Heroes is a new six-level course which has real world communication at its core. Engaging characters and stories provide authentic contexts for real communication and an integrated life skills syllabus helps foster critical and creative thinking.

For the PUPIL
- Pupil’s Book Pack
  - Pupil’s Book
  - Pupil’s Book eBook
- Workbook Pack
  - Workbook
  - A full colour Workbook which consolidates Pupil’s Book content, extends learning and fosters learner autonomy.
  - Pupil’s Resource Pack
  - Pupil’s Practice Kit
  - A wide range of interactive language activities which provide additional practice at home.
- Digital Pupil’s Book
- Digital Workbook

For the TEACHER
- Teacher’s Book
- Class CDs
- Flashcards
- Presentation Kit
  - Dynamic digital presentation and practice, including Pupil’s Book, Workbook, audio, video and interactive activities.
- Teacher’s Resource Pack
  - A useful bank of extra material for teachers, including tests, assessment and photocopiable worksheets.
- Test Generator
  - A valuable resource which allows the teacher to create and customise tests to fit with their students’ needs.

System requirements for digital resources: Internet connection.
Desktop:
- Windows / Apple / Linux devices running latest operating system and IE / Firefox / Chrome / Safari browser version.
- Optional: Hard drive for local storage.
- Sound card for playback of audio files.
Mobile:
- Windows / Android / iOS mobile devices running latest operating system and IE / Firefox / Chrome / Safari browser version.
- Note: Local storage on certain devices might require third party software.

Please go to www.macmillaneducationeverywhere.com/system-requirements for more information.
Units 3 and 4

Listening

1. Where was Sally on Saturday?
   A. library
   B. cinema
   C. home

2. What did Sally do in the morning?
   A. exercise
   B. eat breakfast
   C. watch TV

3. What did Sally have for lunch?
   A. apples
   B. soup
   C. pizza

4. What time did Sally arrive home?
   A. 12:00
   B. 18:00
   C. 21:00

Writing

2. Order and write the questions. Write answers for you.
   1. Were you at a pop concert on Saturday morning?
   2. Were you eating breakfast at 8 o'clock?
   3. Were you at the magic show last night?
   4. Were you watching a TV programme at 7 o'clock?

3. Read the answers. Complete the questions. Use the past simple.
   1. Where did you go yesterday?
      I went to a food festival.
   2. Did you go to the festival?
      Yes, I did. I liked it a lot.
   3. What did you eat at the festival?
      We ate food from different countries.
   4. When did you come home from the festival?
      We came home at 3 o'clock.

Cambridge Young Learners exam practice: Flyers
Tell the people at home about your progress.

My progress

1

2

3

4

5

6

Ask and answer with a partner. Find out about last Saturday.

Where were you at 6 o'clock last Saturday?

I was at home.

What were you doing there?

I was watching an animated film.

Now tell another classmate about your partner.

Mark was at home at 6 o'clock. He was watching an animated film.

Read and circle.

Message from Bryony Subject: My amazing weekend!

Hi there,

What was your weekend like? My weekend was great fun. On Saturday, I went to a festival with my family. There were a lot of things to do there. First, I went to a craft workshop and I made some cool decorations. Then I watched a dance performance. The music was great!

On Sunday morning, it was raining so I went to the Science Museum. It's my favourite museum. There aren't any dinosaurs, but there are lots of machines. You can do experiments, too! In the afternoon, I sent a text to my granddad and I played computer games. Do you like festivals? How often do you go to museums?

Write and tell me soon!

Bryony

Think about your learning in Units 3 and 4 and write. Tell a partner.

1 Write two things you can do well in English now.

Now I can _______________________.

And I _______________________.

2 Write two things you need to do in English.

I need to _______________________.

And I _______________________.

Tell the people at home about your progress.
1 Read and remember. Answer.

**Past simple: regular & irregular**
- To make the past simple of regular verbs, we add -ed.
- Many verbs are irregular, e.g. **send ➞ sent**, **make ➞ made**.
- To make past simple questions and negative sentences, we use the past form of the verb **do**, e.g. **Did you send a text yesterday?**
  I didn’t send a text yesterday.

**Past simple: question words**
- To form past simple Wh-questions, we use the past of do, e.g. **When did you have lunch?**
  Who did you have lunch with?
  What did you see?

2 Read and complete.

Last weekend, my brother and I **visit ✓** my cousins.
We **arrive ✓** very late on Friday evening. My cousins were asleep so we **see ✓** them. On Saturday, we **go ✓** to the Natural Science Museum. We **learn ✓** a lot about birds. We **listen ✓** to a woman talking about them. It was really interesting. I **write ✓** a postcard to my mother, but I **send ✓** it!

3 Look at the pictures. Write questions and answers about Harry.
1 Where did Harry go?
   **He went to the football stadium.**
2 When
   ____________________________
3 Who
   ____________________________
4 How
   ____________________________
5 What
   ____________________________

4 Write questions about last week. Write answers for you.
1 Where
   ____________________________
2
   ____________________________
3
   ____________________________

Key learning outcomes: TBC
**GRAMMAR**

**Presentation**

1. Read and look. Write the times.

1. When were they playing football?

2. When did it start to rain?

---

2. Read and complete. Listen and check.

**Past continuous with the past simple**

- We use the past continuous to describe an action in progress in the past.
- We use the past simple for a second action which interrupted the first action.

