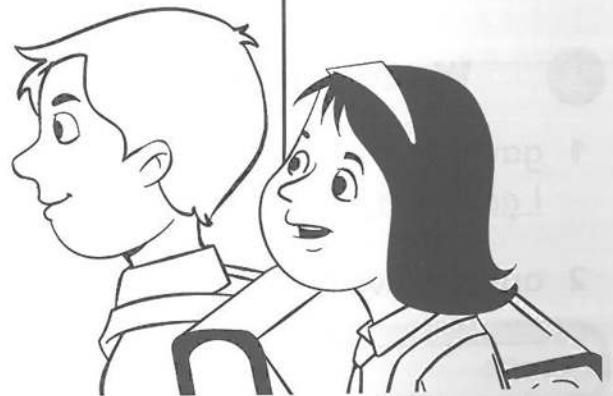
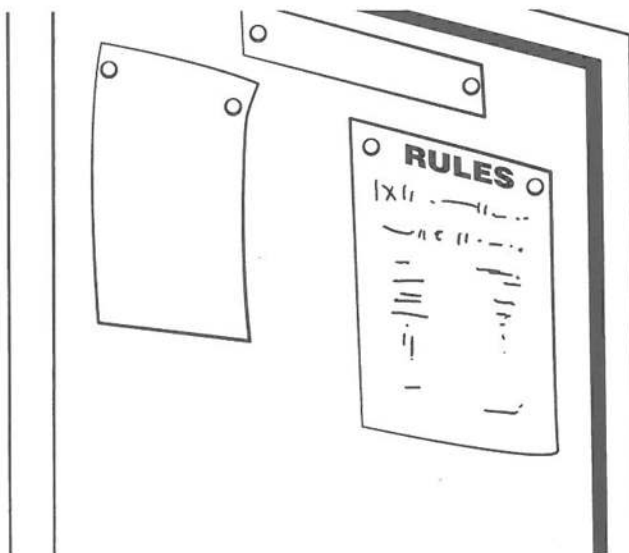
3



6



**2**  **Listen and circle.**



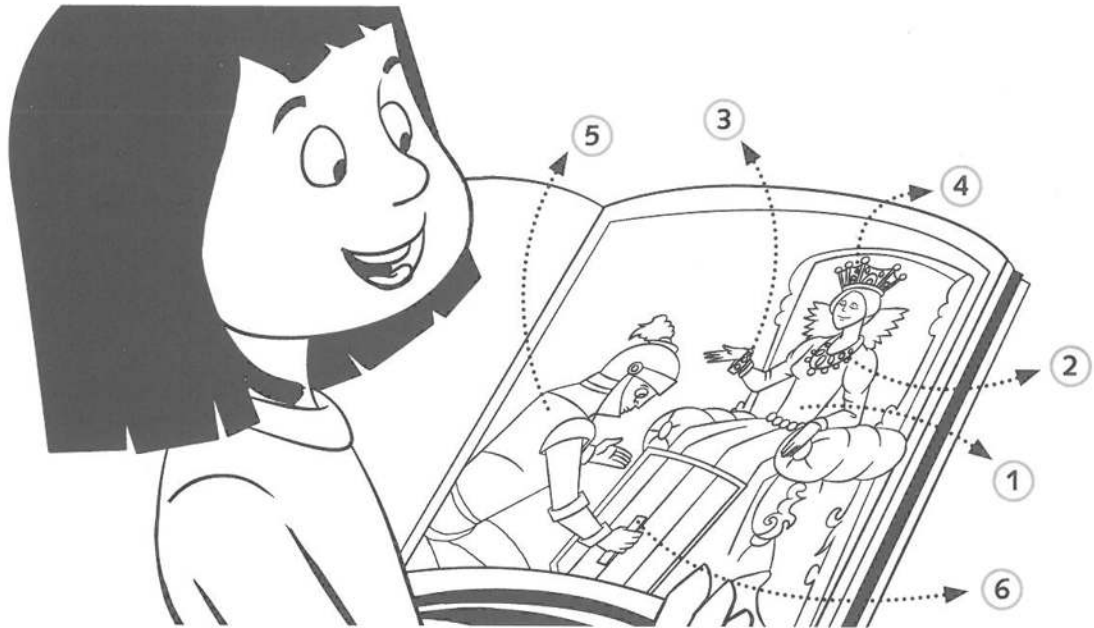
- 1 We *must* / *mustn't* play football in the small playground.
- 2 We *must* / *mustn't* put our bikes in front of the school.
- 3 We *must* / *mustn't* wear trainers in the gym.
- 4 We *must* / *mustn't* do our homework at lunchtime.
- 5 We *must* / *mustn't* eat in the playground.
- 6 We *must* / *mustn't* put our coats in the classroom.

# 1

## Progress test 2: Reading and writing

Name \_\_\_\_\_

### 1 Write the words.



1 \_\_\_\_\_ queen \_\_\_\_\_

4 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

6 \_\_\_\_\_

### 2 Write the sentences.

1 gave / him / book / I / a  
I gave him a book

2 apple / Give / the / her / juice  
\_\_\_\_\_

3 them / Give / ball / the  
\_\_\_\_\_

4 sword / show / the / us / Don't  
\_\_\_\_\_

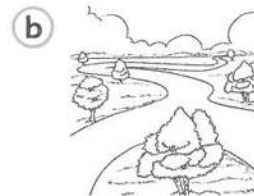
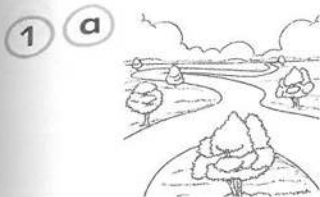
5 me / a / Buy / computer / please  
\_\_\_\_\_

6 the / crown / Peter / Show  
\_\_\_\_\_

Name \_\_\_\_\_

1

CD 6 Listen and circle.



2

CD 7 Listen and complete the sentences.



because      ~~went~~      and      because      but      so

- 1 I went to a forest with my parents and my sister.
- 2 We went for a long walk \_\_\_\_\_ I climbed a tree.
- 3 My sister didn't climb the tree \_\_\_\_\_ she was scared.
- 4 We were hungry, \_\_\_\_\_ we had a big picnic!
- 5 After the picnic, my sister took photographs of the trees \_\_\_\_\_ I didn't. I read a book.
- 6 When we got home, we went to bed early \_\_\_\_\_ we were tired.

Name \_\_\_\_\_

**1 Read, then complete the words.**

- 1 We live near a big m o u n t a i n. We climb there in the summer.
- 2 There's a long p \_ t \_ from the street to our door.
- 3 Australia is a very big \_ s l \_ \_ d.
- 4 My grandfather is a farmer. He's got lots of f \_ \_ l d s with cows in them.
- 5 There is a beautiful r \_ v \_ r in our town. You can take a boat on it.
- 6 Only four hundred people live in our v \_ l l \_ g \_ .

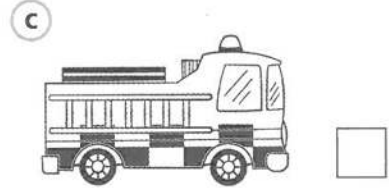
**2 Read, choose and write the correct words.**

Last summer I went to the mountains with my parents <sup>1</sup> and my sister. We had a great time. My parents didn't want to stay in a hotel, <sup>2</sup> \_\_\_\_\_ we stayed in a big tent. The weather was beautiful. We <sup>3</sup> \_\_\_\_\_ see a lot from the top of the mountain. There weren't any big towns there, so we <sup>4</sup> \_\_\_\_\_ go to the cinema or shops or cafés. My sister was sad about that <sup>5</sup> \_\_\_\_\_ she loves noisy places! It was very quiet on the mountain and time went very slowly. I liked it <sup>6</sup> \_\_\_\_\_ I was happy to go home and see my friends.