<table>
<thead>
<tr>
<th>I / He / She / It</th>
<th>reading a book when Sarah phoned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You / We / They</td>
<td>playing football when it started to rain.</td>
</tr>
</tbody>
</table>

---

3. Read and circle.

1. Tom watched / was watching TV when his brother said hello.
2. Lucy walked / was walking when she saw a horse.
3. My dad cooked / was cooking when I went into the kitchen.
4. My sister read / was reading a book when I arrived home.
5. We studied / were studying maths when the teacher called me.

---

4. Read and complete the sentences. Use the past continuous or the past simple.

1. I ___________ (ride) a bike when I ___________ (see) my friend Sam.
2. The girls ___________ (sleep) when it ___________ (start) to rain.
3. John ___________ (eat) an ice cream when he ___________ (have) an idea.
4. I ___________ (play) outside when my dad ___________ (arrive) home.
5. Jenny ___________ (listen) to music when her mum ___________ (call) her for dinner.
6. Leon ___________ (make) a model plane when he ___________ (see) red paint on the table.

---

Key learning outcomes: TBC
Hi Charlie!

I started to write a new comic story today. It's about two American superheroes called Kaz and Ken. Kaz is a girl who can change into any animal. Ken is a boy who can squeeze through any space. He can squeeze under a door! I will send you the story when I finish it. Will you tell me what you think?

---

**Key learning outcomes:**

- Critical thinking
- Reading
- Writing
- Listening
- Speaking
- Personalisation
- Life skills
- Sticker
- scissors
- Glue
- Notepad & pencil
- Illustrating

---

**Charlie says:** I'm really interested in the USA so I joined an e-pal website. Here’s the form I completed. These are my two American e-pals. Do you think they’re similar or different? Here are two emails from them.

---

Before you read

1. Read and answer.

Charlie says: I’m really interested in the USA so I joined an e-pal website. Here’s the form I completed. These are my two American e-pals. Do you think they’re similar or different? Here are two emails from them.

2. Read and listen. Check your predictions.

---

**Let’s be friends!**

Complete the form to register for our e-pals website!

- I’m: a boy ☐ a girl ☐ Age today: ☐ 12 ☐
- First name: Charlie ☐ My country: UK ☐
- My email address (for children over 13 only): ☐
- Select your face or add a photo: ☐
- Languages I speak: English ☒ Japanese ☒ Arabic ☒ Spanish ☒ Other ☐
- My favourite animal: Moose ☐
- My favourite sport: trekking ☐
- My favourite music: rock music ☐
- My favourite type of film: animated films ☐
- My favourite school subject: art ☐
- When I grow up, I want to be: a comic book illustrator ☐
- My perfect place to live: London ☐
- About me: I love drawing comic stories and I like inventing new characters. I play the drums, too!
- Choose a password: ☐

---

**Reading tip:** When you complete a form, always read the questions carefully before you answer.

---

**Before you read**

1. Read and answer.

Charlie says: I’m really interested in the USA so I joined an e-pal website. Here’s the form I completed. These are my two American e-pals. Do you think they’re similar or different? Here are two emails from them.

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---

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- My perfect place to live: London ☐
- About me: I love drawing comic stories and I like inventing new characters. I play the drums, too!
- Choose a password: ☐

---

**Reading tip:** When you complete a form, always read the questions carefully before you answer.

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- Languages I speak: English ☒ Japanese ☒ Arabic ☒ Spanish ☒ Other ☐
- My favourite animal: Moose ☐
- My favourite sport: trekking ☐
- My favourite music: rock music ☐
- My favourite type of film: animated films ☐
- My favourite school subject: art ☐
- When I grow up, I want to be: a comic book illustrator ☐
- My perfect place to live: London ☐
- About me: I love drawing comic stories and I like inventing new characters. I play the drums, too!
- Choose a password: ☐

---

**Reading tip:** When you complete a form, always read the questions carefully before you answer.

---
After you read

3 Read the registration form again and write Yes, No or We don’t know.

1 Evan will send Charlie a story when he finishes it. _____________
2 Matt and Charlie both play the guitar. _____________
3 Matt and Evan live in different countries. _____________
4 Charlie’s password is climbing. _____________
5 Charlie likes rollerskating. _____________
6 Kaz is a superhero who can squeeze under a door. _____________

4 Read, think and answer the questions. 🎯

1 Why didn’t Charlie write his email address? _____________
2 Why do you think Matt wanted to be Charlie’s e-pal? _____________
3 Why do you think Evan wanted to be Charlie’s e-pal? _____________
4 What do you think happens when Charlie clicks ‘SUBMIT’? _____________
5 Is the form difficult to complete? Why? Why not? _____________

5 Complete the registration form for you. Compare with a partner. 📄

Let’s be friends!

Complete the form to register for our e-pals website!

I’m: a boy  a girl  Age today:  First name:  
My country:  
My favourite animal:  
My favourite sport:  
My favourite music:  
My favourite type of film:  
When I grow up, I want to be:  
About me:  

SUBMIT

GRAMMAR CONNECT

Read and remember.

• We use the gerund when we talk about our like and dislike of activities.
  I love drawing comic stories. I don’t like going to the zoo.

Key learning outcomes: xxxxxxxxxxxxxxxxxxx
Learn how to take notes

1. Read and discuss.
   1. How often do you do research?
   2. Are you good at taking notes?

2. Read Liam’s homework. Then look at Liam’s first notes from his research. Which words does he leave out?

   This week’s homework:
   Find out about the city of Sydney.
   Write one paragraph and include five important pieces of information.

   Sydney is a big modern city. The Summer Olympics were in Sydney in 2000.

3. Now read the rest of Liam’s notes. Choose three notes and write full sentences.

   - on the coast
   - biggest city in Australia
   - many beaches, most famous is Bondi Beach
   - famous buildings, Sydney Opera House, Sydney Harbour Bridge
   - Blue Mountains two hours from Sydney
   - hot Dec-Feb, warm rest of year
   - population about 5 million

   1. 
   2. 
   3. 

4. Read the text about New York. Make notes in the same way as Liam.

   New York is the biggest and most famous city in the USA. More than eight million people live there. The oldest part of the city is called Manhattan. European people started to live there about 500 years ago. At the beginning of the 20th century, the city was very busy. There was a big harbour and people from all parts of the world arrived in New York to live and find jobs. People built tall buildings which are called ‘skyscrapers’. Some of these, like the Empire State Building and the Chrysler Building, are the most famous buildings in New York. People use the big subway system under the city to travel around New York. Many people walk and take buses, too. One of the most popular places in New York is Central Park. People go there to run, relax, do sport and have picnics.

5. Now do some more research about New York on the Internet and make more notes.

   Homework notes: New York

   Critical thinking
   Make sure your notes include all the important information you find.

   Key learning outcomes: xxxxxxxxxxxxxxxxxxxx

   NB: Not enough room to set in notepage realia style.
Reading and writing

1. Look at the picture. Predict what the story is about. Tell a partner. **Cam**

2. Read the story. Was your prediction correct? **Cam**

The competition

Last week, Lake Primary School had a summer fair. It was always the most exciting day of the year. People sang, played music, danced and played games. All of the activities were in the playground behind the school.

William and his sister, Maddy, were looking after a new competition. ‘Who can kick this ball really hard? The person with the fastest kick wins a prize!’ shouted William.

‘How much is a ticket?’ one boy asked.

‘It’s one pound and you can have three kicks. This machine gives you a score each time. The prize is a football,’ explained Maddy.

Many people wanted to play. After an hour, they had lots of money. ‘I’m sure a boy is going to win,’ said Maddy. At the end of the fair, Bobby was winning with 46 points. He was the school football captain. ‘See?’ said Maddy.

‘Why don’t you have a go, Maddy? You’re good at football,’ said William.

‘OK!’ said Maddy and she gave William one pound. She ran quickly and kicked the ball into the goal. William looked at the machine. He couldn’t believe it!

‘Your score is 48. You’re the winner!’

3. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words. **Cam**

1. The Lake Primary School fair is __________ the most exciting day of the year.
2. The playground __________________ the school.
3. A ticket costs ____________________.
4. The person with the best score wins ____________.
5. Maddy thinks ____________________ is going to win.
6. Maddy is ____________________ football.
7. Maddy was ____________________ of the competition.

**Exam tip:** You need to use phrases from the text to complete the gaps.
Listening

4 Read the questions and look at the pictures. What can you see in each picture? Name the places, people and objects.

5 Listen and tick the box.

Exam tip: Listen to all of the conversation. The correct answer is sometimes at the end.

What was Eve doing yesterday afternoon?

A  B  C

1 What can people do at the lake?

A  B  C

2 What was the weather like?

A  B  C

3 Where is Eve going to go next weekend?

A  B  C

4 What does Eve want to buy before she goes on holiday?

A  B  C

5 What does Eve’s hat look like?

A  B  C

Speaking

6 Work with a partner. Ask and answer the questions about your family and friends. Let’s take turns.

1 How many people are in your family?

2 Who gets up first in the morning?

3 What do you do with your family at the weekend?

4 When do you see your friends?

5 What do you like doing with your friends?

6 Tell me about one of your friends.

Exam tip: Use complete sentences in your answers and give all the information you can. e.g. There are four people in my family: my mum, my dad and my older sister.
1 Complete the dictionary. Listen and check.

2 Ask and answer.

3 Complete the definitions. Write three more for your partner to guess.
   1 You usually write it on a piece of paper. a note
   2 You . an email
   3 This . a text
   4 This
   5
   6

4 Order and write the questions. Write the answers for you.
   1 often / emails? / send / How / you / do
   2 you / often / TV programmes? / do / watch / How
   3 send / often / you / postcards? / How / do

NB: Long page

Finished? Choose four words from Activity 1 and write definitions.
**GRAMMAR CONNECT**

Read and remember. Circle and complete.