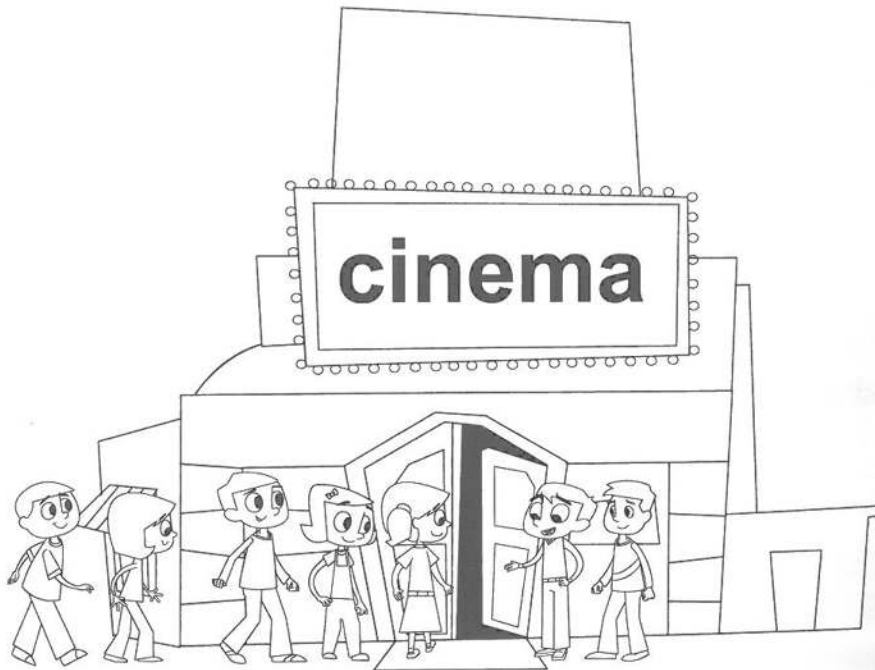
- |                  |         |         |
|------------------|---------|---------|
| 1 <del>and</del> | so      | because |
| 2 so             | because | but     |
| 3 can            | can't   | could   |
| 4 couldn't       | haven't | wasn't  |
| 5 because        | and     | so      |
| 6 but            | so      | and     |

Name \_\_\_\_\_

**1**  **Listen and number.**



**2**  **Listen and tick (✓) yes or no.**



When the film started,

- |                                 |   |                             |
|---------------------------------|---|-----------------------------|
| 1 Sam was using her phone.      | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| 2 Jack was eating some popcorn. | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 3 Daisy was drinking water.     | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 4 Sarah was sleeping.           | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 5 Martin was eating a sandwich. | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 6 Mike was talking to Jack.     | <input type="checkbox"/> yes            | <input type="checkbox"/> no |

Name \_\_\_\_\_

## 1 Circle the correct word.



police officer / firefighter



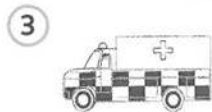
paramedic / police officer



fire / flood



fire engine / police car



police car / ambulance



firefighter / paramedic

2 What was the family doing yesterday at 5 o'clock?  
Complete the questions and answers.

\_\_\_\_\_ Was \_\_\_\_\_ Mike playing tennis?

Yes, he \_\_\_\_\_ was \_\_\_\_\_.



\_\_\_\_\_ Dad and Grandpa reading a book?

No, they \_\_\_\_\_.



\_\_\_\_\_ Alice sleeping?

No, she \_\_\_\_\_.



\_\_\_\_\_ Lily and Jenny doing their homework?

Yes, they \_\_\_\_\_.



\_\_\_\_\_ you and your mum shopping?

Yes, we \_\_\_\_\_.



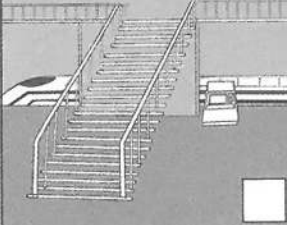

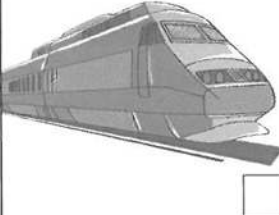



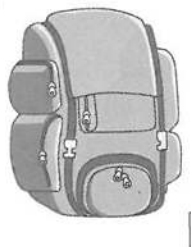

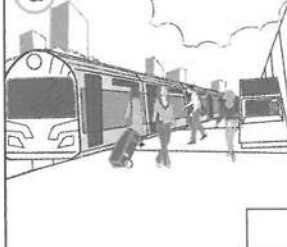



\_\_\_\_\_ you watching TV, Tom?

Yes, I \_\_\_\_\_.

Name \_\_\_\_\_

**1**  **Listen and tick (✓) the correct picture.**

|   |  |  |
|---|--|--|
| 1 | <p>a</p>  <input type="checkbox"/>    | <p>b</p>  <input checked="" type="checkbox"/> |
| 4 | <p>a</p>  <input type="checkbox"/>   | <p>b</p>  <input type="checkbox"/>          |
| 2 | <p>a</p>  <input type="checkbox"/>   | <p>b</p>  <input type="checkbox"/>           |
| 5 | <p>a</p>  <input type="checkbox"/>   | <p>b</p>  <input type="checkbox"/>          |
| 3 | <p>a</p>  <input type="checkbox"/>  | <p>b</p>  <input type="checkbox"/>          |
| 6 | <p>a</p>  <input type="checkbox"/> | <p>b</p>  <input type="checkbox"/>        |

**2**  **Read, then listen. Write Y (yes) or N (no).**

- |   |               |
|---|---------------|
| 1 Daniel's birthday is in March.              | _____ Y _____ |
| 2 The train leaves at 6 o'clock.              | _____         |
| 3 Jenny started playing tennis in 2009.       | _____         |
| 4 Paul and Mark went to the cinema on Friday. | _____         |
| 5 Ben saw Lucy in the morning.                | _____         |
| 6 The party is going to be on Saturday.       | _____         |



Name \_\_\_\_\_

## 1 Write the words.



seclarot  
escalator



sacetius  
\_\_\_\_\_



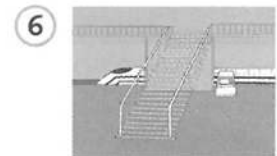
ckckasur  
\_\_\_\_\_



morftapl  
\_\_\_\_\_

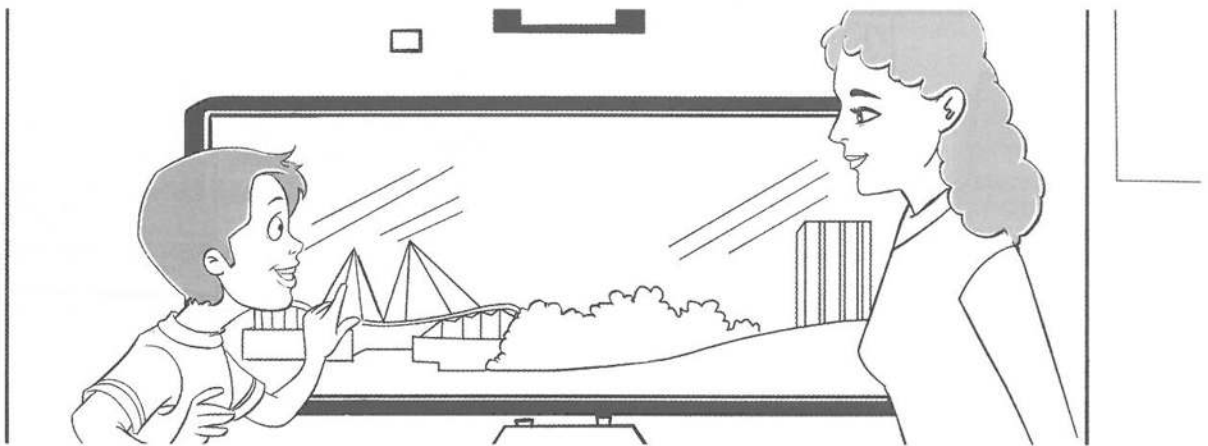


ttaoins  
\_\_\_\_\_



riasts  
\_\_\_\_\_

## 2 Read and choose.



My name is Andy and I love going to new places on the train. On Saturday, it was my birthday, so I <sup>1</sup>*was travelling / travelled* to Liverpool by train with my mum. We got to the station at quarter to 8 and the train <sup>2</sup>*left / was leaving* at 8 o'clock. When we <sup>3</sup>*arrived / was arriving* in Liverpool, I was so excited because, when Mum and I walked out of the station, a band <sup>4</sup>*were playing / played* Beatles' songs in the street. We watched them for a few minutes. Then we went to the centre of the city. We <sup>5</sup>*visited / were visiting* the museums and the shops. We had tickets to a great football match: Liverpool and Arsenal! When we arrived at the football stadium, all the people <sup>6</sup>*sang / were singing!* The match was great! It finished 2-2.

Name \_\_\_\_\_

**1** CD 12 Listen and circle.

1 a



b



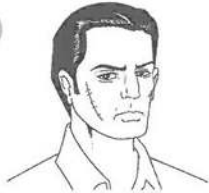
4 a



b



2 a



b



5 a



b



3 a



b



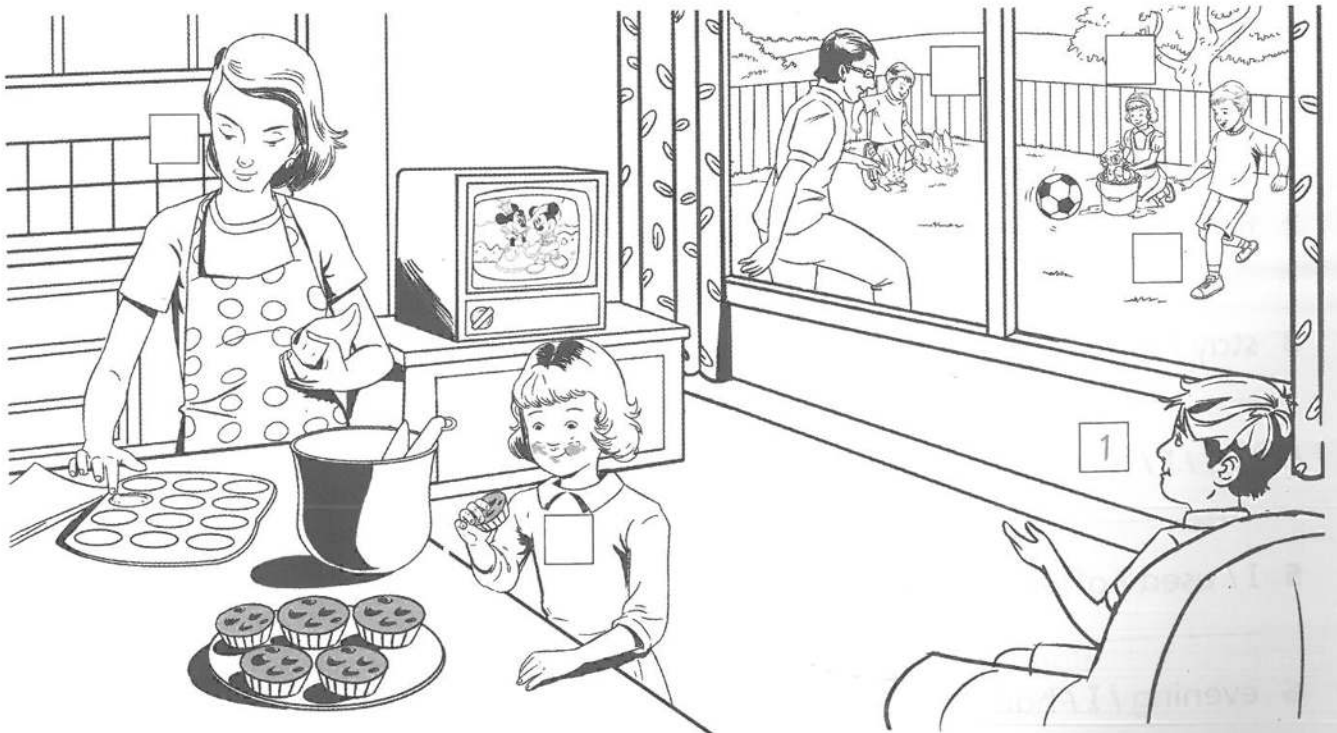
6 a



b



**2** CD 13 Listen and number.



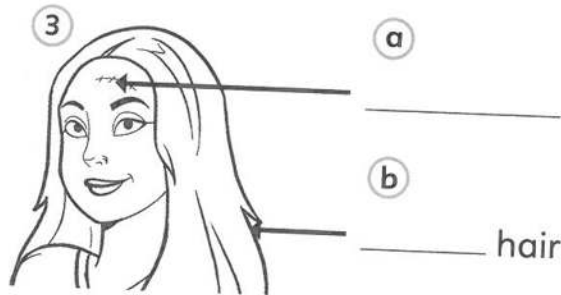
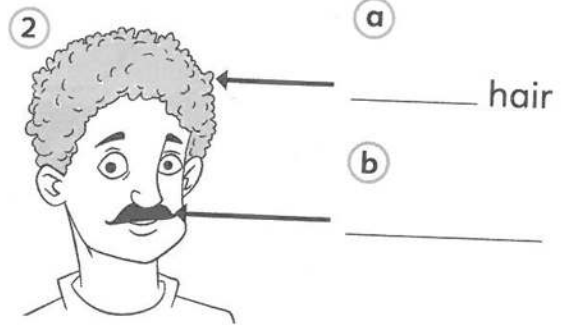
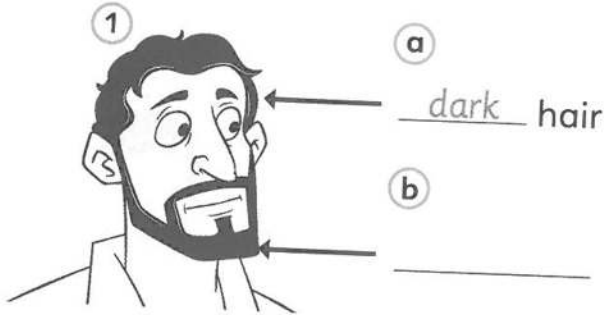
# 5

## Progress test 2: Reading and writing

Name \_\_\_\_\_

### 1 Write the words.

~~dark~~    moustache    straight    beard    scar    curly



### 2 Write the sentences.

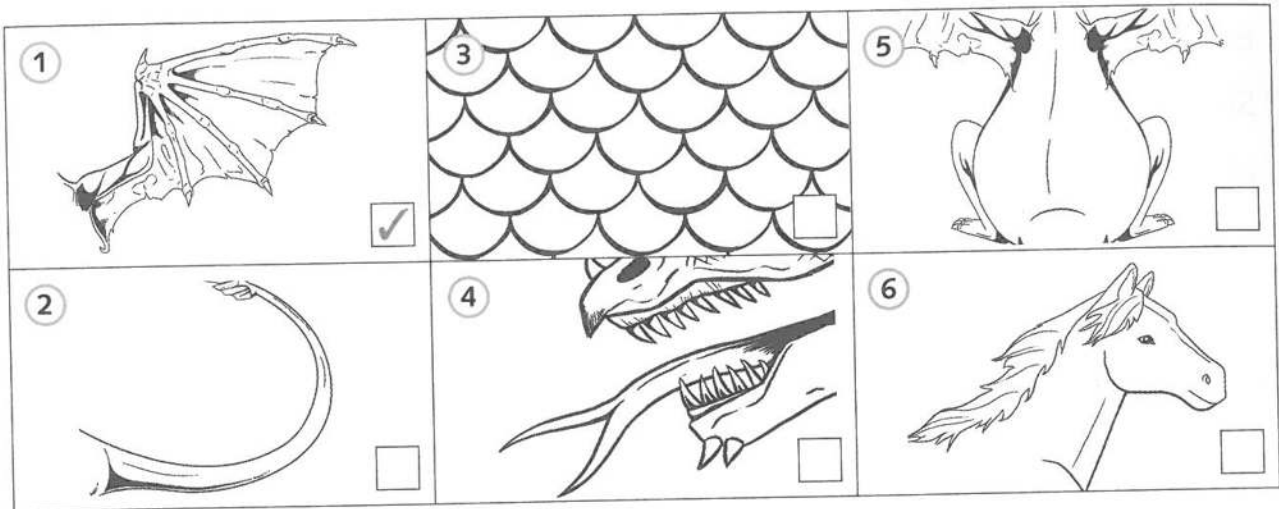
When I was young ...