* In past simple **affirmative** / **negative** sentences, we use the past of *do*.
* For regular verbs, we add ___________ to the verb.
* Some verbs are irregular: *write* ➞ ___________, *send* ➞ ___________, *make* ➞ ___________

1. **Complete with past simple verbs.**

   When he was young, my grandad ___________ (have) a mobile phone. He ___________ (write) texts to his friends. When he ___________ (want) to play, he ___________ (go) to his friend's house. Sometimes his friend ___________ (be) there so he ___________ (walk) home again! He ___________ (have) a computer so he ___________ (make) video calls.

2. **Listen and circle the correct words about Clare’s grandma.**

   1. She ___________ / didn't have a phone in her house.
   2. She ___________ / didn't use the phone a lot.
   3. She ___________ / didn't love watching adverts.
   4. Her father ___________ / didn't watch TV programmes much.
   5. Her father ___________ / didn't like listening to radio programmes.
   6. She ___________ / doesn't write letters to her sister.

3. **Write questions about yesterday. Ask and answer. Complete with a tick (✓) or a cross (✗).**

   1. (text) __________________________________________
   2. (letter) __________________________________________
   3. (TV programme) _________________________________
   4. (video call) ______________________________________
   5. (email) _________________________________________

4. **Now write sentences about your classmates.**

   1. Harry sent a text to a friend yesterday.
   2. _____________________________________________
   3. _____________________________________________
   4. _____________________________________________
   5. _____________________________________________

**Finished?** Think of five things you did yesterday. Write sentences.
1. Read the story again. Answer the questions. Use sentences.

1. How do people send messages to each other today? They ________________________________.
2. What was a telegraph? ________________________________.
3. How many long sounds is the letter o in Morse code? ________________________________.
4. How long did it take to send a message from Queen Victoria to the President of the USA? ________________________________.
5. What message do you think Queen Victoria sent? I think ________________________________.
6. Why do you think Cyrus Field tried many times to succeed? I think ________________________________.

2. Read and complete with a verb in the past simple.

break send make arrive invent

1. Samuel Morse ________________________________ the telegraph.
2. Cyrus Field’s company ________________________________ 5,000 kilometres of cable.
3. The cable ________________________________ twice.
4. The two ships ________________________________ in Canada and Ireland.
5. Queen Victoria ________________________________ a message to the President of the USA.

3. Complete and colour the stars. Tell the people at home about the story.

WALL OF FAME Story review

The title of the historical story is ________________________________.
The main characters are ________________________________.
The story is set in (place) ________________________________.
The story is about ________________________________.

_________________________ is a hero because ________________________________.

My favourite part of the story is ________________________________ and I give it ______ stars! ★★★★★

Finished? Choose four words from the story. Check with your dictionary and write sentences.

Sample words: break, send, make, arrive, invent.
GRAMMAR CONNECT

Read, remember and complete.

• The six question words are W____, W____, W____, W____, W____ and H____.

• In past simple questions, we use the past of do.

Where____, you play tennis yesterday?

1 Write the questions. Read the conversation again and write the answers (see Pupil’s Book page 40).

1 where / Jack / go

2 when / Jack / go

3 who / Jack / go

4 what / Jack / see

5 how / Jack / get there

He went by car.

2 Say the questions and answers. Does your voice go up or down?

Listen and draw arrows.

1 How did you get there? I went by train.

2 Why did you go? I went because my granny lives there.

3 Did you go to the beach? No, I didn’t.

4 What did you do? I had an ice cream.

5 Did you go with your brother? Yes, I did.

3 Write questions about last Saturday and answer. Ask your partner.

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>where / go</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>what / do</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>how / get there</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: Write five questions about the story, e.g. What did Morse invent?
1. Listen and complete the chart. Do they all like different things?

<table>
<thead>
<tr>
<th></th>
<th>4-year-old</th>
<th>me</th>
<th>parent</th>
<th>grandparent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best game</td>
<td>_________</td>
<td>chess</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>The best place in town</td>
<td>_________</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

2. Look at the answers in the chart. Do you like the same things they like?


   - The best summer activity
   - The best sport
   - The best animated film
   - The best gadget

   I'm a 7 year-old
   I'm a science teacher
   I'm a parent
   I'm a famous person

   What are the best summer activities for you?

   Let’s see. I think swimming and cycling are the best summer activities. What do you think?

   Let me think.

4. Now write the questions and answers for your choices. Compare your answers with another group. Are they the same or different?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

Finished? Think of the perfect holiday for the four different people. How are they different?
Reading and digital literacy

1 Vocabulary Complete the sentences with the verbs.

1 The first thing you need to do is to _________ on.
2 Then you need to _________ to the wifi.
3 After that, you need to _________ your file.
4 Now you can start to _________ a game. What kind of game is it?
5 Then you need to _________ code. Do you know how to do this?
6 You can _________ the internet, too. This can help with your ideas.

2 Complete the questions about James Whelton (see Pupil's Book page 42).

1 Where did he start the coding club? He started the club at his school in Ireland.
2 How old was he when he started? He was 17 years old.
3 Why did he start a coding club? He wanted to show that coding was cool.
4 Who did he meet? He met an Australian called Bill Laio.
5 What did he call the clubs? They called them Coderdojo clubs.
6 What can you learn from these clubs? You can learn how to program robots and 3D printers.