- 1 used / my / live / to / small / a / in / village / family  
*my family used to live in a small village* \_\_\_\_\_
- 2 father / my / used / work / city / the / in / to  
 \_\_\_\_\_
- 3 stay / mother / to / at / had / home / my  
 \_\_\_\_\_
- 4 the / I / to / get / in / had / morning / early / up  
 \_\_\_\_\_
- 5 I / used / after / football / play / school / to  
 \_\_\_\_\_
- 6 evening / I / had / the / homework / to / my / in / do  
 \_\_\_\_\_

## 6

## Progress test 1: Listening

Name \_\_\_\_\_

1  Listen and tick (✓) or cross (x).2  Listen and circle.

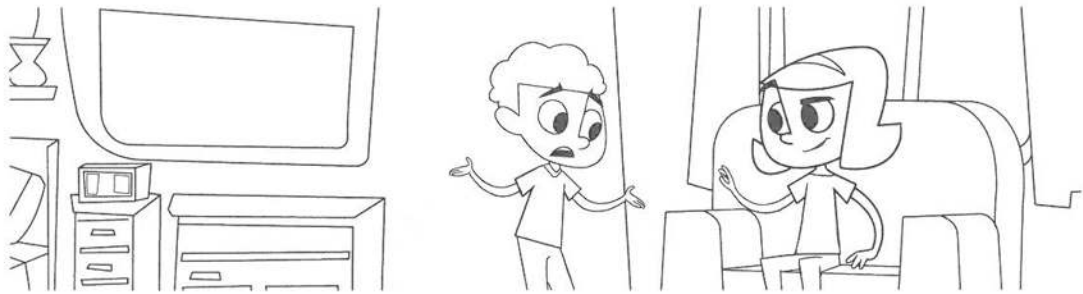
For homework, Lucy must compare animals.

- 1 Lucy thinks dogs are more dangerous / friendlier than cats.
- 2 Lucy thinks elephants are nicer / heavier than giraffes.
- 3 Lucy thinks sharks are faster / more intelligent than dolphins.
- 4 Lucy thinks rabbits are bigger / quicker than mice.
- 5 Lucy thinks horses are the most beautiful / the funniest animals.
- 6 Lucy thinks parrots are the best / the worst animals.

Name \_\_\_\_\_

**1 Read and complete the words.**

- 1 My dog has a very long t a i l.
- 2 Birds have f \_\_\_ t h \_\_\_ r s.
- 3 Snakes have long t \_ n g \_\_\_ s.
- 4 Horses have strong b \_ c k \_.
- 5 Unicorns have a big h \_ r n on their nose.
- 6 Giraffes have very long n \_ c k s.

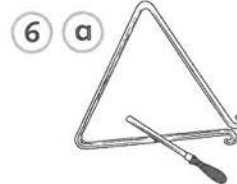
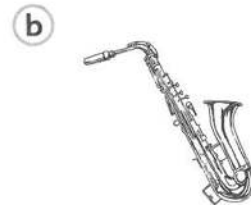
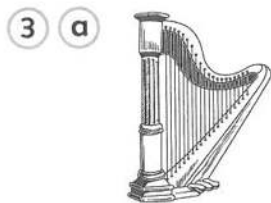
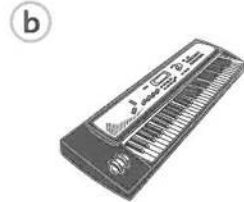
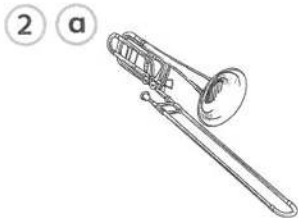
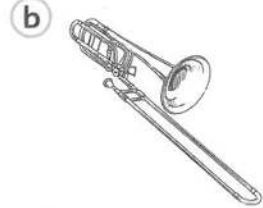
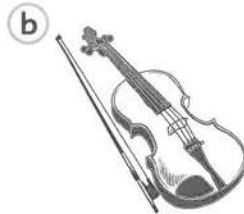
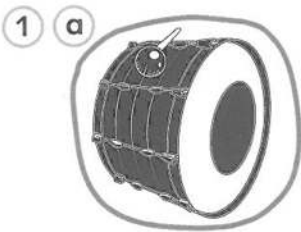
**2 Read, choose and write the correct word.**

I was walking in the park yesterday afternoon when I saw a very strange thing. I don't know what it was! It looked <sup>1</sup> like a small bird. It had scales and wings. It was <sup>2</sup> \_\_\_\_\_ than a mouse but smaller than a cat. It had a tail. It was red. And it <sup>3</sup> \_\_\_\_\_ like something from a cartoon. When I got home, I said to my sister, '4 \_\_\_\_\_ does a dragon <sup>5</sup> \_\_\_\_\_ like, Holly?' She laughed and said, 'Dragons aren't real, Jim. They are mythical beasts.' Well, I don't think my sister is right. I think there are dragons and they are the <sup>6</sup> \_\_\_\_\_ interesting beasts in the world.

- |               |                 |         |
|---------------|-----------------|---------|
| 1 likes       | <del>like</del> | liking  |
| 2 big         | bigger          | biggest |
| 3 was looking | look            | looked  |
| 4 Where       | Which           | What    |
| 5 look        | looked          | looking |
| 6 more        | most            | much    |

Name \_\_\_\_\_

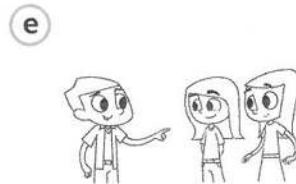
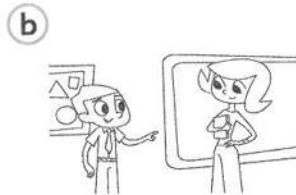
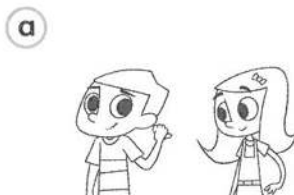
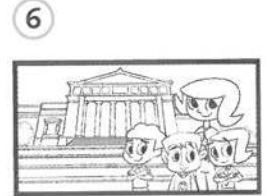
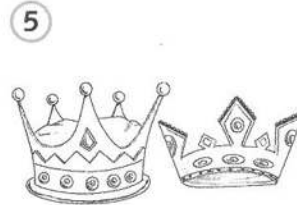
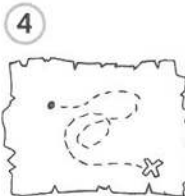
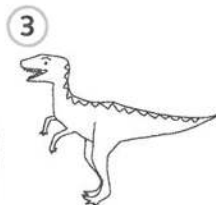
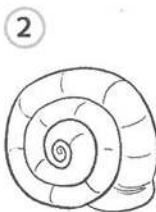
**1**  **Listen and circle.**



**2**  **Listen, and write the letters.**



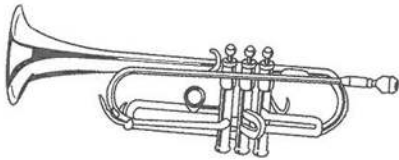
d



Name \_\_\_\_\_

## 1 Write the words.

1



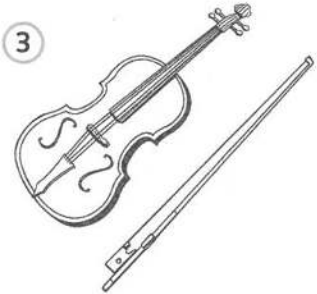
rumtept  
trumpet

2



noebmort  
\_\_\_\_\_

3



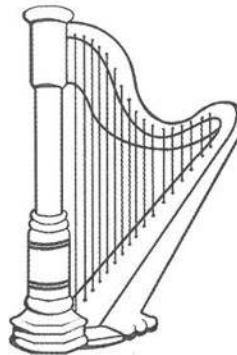
niliouv  
\_\_\_\_\_

4



ganleirt  
\_\_\_\_\_

5



parh  
\_\_\_\_\_

6



eonhoxasp  
\_\_\_\_\_

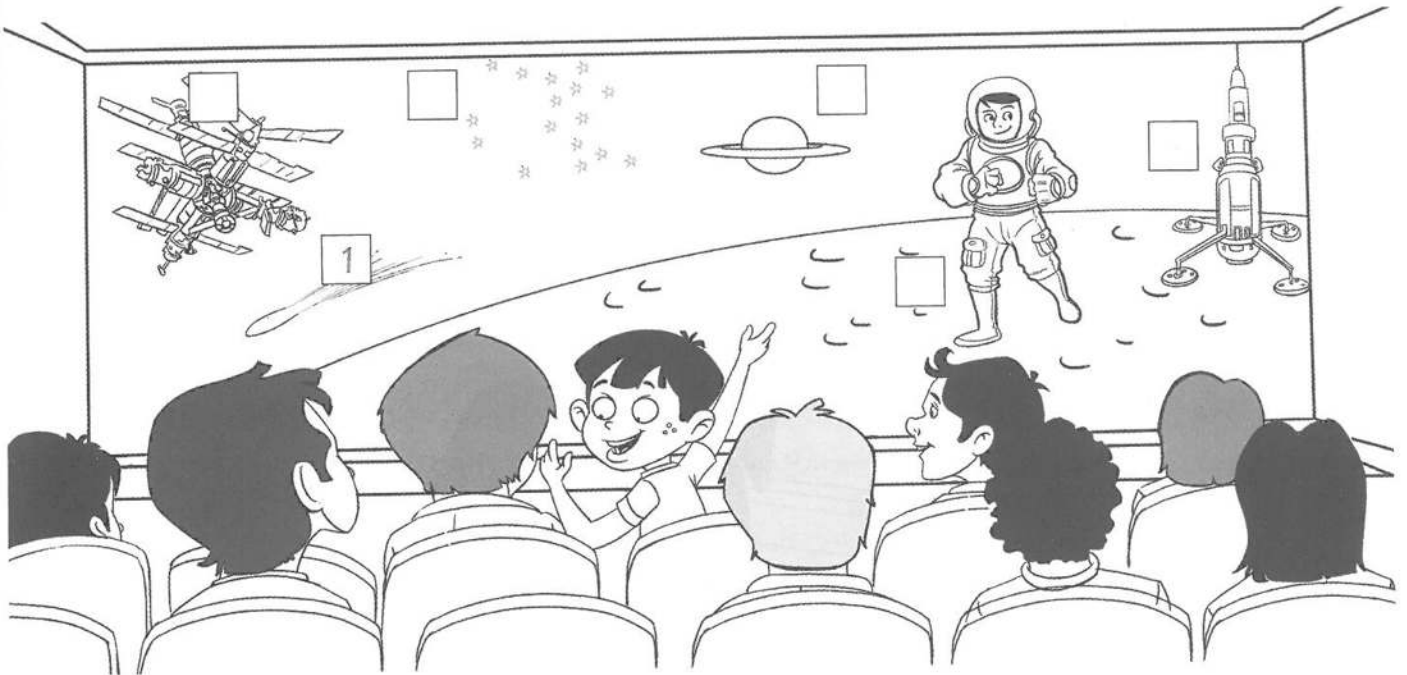
2 Read and complete the sentences with *who*, *which* or *where*.

- 1 This is the house where John lives.
- 2 The instrument \_\_\_\_\_ Linda plays is the guitar.
- 3 Bill is the boy \_\_\_\_\_ has got dark hair.
- 4 This is the library \_\_\_\_\_ I go after school.
- 5 Claire is the girl \_\_\_\_\_ plays chess.
- 6 The sport \_\_\_\_\_ I like the most is tennis.

Name \_\_\_\_\_

1







CD 18 Listen and number.



2

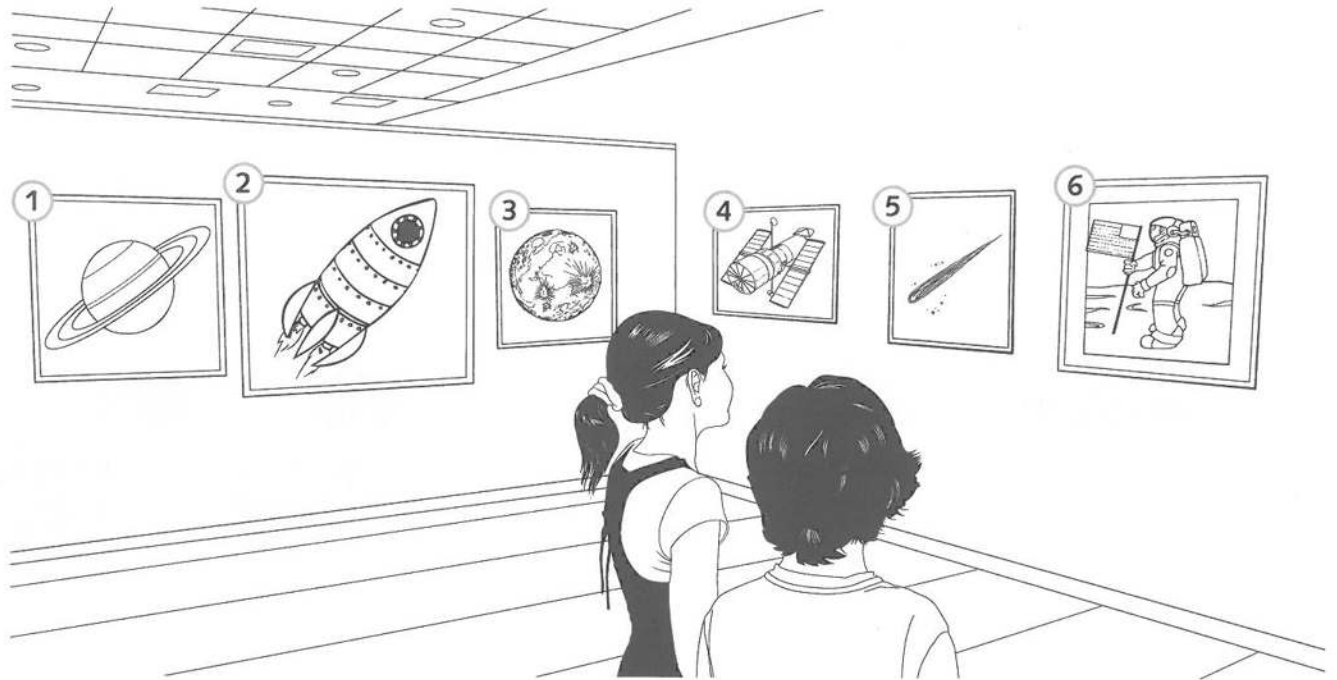
CD 19 Listen and tick (✓) yes or no.

When they grow up,

- |   |   |                                |   |                             |
|---|---|--------------------------------|---|-----------------------------|
| 1 |  | Karl will be a tennis player.  | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| 2 |  | Tony will be a police officer. | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 3 |  | Rachel will be a writer.       | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 4 |  | Michael will be a doctor.      | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 5 |  | Louise will be a photographer. | <input type="checkbox"/> yes            | <input type="checkbox"/> no |
| 6 |  | Susie will be an astronaut.    | <input type="checkbox"/> yes            | <input type="checkbox"/> no |



Name \_\_\_\_\_

**1 Write the words.**1 a planet

4 a \_\_\_\_\_

2 a \_\_\_\_\_

5 a \_\_\_\_\_

3 the \_\_\_\_\_

6 an \_\_\_\_\_

**2 Write the sentences.**

1 home / ran / I / quickly

I ran home quickly .

2 friend / hurt / My / leg / badly / his

\_\_\_\_\_ .

3 be / What / you / will / you / grow / when / up

\_\_\_\_\_ ?

4 door / the / quietly / Close

\_\_\_\_\_ .

5 walk / to / We / quickly / school

\_\_\_\_\_ .

6 be / a / I'll / mayor / grow / I / up / when













\_\_\_\_\_ .

# 9








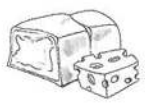










## Progress test 1: Listening

Name \_\_\_\_\_

1 **CD 20** Listen and tick (✓) the correct picture.

|   |   |  |   |
|---|---|--|---|
| 1 a  <input type="checkbox"/>  | b  <input checked="" type="checkbox"/> | 4 a  <input type="checkbox"/>  | b  <input type="checkbox"/>  |
| 2 a  <input type="checkbox"/>  | b  <input type="checkbox"/>            | 5 a  <input type="checkbox"/>  | b  <input type="checkbox"/>  |
| 3 a  <input type="checkbox"/> | b  <input type="checkbox"/>           | 6 a  <input type="checkbox"/> | b  <input type="checkbox"/> |

2 **CD 21** Listen and tick (✓).

|                                    |   |  |  |
|------------------------------------|---|--|--|
| 1 Where are they going?            | a  <input checked="" type="checkbox"/> | b  <input type="checkbox"/> | c  <input type="checkbox"/> |
| 2 What must they take for a swing? | a  <input type="checkbox"/>            | b  <input type="checkbox"/> | c  <input type="checkbox"/> |
| 3 What are they going to eat?      | a  <input type="checkbox"/>            | b  <input type="checkbox"/> | c  <input type="checkbox"/> |
| 4 What are they going to drink?    | a  <input type="checkbox"/>            | b  <input type="checkbox"/> | c  <input type="checkbox"/> |
| 5 What are they going to buy?      | a  <input type="checkbox"/>            | b  <input type="checkbox"/> | c  <input type="checkbox"/> |
| 6 What are they going to take?     | a  <input type="checkbox"/>            | b  <input type="checkbox"/> | c  <input type="checkbox"/> |

Name \_\_\_\_\_

## 1 Read, then complete the words.

①

I'd like to make a  
raft.