3 Investigate Ireland Use the Internet at school or at home.

1 Draw and colour the Irish flag.
2 Find out what a shamrock is.
3 Find out the names of three famous Irish people. What did they do?
4 Find out the name of three traditional Irish sports. Which one would you like to try?

Digital tip: Try changing your search words to find different information, e.g. 'famous Irish' or 'Irish inventors'.

Finished? Read the news article again and choose the three most interesting facts.
Work with a partner. Brainstorm things you can write about for a school newsletter.

Choose a news article to write. Complete the questions and make notes.

1. What?
2. Where?
3. When?
4. How?
5. Why?

Write your news article in your notebook. Use your plan.

Writing tip:
• Remember to make sure your article answers the Wh- questions.
• Remember to check your past simple verbs.

Show your news article to a partner. Ask questions and write the answers.

1. Is my article interesting?
2. Which is the best part of my article?
3. What suggestion can you make?

Finished? Answer the Wh- questions for your partner’s news article.
Heroes Connect say: What can you remember about our Let’s communicate! blog project? Work with a partner and do this quiz. Good luck!

1 Match the words to make phrases from Unit 4.

the internet  design  a file  code  search  to the wifi
open  connect  on  a game  log  write

1 _____________  3 _____________  5 _____________
2 _____________  4 _____________  6 _____________

2 Look at the photos. Write questions and answers.

1 Did he write ______ yesterday? ______
2 Did ______? ______?
3 ______? ______
4 ______? ______
5 ______? ______

3 Read the answers and write the questions about Sarah.

1 Where did ______? She went to London.
2 ______? She saw the Tower of London.
3 ______? She went with her family.
4 ______? She went by train.
5 ______? She went because it was her birthday.

4 Listen to the questions. Circle the correct answer.

1 a the USA  b Ireland  c Canada
2 a the Pacific  b the Atlantic  c the Arctic
3 a Manchester  b London  c Edinburgh
4 a car  b train  c computer
5 a 13  b 15  c 17
6 a £20  b £30  c £40

5 Listen and check your answers for Activity 4.

6 Think about your learning in this unit and complete. Tell a partner.

1 I give this blog project ________ stars: ★★★★★
2 My favourite activity in this unit is ____________.
3 Now I can ____________________.
4 In Unit 5, I need to ____________________.

Tell the people at home about your favourite activity in Unit 4.
Our wonderful world

1. Complete the dictionary. Listen and check.

2. Ask and answer. 🎙️

3. Compare these places. Use a comparative adjective each time. 🎯

4. Answer the questions. Ask and answer. 👤🗣️

Finished? Choose four words from Activity 1 and write definitions. 🎉
GRAMMAR CONNECT

Read, remember and complete. Learn more. 🌱💡

* To make a superlative adjective, we add -est to a short adjective, e.g. tall → __________.
* When an adjective ends in -y, we change the spelling, e.g. busy → __________.
* We can use the most with long adjectives, e.g. interesting → __________.
* We can use the superlative form in questions, too, e.g. Where is the tallest tower in the world?

1 Write the superlative adjectives.

| 1 | big | the biggest |
| 2 | dangerous | most dangerous |
| 3 | busy | busiest |
| 4 | good | best |
| 5 | exciting | most exciting |
| 6 | bad | worst |
| 7 | tall | tallest |
| 8 | noisy | noisiest |

2 Read and complete the sentences. Use superlative adjectives.

1 Everest is the __________ (high) mountain in the world.
2 The Great Barrier Reef is the __________ (long) reef in the world.
3 Cotahuasi Canyon is the __________ (deep) valley in the world.
4 China is the __________ (populated) country in the world.
5 Mumbai is the __________ (noisy) city in the world.

3 Listen to Natsuko talk about her city. Complete the notes. Use superlative adjectives.

VISITING TOKYO

1. The National Museum of Nature and Science is __________ place in the city.
2. Tokyo Dome City is __________ place in the city.
3. The Imperial Palace and gardens are __________ places in the city.
4. The underground is __________ form of transport in Tokyo.
5. Sushi is the __________ food in the world.

4 Answer the questions about your town. Ask and answer.

1. What’s the most interesting attraction in your town? The most interesting attraction is __________.
2. What’s the prettiest place in your town? __________
3. What’s the noisiest place in your town? __________
4. What’s the best transport in your town? __________

Finished? Write about your friends. Who is the tallest, sportiest and most creative? 🎨💡
1 Read the comic story again. Answer the questions. Use sentences.

1 What do the children see on the reef? They

2 What is the tanker like? It's

3 Why does the tanker crash? Because

4 Why is the reef important? Because

5 Are the Planet Defenders a good team? Because

6 Why are they good team members? Because

2 Answer the questions about the story. Discuss with a partner.

1 Who is the best superhero in the story? Why?

2 Who is the worst person in the story? Why?

3 What's the funniest moment in the story? The

4 What's the most exciting moment in the story? The

3 Complete and colour the stars. Tell the people at home about the story.

The title of the comic story is ____________________________.
The main characters are ____________________________.
The story is set in (place) ____________________________.
The story is about ____________________________.