④

Do you want to s\_\_l  
a b\_\_t?

②

Let's c\_ll\_ct w\_d.

⑤

I want to d\_v\_int\_  
th\_w\_t\_r.

③

Can we p\_t\_p th\_  
t\_nt?

⑥

OK, come on! It's time to  
d\_y y\_r cl\_th\_s.2 Read and complete with *much* or *many*.

Five more minutes, Robert and then we can have some lunch. OK, so how <sup>1</sup> many bottles of water are there? Five? Good. And how <sup>2</sup> \_\_\_\_\_ bread is there? Only three loaves? Right, I'll buy some more. Now, what about carrots? How <sup>3</sup> \_\_\_\_\_ carrots are there? Three bags? All right. Good. How <sup>4</sup> \_\_\_\_\_ cheese have we got? Five big pieces? That's excellent. What about potatoes? How <sup>5</sup> \_\_\_\_\_ potatoes are there, Robert? Four bags of potatoes. Hmm. I'll buy some more this afternoon. And the last one. How <sup>6</sup> \_\_\_\_\_ chocolate have we got? Twenty-five bars! Well, that'll be enough. All right, Robert. That's it, thank you.

# Progress tests

## Introduction to the progress tests

There are two progress tests for each of the ten units in the Level 4 Student's Book. The first test is a listening test and the second is a reading and writing test. There are two activities in each test, covering the vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book. The first activity in each test usually covers the vocabulary and the second covers grammar.

There are five questions and an example in each of the two activities, which means that each test is marked out of 10 and should take about 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do one of the two progress tests once students have completed the first half of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

## Well done, Ben and Lucy! Progress test 1: Listening

### 1 Listen and number.

Students listen and number the pictures.

#### TAPESCRIPT

- 1 photographer
- 2 band
- 3 big wheel
- 4 microphone
- 5 rollercoaster
- 6 dodgem car

KEY: a6, b3, c2, e4, f5

### 2 Listen and answer. Write three words.

Students listen and answer the questions with short answers.

#### TAPESCRIPT

- 1  
**Boy:** Can I ask you some questions, Sally? I'm doing a questionnaire for my homework.  
**Girl:** Of course you can, Paul.  
**Boy:** OK. Do you like music?  
**Girl:** Yes, I do. I love music.
- 2  
**Boy:** The next question is: Do you read books?  
**Girl:** Yes, I do. I read books every day.

3

**Boy:** Do you like playing tennis, Sally?

**Girl:** No, I don't. But I sometimes watch it on TV.

4

**Boy:** What about swimming? Do you go swimming?

**Girl:** Yes, I do. I go every Sunday morning with Sarah.

**Boy:** Is Sarah your best friend?

**Girl:** Yes, she is.

5

**Boy:** Do you watch films?

**Girl:** I love films, Paul! I watch them with my family every Saturday.

**Boy:** What's your favourite film?

**Girl:** *Toy Story 3!*

6

**Boy:** This is the last question. Do you take photographs?

**Girl:** No, I don't. But I'd like a camera for my birthday.

KEY: 2 Yes, she does. 3 No, she doesn't. 4 Yes, she is.  
5 *Toy Story 3*, 6 No, she doesn't.

## Well done, Ben and Lucy! Progress test 2: Reading and writing

### 1 Write the words.

Students look at the pictures, solve the anagrams and write the words.

KEY: 2 mayor, 3 rollercoaster, 4 roundabout,  
5 journalist, 6 photographer

### 2 John and Anna are talking. Write John's questions.

Students read the answers to the questions, then unjumble the words and write the questions.

KEY: 2 Did you play tennis? 3 How did you get to the park? 4 Did you go to the cinema? 5 What was in the film? 6 Did you play computer games?

## Unit 1 Progress test 1: Listening

### 1 Listen and tick (✓) or cross (x).

Students listen and tick the box when the word matches the picture. They put a cross when it doesn't match.

#### TAPESCRIPT

- 1 belt
- 2 crown
- 3 bow and arrow
- 4 helmet
- 5 sword
- 6 shield

KEY: 2 ✓, 3 x, 4 ✓, 5 x, 6 ✓

## 2 Listen and circle.

Students listen and circle the correct option.

### TAPESCRIPT

1

**Girl:** There are so many rules in our new school.

**Boy:** I know! For example, we mustn't play football in the small playground.

2

**Girl:** We must put our bikes in front of the school.

**Boy:** That's right. There's a car park behind the school.

3

**Girl:** We mustn't wear our shoes in the gym.

**Boy:** Yes. We must wear trainers.

4

**Girl:** We mustn't do our homework at lunchtime.

**Boy:** Yes, we must do it after school. Lunchtime is for eating and playing.

5

**Girl:** We mustn't eat in the playground.

**Boy:** But we can drink something if we want to.

6

**Girl:** And we mustn't put our coats in the classroom.

**Boy:** Lots of rules! How can we remember them all?

**Girl:** We must learn them!

**KEY:** 2 must, 3 must, 4 mustn't, 5 mustn't, 6 mustn't

## Unit 1 Progress test 2: Reading and writing

### 1 Write the words.

Students label the picture with the correct words.

**KEY:** 2 necklace, 3 bracelet, 4 crown, 5 knight, 6 shield

### 2 Write the sentences.

Students read the jumbled sentences and order them.

**KEY:** 2 Give her the apple juice. 3 Give them the ball. 4 Don't show us the sword. 5 Buy me a computer, please. 6 Show Peter the crown.

## Unit 2 Progress test 1: Listening

### 1 Listen and circle.

Students listen and circle the correct picture.

#### TAPESCRIPT

1 field

2 village

3 lake

4 forest

5 path

6 mountain

**KEY:** 2a, 3a, 4b, 5b, 6a

## 2 Listen and complete the sentences.

Students listen and complete the sentences with the words from the box.

### TAPESCRIPT

1

**Jane:** Hi, Tim. How was your weekend?

**Tim:** Hello. It was great, thanks! I went to a forest with my parents and my sister.

2

**Jane:** Wow! What did you do there?

**Tim:** We went for a long walk and I climbed a tree.

**Jane:** That sounds like fun.

3

**Jane:** Did your sister climb the tree, too?

**Tim:** No, my sister didn't climb the tree because she was scared.

4

**Jane:** Did you have a picnic?

**Tim:** Yes, we did! We were hungry, so we had a very big picnic!

5

**Jane:** What did you do after the picnic?

**Tim:** My sister took photographs of the trees but I don't like taking photos. I read a book. Then we went for another walk.

6

**Jane:** Did you watch TV when you got home?

**Tim:** No, we didn't! When we got home we went to bed early because we were very tired!

**KEY:** 2 and, 3 because, 4 so, 5 but, 6 because

## Unit 2 Progress test 2: Reading and writing

### 1 Read, then complete the words.

Students read the sentences and complete the words by writing the missing letters.

**KEY:** 2 path, 3 island, 4 fields, 5 river, 6 village

### 2 Read, choose and write the correct words.

Students read the text and choose words from the list to write in the spaces.

**KEY:** 2 so, 3 could, 4 couldn't, 5 because, 6 but

## Unit 3 Progress test 1: Listening

### 1 Listen and number.

Students listen and number the pictures.

#### TAPESCRIPT

1 fire

2 police officer

3 fire engine

- 4 police car
- 5 ambulance
- 6 firefighter

KEY: b4, c3, d6, e2, f5

**2 Listen and tick (✓) yes or no.** CD  
9

Students read the sentences. Then they listen and tick the yes or no box according to what they hear.

**TAPESCRIPT**

1

**Man:** What did you do yesterday, Alex?

**Alex:** I went to the cinema with my friends, Sam, Jack, Daisy, Sarah, Martin and Mike.

**Man:** That's a lot of friends!

**Alex:** Yes! We were early, so when the film started everyone was doing different things.

**Man:** Oh, what were they doing?

**Alex:** Sam was using her mobile phone. She loves her phone!

2

**Man:** What was Jack doing?

**Alex:** Jack was drinking water. He's always thirsty!

3

**Man:** What about Daisy?

**Alex:** Oh, Daisy was eating some popcorn. She was very noisy.

4

**Man:** Was Sarah eating popcorn too?

**Alex:** No, she wasn't. Sarah was sleeping.

5

**Man:** What was Martin doing?

**Alex:** Martin was eating a sandwich. Oh no, he wasn't. He was reading a book.

6

**Man:** What about Mike?

**Alex:** Mike was talking to Jack.

**Man:** And what about you, Alex?

**Alex:** I was waiting for the film to start!

KEY: 2 no, 3 no, 4 yes, 5 no, 6 yes

## Unit 3 Progress test 2: Reading and writing

**1 Circle the correct word.**

Students look at the pictures and circle the correct word.