____________ are heroes because ____________________________.

My favourite part of the story is ____________________________ and I give it _____ stars! ★ ★ ★ ★ ★

Finished? Choose three or four words from the story. Check with your dictionary and write sentences.
GRAMMAR CONNECT

Read, remember and complete. 🎈🎈

- We use must and _________ to talk about rules.
- The verbs must and mustn’t don’t change when we use he, she or it, e.g. I must be quiet.

He _________ quiet.

1 Complete the sentences. Use must or mustn’t.

- Study, talk, wear, go, use, swim

1 Hugo isn’t very well. He must go to the doctor.
2 John and Katy are going to ride a horse. They _________ a helmet.
3 That water is very deep. You _________ there.
4 I _________ hard to get a good mark in my exam.
5 You _________ a mobile phone in the hospital.
6 You _________ in an exam.

2 Write two rules for each sign.

You must

You mustn’t

Library rules

My bedroom rules

Swimming pool rules

3 Circle the silent letters. Listen and check. Listen again and repeat.

hammer, hall

You mustn’t write in the book.
You must listen carefully to the scientist.
You mustn’t walk on the grass.
You must use the white scissors.
You mustn’t eat all the biscuits.

Grammar monsters to follow

4 Write four rules for your classroom. Use must or mustn’t.

- We

1
2
3
4

Finished? Use the words in Activity 4 to write four more rules. 🎉
1. Listen to the children plan their Design project. Tick the correct information.

   1. What do the children want to make for the project?
      - a skyscraper
      - an airport
      - a tunnel
      - a bridge

   2. Where are they going to look for information?
      - in books
      - on the Internet
      - in magazines

   3. Which materials are they going to use?
      - card
      - paper
      - plastic
      - bricks

   4. How are they going to stick the model together?
      - string
      - glue
      - tape
      - staples

   5. How are they going to present the project to the class?
      - PowerPoint
      - a poster
      - a text
      - a video

2. Read and match the group projects to the children.

   1. Our project is to make some money for the school trip.
      - Sam
      - Zoe
      - Ben

   2. Our project is to prepare a class concert.
      - We’re going to have a party in the park on Saturday. I’m going to make some decorations because I’m good at art.
      - My class is going to sell some cakes and biscuits at school. I’m going to make a big chocolate cake because I love cooking.

   3. Our project is to give a friend a surprise for her birthday.
      - My class is going to learn some new songs. I’m going to play the guitar because I love music.

3. Look at the projects in Activity 2 again. Think of two or three tasks for each project. Complete and tell a partner.

   1. In project 1, I can ________.
   2. In project 2, I can ________.
   3. In project 3, I can ________.

Finished? What things are you good at? Write three sentences.
Reading and digital literacy

1 **Vocabulary** Read the definitions and write the word or phrase.

1. You can find out about attractions and places to stay here.
2. Cars mustn’t drive here. It’s only for bikes.
3. This is a place where you leave your car. It’s sometimes underground.
4. This is a narrow path through a forest or along a river.
5. This is a place where you can sleep. You usually sleep in a tent here.
6. This is an area where people can sit at tables and eat sandwiches.

2 Read and complete the postcard from Nagano district. Use the information from the brochure (Pupil’s Book page 52).

Hi Zoe,
I’m having a fantastic time in the Nagano district. We’re staying in a 1 ______ in the middle of a beautiful 2 ______. Every evening we cook on a 3 ______. It’s great!
There’s so much to see and do here. Yesterday we cycled on a 4 ______ around a 5 ______. We saw a wild bear and it was a bit scary! Tomorrow we’re going to see the snow monkeys. They love 6 ______ in the warm forest pools so you can take lots of 7 ______. The 8 ______ place in Nagano is the Ninja Village. I’m going to go on Saturday and I can’t wait.
See you after the holiday, Susie xxx

3 **Investigate Japan** Use the Internet at school or at home.

1. Draw and colour the Japanese flag.
2. Write the names of three national parks in Japan.
3. Choose one. Where is it? What can you see and do there?
4. Find the names of three typical animals in Japan. Which is your favourite?

**Digital tip:** Stay focused when you do an internet search. Only look for the information you need to know.

Finished? What would you like to do in Nagano district? Write three sentences.
**Prepare**

Work with a partner and investigate a city. Brainstorm the five best things to see and do there.

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]

**Plan**

Work with a partner. Make notes for your poster.

<table>
<thead>
<tr>
<th>Top five things to do in:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of attraction:</td>
<td></td>
</tr>
<tr>
<td>Things you can see and do there:</td>
<td>It's</td>
</tr>
<tr>
<td>Name of attraction:</td>
<td></td>
</tr>
<tr>
<td>Things you can see and do there:</td>
<td>It's</td>
</tr>
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</tr>
<tr>
<td>Name of attraction:</td>
<td></td>
</tr>
<tr>
<td>Things you can see and do there:</td>
<td>It's</td>
</tr>
</tbody>
</table>

**Write**

Create your poster. Use your plan.