KEY: 2 flood, 3 ambulance, 4 police officer, 5 fire engine, 6 paramedic

**2 What was the family doing?**

Students read and complete the questions and answers with *was*, *wasn't*, *were*, and *weren't*.

KEY: 2 Were, weren't; 3 Was, wasn't; 4 Were, were; 5 Were, were; 6 Were, was

## Unit 4 Progress test 1: Listening

**1 Listen and tick (✓) the correct picture.** CD  
10

Students listen and tick the picture for what they hear.

**TAPESCRIPT**

1 ticket office

2 train driver

3 rucksack

4 escalator

5 a cup of coffee

6 platform

KEY: 2b, 3a, 4b, 5b, 6a

**2 Read, then listen. Write Y (yes) or N (no).** CD  
11

Students read the questions. Then they listen and answer them by writing Y for yes or N for no.

**TAPESCRIPT**

1

**Girl:** Is your birthday in October, Daniel?

**Boy:** No, it's not. It's in March. My brother's birthday is in October.

2

**Boy:** What time does the train leave, Emma?

**Girl:** I think it leaves at 6 o'clock. No, no, at 7 o'clock.

3

**Girl:** When did you and your brother start playing tennis, Jenny?

**Girl:** My brother started in 2009 but I started in 2010.

4

**Boy:** Did we go to see that film on Saturday, Mark?

**Boy:** Don't you remember, Paul? We went on Friday!

5

**Girl:** Hi, Ben. Did you see Lucy yesterday morning?

**Boy:** She wasn't at school in the morning but I saw her in the afternoon.

6

**Man:** Can't we have the party on Friday?

**Woman:** Sorry. We're going to have it on Saturday.

KEY: 2N, 3N, 4Y, 5N, 6Y

## Unit 4 Progress test 2: Reading and writing

**1 Write the words.**

Students look at the pictures, solve the anagrams and write the words.

KEY: 2 suitcase, 3 rucksack, 4 platform, 5 station, 6 stairs

**2 Read and choose.**

Students read and circle the correct words.

KEY: 2 left, 3 arrived, 4 were playing, 5 visited, 6 were singing

## Unit 5 Progress test 1: Listening

### 1 Listen and circle.

Students listen and circle the picture for the description they hear.

#### TAPESCRIPT

- 1 He's got dark hair.
- 2 He's got a scar.
- 3 She's got straight hair.
- 4 He's got a beard.
- 5 He's got fair hair.
- 6 He's got curly hair and a moustache.

KEY: 2a, 3b, 4b, 5a, 6b

### 2 Listen and number.

Students listen and number as they hear the activities.

#### TAPESCRIPT

1

**Man:** Do you remember Saturday afternoons with the family in our house?

**Woman:** When we were little? Oh, yes.

**Man:** Robert used to sit and watch TV.

**Woman:** Yes, he did.

2

**Woman:** And you used to play football with Dad in the garden.

**Man:** Yes, I did. I loved it! I don't play football now.

3

**Man:** And Mary used to wash her teddy bear every Saturday.

**Woman:** That's right. His name was Cuddles. He was her favourite toy. He was very clean!

4

**Woman:** And Michael used to play with his rabbits.

**Man:** Yes. He's got rabbits now and he's 45 years old!

5

**Man:** What about Mum? What did she do?

**Woman:** She used to make cakes for us.

**Man:** Oh, yes. Her chocolate cakes used to be my favourite.

6

**Man:** And what did you do, Sophie? Did you use to help Mum make the cakes?

**Woman:** No. I used to eat them!

KEY: 2 Boy playing football with father in garden,  
3 girl washing teddy bear, 4 boy playing with rabbits, 5 Mum making cakes, 6 girl eating cake

## Unit 5 Progress test 2: Reading and writing

### 1 Write the words.

Students look at the pictures and label them with words from the word box.

KEY: 1b beard, 2a curly, 2b moustache, 3a scar,  
3b straight

### 2 Write the sentences.

Students read the jumbled sentences and order them.

KEY: 2 my father used to work in the city. 3 my mother had to stay at home. 4 I had to get up early in the morning. 5 I used to play football after school. 6 (In the evening) I had to do my homework (in the evening).

## Unit 6 Progress test 1: Listening

### 1 Listen and tick (✓) or cross (X).

Students listen and tick or cross, according to the word they hear.

#### TAPESCRIPT

- 1 wing
- 2 feathers
- 3 horn
- 4 tongue
- 5 back
- 6 tail

KEY: 2X, 3X, 4✓, 5✓, 6X

### 2 Listen and circle.

Students listen and circle the correct answer.

#### TAPESCRIPT

1

**Mum:** What's your homework today, Lucy?

**Lucy:** I've got to compare different animals.

**Mum:** What are you going to write?

**Lucy:** Well, I think dogs are more dangerous than cats.

**Mum:** You're right, but dogs are friendlier than cats.

2

**Mum:** What about elephants?

**Lucy:** I think elephants are heavier than giraffes.

**Mum:** Are elephants nicer than giraffes?

**Lucy:** I don't know.

3

**Mum:** And what about sharks?

**Lucy:** Sharks are faster than dolphins.

**Mum:** But dolphins are more intelligent than sharks.

**Lucy:** Yes, they're the most intelligent animals in the sea.

4

**Mum:** What are you going to write about rabbits?

**Lucy:** Rabbits are bigger than mice.

**Mum:** Yes. They're quicker too.

5

**Mum:** What do you think about horses?

**Lucy:** Well, horses are more beautiful than monkeys. Horses are the most beautiful animals in the world.

**Mum:** Oh, I like monkeys. Monkeys are the funniest animal. They've got beautiful faces too.

6

Lucy: And parrots are the best animal in the world.

Mum: OK. Go upstairs and do your homework. You've got lots of ideas about animals now, Lucy.

KEY: 2 heavier, 3 faster, 4 bigger, 5 the most beautiful, 6 the best

## Unit 6 Progress test 2: Reading and writing

### 1 Read and complete the words.

Students read the sentences and complete the words with the missing letters.

KEY: 2 feathers, 3 tongues, 4 backs, 5 horn, 6 necks

### 2 Choose and write the correct word.

Students read the text and choose the correct words from the list to write in the spaces.

KEY: 2 bigger, 3 looked, 4 What, 5 look, 6 most

## Unit 7 Progress test 1: Listening

### 1 Listen and circle.

Students listen and circle the correct picture.

#### TAPESCRIPT

1 You hit this instrument with special sticks. The sticks are usually made of wood.

2 This instrument is like an electric piano. You play it with your fingers.

3 This is a very big instrument. It's got strings. You play it with your fingers.

4 You hold this instrument in one hand and dance!

5 This instrument has got strings. You play it with a special stick.

6 You blow air into this instrument with your mouth.

KEY: 2b keyboard, 3a harp, 4a tambourine, 5b violin, 6b trombone

### 2 Listen and write the letters.

Students listen and match the pictures.

#### TAPESCRIPT

1

Teacher: Did you enjoy our trip to the museum, Jack?

Boy: Yes, Mrs Brown.

Teacher: Here are the class's pictures. But I can't remember who drew them. Can you help me?

Boy: Yes!

Teacher: OK. Look at this one of a knight.

Boy: I think this picture is Tom's. Yes, this is his. Tom loved the knights.

2

Teacher: What about this one?

Boy: That's a beautiful shell.

Teacher: Whose picture is it? Is it Sally's?

Boy: Yes, it's hers. She likes drawing pictures of shells.

3

Boy: I love this picture of a dinosaur!

Teacher: Me too. Do you know whose it is?

Boy: Yes, it's mine!

4

Teacher: Whose picture is this? Sarah's and Kelly's?

Boy: Yes, it's theirs. They loved the old maps.

5

Boy: Wow! This one of the crowns is great, Mrs Brown. Is it yours?

Teacher: Um ... yes, it is!

Boy: Did you like the crowns? It's a really good picture.

Teacher: Yes, I did. Thank you.

6

Boy: This is a photo, not a picture.

Teacher: Do you know whose it is?

Boy: Yes, I do! It's ours! You took our photo outside the museum, Mrs Brown!