**Writing tip:**
- Don’t forget to use exclamation marks to make your writing more exciting.

**Reflect**

Show your poster to another pair. Ask questions and write the answers.

1. Is our poster interesting? ____________________________
2. Which is the best part of our poster? ____________________________
3. What part can we improve? ____________________________

**Finished?** Compare the city in your project with your town.
Use big, noisy and beautiful.
Heroes Connect say: What can you remember about our Our wonderful world blog project? Work with a partner and do this quiz. Good luck!

Quizz

1. Match the word halves to make six words from Unit 5. Circle the natural attractions.

```
1 picnic  area
2  centre

3  ke
4  re
tor
tun
ef
tor
nel
```

2. Complete the information about Tokyo. Use the verb be and the superlative form of the adjectives.

```
1 The Skytree Tower is the tallest (tall) tower in the world.
2 Tokyo is the world’s largest (large) city in the world.
3 Shinjuku train station is the busiest (busy) train station in Japan.
4 Shibuya’s crossing is the famous (famous) pedestrian crossing in the world.
```

3. Write the rules. Use must or mustn’t.

```
1 shout / library  You mustn’t shout in the library.
2 listen / teacher
3 touch / wild animals
4 drive a car / cycle path
5 put rubbish / bin
```

4. Listen to the questions. Circle the correct answer.

```
1 a Mount Fuji  b Mount Everest  c Mont Blanc
2 a the fastest  b the busiest  c the most modern
3 a on a reef  b in a river  c in a lake
4 a an island  b a mountain  c a volcano
5 a bears  b monkeys  c horses
6 a Tower Bridge  b London Bridge  c The Bridge
```

5. Listen and check your answers for Activity 4.

6. Think about your learning in this unit and complete. Tell a partner.

```
1 I give this blog project ____________ stars: ★★★★★
2 My favourite activity in this unit is ____________________________.
3 Now I can ____________________________.
4 In Unit 6, I need to ____________________________.
```

Tell the people at home about your favourite activity in Unit 5.
Changing school

Complete the dictionary. Listen and check.

My dictionary

1. bike rack
2. music room
3. lockers
4. caretaker
5. science lab

Ask and answer.

How do you say _____ in English?

Corridor.

Read and complete the definitions.

1. You can leave your bike here.
2. There are ________.
3. You can ________.
4. This person ________.
5. You ________.

Write the questions and answers for you.

1. (science lab) Is there a science lab in our school?
2. (canteen)
3. (music room)
4. (changing rooms)
5. (playing fields)

Finished? Choose four words from Activity 1 and write definitions.

Notice: Which word is not a place?
**Grammar Connect**

Read and remember. Circle and complete. Learn more.

- We use where when we talk about places / people / things.
- We use who when we talk about places / people / things.
- We use which when we talk about places / people / things.
- We can use that instead of who and which, too. ➞ This is the person that teaches me Science. ➞ This is the book I like the most.

1. Complete the sentences. Use where, which or who. Write the answers.

1. This is the place we study science.
2. This is the person who looks after the school.
3. This is the subject you like the most.
4. This is the place we watch sport.

2. Look and predict. Listen and write the letter.

1. P45a A head and shoulders illustration of a man, around 35, smiling.
2. P45b A head and shoulders illustration of a different man, around 35, smiling.
3. P45c An A4 of a door to a classroom with the label Room 300.
4. P45d An A4 of big double doors that have a sign on them saying: "Playing fields."
5. P45e An A4 of a red school outbuilding. It could be a gym or changing rooms but we can’t tell which.
6. P45f An A4 of a blue school outbuilding. It could be a gym or changing rooms but we can’t tell which.

3. Look at Activity 2 and write sentences.

1. Mr Green is the person who answers the telephone.
2. Mr Smith
3. Room 300
4. The playing fields
5. The red building
6. The blue building

4. Write sentences about people, or places in your school.

1. who
2. who
3. where
4. where

NB: Long page, can reduce artwork depths above but not by enough to get it all back.
1 Read the story again. Answer the questions. Use sentences.

1 Why is Herr Beckstein’s pen special?
2 What happens under the glass domes on Mars?
3 What do the children wear to play football?
4 How does Kurt know that it wasn’t a dream?
5 How do you think Kurt feels at the beginning of the story? How do you think he feels at the end?
6 Do you think this is a good way to learn? Why? Why not?

2 Complete the sentences about the story. Use relative pronouns. Write the answers.

1 It is the place in the school ________ we see Kurt and Lena at the beginning of the story. ________
2 It is the object ________ takes the children to the future. ________
3 He is the person ________ takes them to the future. ________
4 It is the game ________ they play on Mars. ________
5 It is the subject ________ they are studying at the end of the story. ________
6 It is ________.

3 Complete and colour the stars. Tell the people at home about the story.

Wall of Fame Story review

The title of the science fiction story is ________.
The main characters are ________.
The story is set in (place) ________.
The story is about ________.

________ is a hero because ________.

My favourite part of the story is ________.

I think the story is ________ and I give it ________ stars! ★★★★★
What does Mark think? Write sentences using will and won’t.

1. Teachers won’t write on a board.
2. Pupils
3. Teachers
4. Pupils
5. Pupils

Write questions and answers about schools in the future.