KEY: 2a, 3f, 4e, 5b, 6c

## Unit 7 Progress test 2: Reading and writing

### 1 Write the words.

Students look at the pictures, solve the anagrams and write the names of the instruments.

KEY: 2 trombone, 3 violin, 4 triangle, 5 harp, 6 saxophone

### 2 Read and complete the sentences.

Students read and complete the sentences with the correct relative pronoun.

KEY: 2 which, 3 who, 4 where, 5 who, 6 which

## Unit 8 Progress test 1: Listening

### 1 Listen and number.

Students listen and number the space items in the picture as they hear them.

#### TAPESCRIPT AND KEY

1 comet

2 stars

3 astronaut

4 space station

5 rocket

6 planet

### 2 Listen and tick (✓) yes or no.

Students read the sentences. Then they listen and tick yes or no according to what they hear.

#### TAPESCRIPT

1

Dad: What did you do at school today, Lisa?

Lisa: Mr Wilson asked us about the future. He said, 'What will you be when you grow up?'



**Dad:** That's a difficult question!

**Lisa:** I know, but lots of people had good ideas. Karl said, 'I'll be a famous tennis player.'

**Dad:** Did he? I thought Karl liked football best.

2

**Dad:** What did Tony say? His dad's a police officer.

**Lisa:** Yes, but Tony doesn't want to do that.

**Dad:** What does he want to do?

**Lisa:** Tony said, 'I want to be a firefighter.'

**Dad:** Well, that's a good job.

3

**Lisa:** Rachel said, 'I'll be a writer and write lots of books.'

**Dad:** Does Rachel like writing stories?

**Lisa:** Yes, she does. She's very good at writing, Dad.

4

**Dad:** What about Michael?

**Lisa:** Michael said, 'I want to help people who are ill.'

**Dad:** So will he be a paramedic?

**Lisa:** No. He said, 'I'll be a doctor.'

5

**Lisa:** Can you guess what Louise said?

**Dad:** Did she say, 'I'll be a photographer'?

**Lisa:** No! She said, 'I'll be a film director and win an Oscar.'

**Dad:** Wow!

6

**Lisa:** Susie wanted to be an astronaut last week. But this week she wants to be a teacher. She said, 'I'll be a teacher and help children to learn.'

**Dad:** That's nice. And what about you?

**Lisa:** Oh, I don't know, Dad. I'm only 10 years old!

**KEY:** 2 no, 3 yes, 4 yes, 5 no, 6 no

## Unit 8 Progress test 2: Reading and writing

### 1 Write the words.

Students look at the picture and write the words.

**KEY:** 2 rocket, 3 moon, 4 space station, 5 comet, 6 astronaut

### 2 Write the sentences.

Students read the jumbled sentences and order them.

**KEY:** 2 My friend hurt his leg badly. 3 What will you be when you grow up? 4 Close the door quietly. 5 We walk to school quickly. 6 I'll be a mayor when I grow up.

## Unit 9 Progress test 1: Listening

### 1 Listen. Tick (✓) the correct picture.

Students listen and tick the correct picture.

## TAPESCRIPT

1 row a boat

2 make a raft

3 put up a tent

4 swing on a rope

5 make a fire

6 dry your clothes

**KEY:** 2a, 3b, 4a, 5b, 6b

### 2 Listen and tick (✓).

Students listen and tick the correct option to answer the questions.

## TAPESCRIPT

1

**Boy:** So, where are we going tomorrow?

**Girl:** We're going to the lake to sail our boat.

2

**Boy:** What do we need to take with us?

**Girl:** Lots of things! We need some rope to make a swing.

**Boy:** Great idea!

3

**Boy:** What about food?

**Girl:** I'll take a loaf of bread and a big piece of cheese. We can eat that.

4

**Girl:** What about something to drink?

**Boy:** Yes, we'll be very thirsty. I'll take two big bottles of water.

5

**Girl:** Is that everything?

**Boy:** Well, there's a shop near the lake. We can buy a cup of tea there.

**Girl:** Good idea.

6

**Girl:** We need one more thing.

**Boy:** What's that?

**Girl:** Chocolate!

**Boy:** Of course! Let's take a big bar of chocolate.

**KEY:** 2c, 3b, 4a, 5a, 6b

## Unit 9 Progress test 2: Reading and writing

### 1 Read, then complete the words.

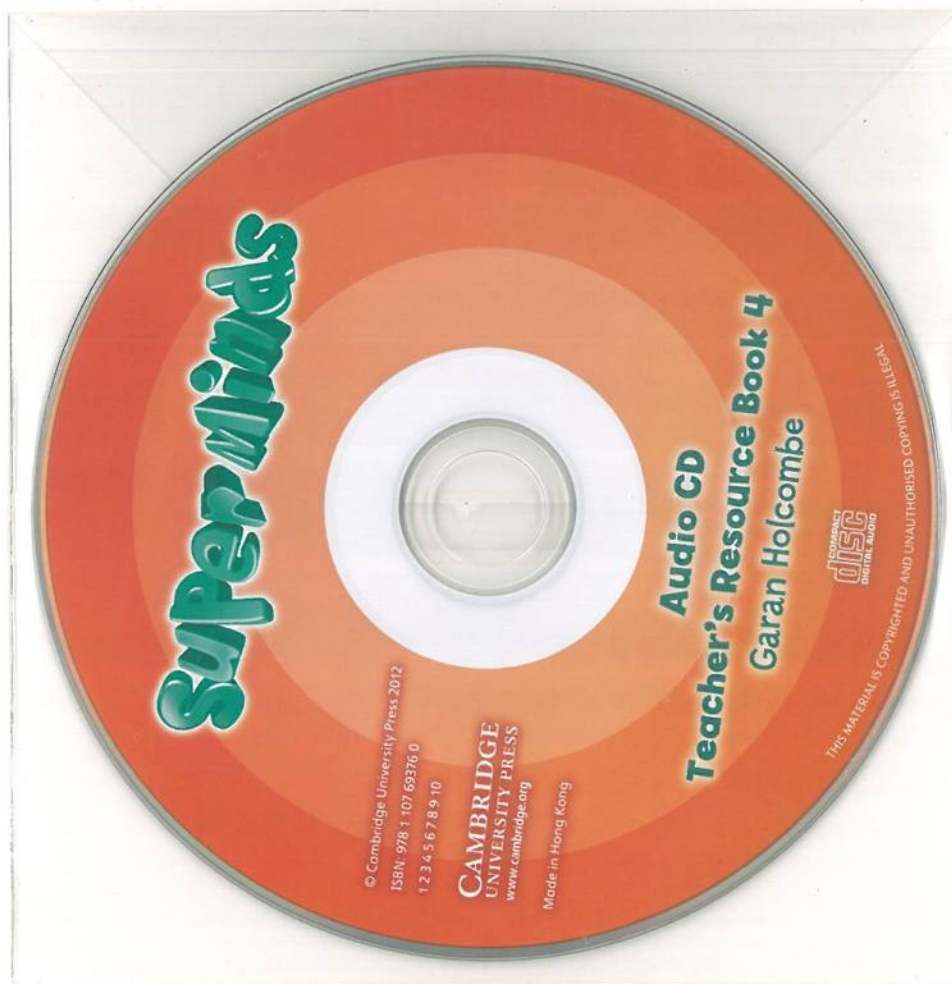
Students look at the pictures, read the sentences and complete the words by writing the missing letters.

**KEY:** 2 collect wood, 3 put up the tent, 4 sail a boat, 5 dive into the water, 6 dry your clothes

### 2 Read and complete with *much* or *many*.

Students read the text and complete the gaps with *much* or *many*.

**KEY:** 2 much, 3 many, 4 much, 5 many, 6 much



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## Thanks and acknowledgements

The publishers are grateful to the following contributors:

Lynne Rushton: freelance editor  
 Oliver Design: concept design  
 Blooberry Design Ltd and Q2A: cover design, book design and page make-up  
 Kite Recording Studio: audio recordings

The publishers and authors are grateful to the following illustrators:

Ishan Varma; Achinto Chatterjee; Danish Zaidi; Abhijeet Sharma

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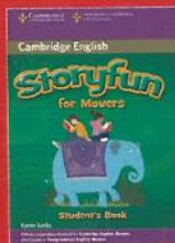
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ISBN 978 0521 13723 2



ISBN 978 0521 00963 8



ISBN 978 0521 17281 3



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

ISBN 978-1-107-69376-0



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