1. Will pupils learn to fly? No, they won’t.
2. (eat)
3. (use computers)
4. (play)
5. (travel to Mars)

Order and write sentences. Underline the two letters which are pronounced once. Listen, check and repeat.

1. sandwich / taste / This / nice / doesn’t
   This sandwich doesn’t taste nice.
2. lose / tomorrow / England / will / the match
3. breakfast / She / sausages / for / likes
4. future / story / This / the / about / is
5. are / notebooks / There / the / on / ten / table

What do you think? Write sentences about life in 2050. Share your ideas with a partner.

1
2
3
4

NB: Long page
1. Listen to the interview. Write the answers. How good is Maya at managing her time?

**How good are you at managing your time?**

Name: ________________ Age: ________________

1. Have you got a watch? ________________
2. How often do you look at the time while you are doing something?
   - very often ________________
   - sometimes ________________
   - never ________________
3. Do you do the most important activity first?
   - always ________________
   - usually ________________
   - sometimes ________________
   - never ________________
4. Before you start something, do you look at it carefully and think about how long it will take?
   - always ________________
   - usually ________________
   - sometimes ________________
   - never ________________

2. Do the interview with a partner. Are your answers the same or different?

3. Look at the list. Decide what order you will do the activities. How long will each activity take? Compare with a partner.

- do my maths homework
- tidy my bedroom
- make Mum’s birthday cake
- take out the rubbish
- buy some milk

First, I will ________________. It will take ________________.
Then ________________. ________________
Then ________________. ________________
Then ________________. ________________
Then ________________. ________________

4. Write your plans for this evening. How will you manage your time? Share your plans with a partner.

First, I will have a snack. How long will it take? ________________

5. Finished? Write a plan for a typical school day. How will you manage your time?
1 Vocabulary Complete the sentences with the adjectives.

1 I haven't got many friends. Sometimes I feel very ____________.
2 I like trying new things and meeting new people. I'm a ____________ person.
3 I'm unhappy and can't sleep. I'm ____________ about going to my new school tomorrow.
4 I always plan my time carefully. I'm very ____________.
5 I'm never nervous. I'm always ____________ and relaxed about things.
6 It's my birthday tomorrow. I'm really ____________ about it!

2 Read the problems and give advice (see Pupil’s Book page 62).

1 I'm worried about getting lost at school.
2 How will I remember where to go and at what time?
3 What will I need to take to school?
4 I won't know anyone. I'll be really lonely!
5 I find it difficult to wake up early in the morning.

3 Investigate Germany Use the Internet at school or at home.

1 Draw and colour the German flag.
2 What countries have a border with Germany?
3 Find out the names of four German festivals. What do people do?
4 Choose a festival you'd like to go. Explain why.

Digital tip: When you search, you can usually choose 'maps' to search only for maps.

Finished? Read the magazine article again and write down two more pieces of advice.
Plan

Work with a partner. Make notes for your email.

<table>
<thead>
<tr>
<th>Subject of email:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three questions about the future:</td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td>?</td>
</tr>
<tr>
<td>Will</td>
<td>?</td>
</tr>
<tr>
<td>Will</td>
<td>?</td>
</tr>
</tbody>
</table>

| Opening phrase: |       |
| Closing phrase: |       |

| Other notes: |       |

Write

Write your email in your notebook. Use your plan.

Writing tip:

- Remember to use the right word order in questions, e.g. What do you want? Will we use tablets?
- Remember to say Thank you! at the end of the email.

WOW! Add details to make the email feel real, e.g. Please write soon.

Reflect

Show your email to another pair. Ask questions and write the answers.

1 Is our email interesting? ____________________________
2 Which is the best part of our email? __________________
3 What suggestion can you make? ________________________

Finished? Answer the questions from the other pair’s email.
Match the word halves to make adjectives from Unit 6. Circle the negative adjectives.

1. wor
2. cd
3. conf
4. exc
5. ton
6. org
7. e
8. ly
9. ident
10. im
11. ried
12. nised
13. ited

Read and complete the definitions. Write two more definitions for your partner to guess.

1. This the place _________ we play football.
2. This the person _________ helps me in the maths lesson.
3. This the pen _________ the teacher uses to write on the board.
4. This the place _________.
5. This the person _________.

Order and write the sentences.

1. on / Will / football / we / Mars? / play
2. helicopter? / to / travel / school / Will / children / by
3. in the / a board / Teachers / future / won’t / use __________
4. travel / day / Trains / every / Mars / will / to

Listen to the questions. Circle the correct answer.

1. a Nadine    b Nelly    c Noelia
2. a book      b ruler    c pen
3. a 14,000    b 25,000  c 40,000
4. a shoes     b gloves   c hats
5. a Emily     b Sophie   c Charlie
6. a Hayward   b Beckstein c Jenson

Think about your learning in this unit and complete. Tell a partner.

1. I give this blog project _________ stars: ★ ★ ★ ★ ★
2. My favourite activity in this unit is __________________________.
3. Now I can ____________________________.
4. In the next course, I need to ____________________________.

Tell the people at home about your favourite activity in Unit 6.