

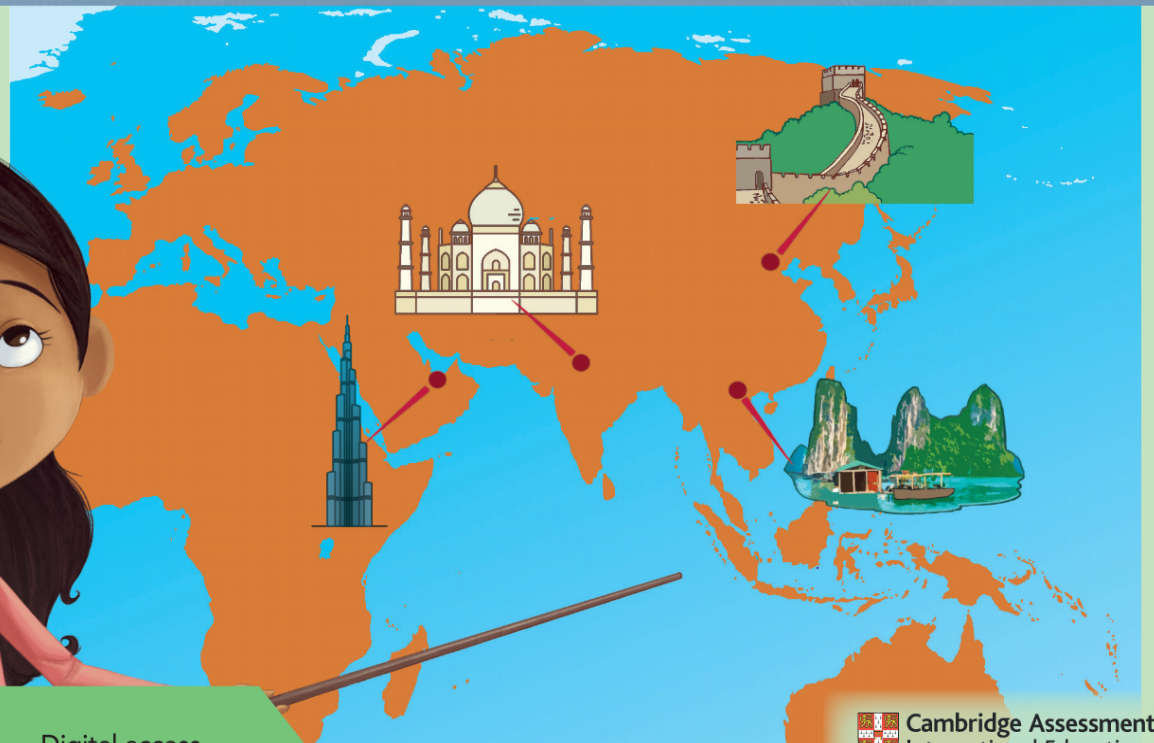
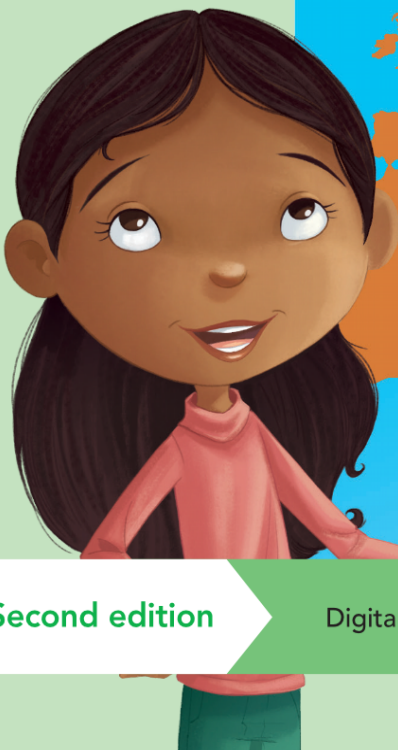


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# CAMBRIDGE Global English

## Workbook 4

Jane Boylan & Claire Medwell



Second edition

Digital access



Cambridge Assessment  
International Education

Endorsed for learner support





CAMBRIDGE  
UNIVERSITY PRESS

# CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

Workbook 4

Claire Medwell & Jane Boylan



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# How to use this book

This workbook provides questions for you to practise what you have learned in class. There is a unit to match each unit in your Learner's Book.

Tips to help you with your learning. →

### Writing tip

Use the present simple to describe facts. Remember to add 's' for **he, she** and **it**.  
It takes pictures to send back to Earth.

Information to help you find out more about grammar. →

### Language detective

- We use prepositions of direction to show where something is or how to get there.  
The post office is **on the left**, **opposite** the bank.  
From here, you walk **towards** the traffic lights.
- We often use prepositions of direction in imperative sentences.  
**Go** out of the exit and **turn** right.  
**Walk** across the road and **turn** left.



Use the Cambridge Learner Corpus to get your grammar right! →

### Get it right!

Don't forget to use the correct spelling.  
hot – hottest  
tidy – tidiest  
big – biggest

Each Use of English lesson is divided into three parts:

**Focus:** these grammar questions help you to master the basics. →

### Focus

- 1 The Novak family are sport-mad! Read and **circle** the correct words in the sentences.



- Mum and Dad want **to go** / **going** on a cycling holiday.
- Evie hopes **to start** / **starting** football training next year.
- At school Martha is learning **to play** / **playing** basketball.
- What do they enjoy **to do** / **doing** at the weekend?
- Max prefers **to watch** / **watching** rugby to playing it!
- Remember **to take** / **taking** your karate kit to class today, Max!






**Practice:** these grammar questions help you to become more accurate and confident. →

**Practice**

2 Find and correct nine mistakes in Faye's message. **Underline** and then write the corrections.



My name's Faye and I'm from Canada. I live with my family in a house by a big lake. I like play outdoors a lot, especially in the summer when it's warm.

My family loves doing activities – we don't like sit still! We all enjoy to swim in the lake and have picnics in the woods nearby.


My sister is learning paint – she likes painting animals the best. My mum loves take photographs and my dad likes do most sports, especially running.

I want know about where you live and what you like doing. I hope hearing from you soon!

**Challenge:** these questions will help you use language fluently and prepare for the next level. →

**Challenge** ★

3 Look at the picture and make guesses to answer the questions.



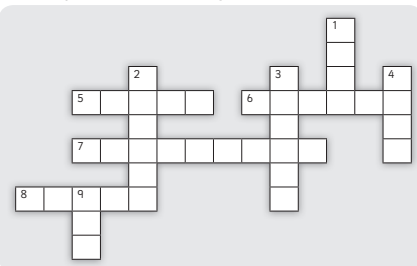
- Where do you think the children are?  
They must be in a tree house because I can see a tree.
- What's the weather like?  
 \_\_\_\_\_
- Where do you think the tree is?  
 \_\_\_\_\_
- How do you think the children know each other?  
 \_\_\_\_\_
- What activities could they do together in the tree house?  
 \_\_\_\_\_


Questions that cover what you have learned in the unit. If you can answer these, you are ready to move on to the next unit. →

› 4.6 Check your progress

1 Test yourself!

Complete the sentences with information from each lesson. Solve the puzzle with the missing words.






Questions to help you think about how you learn. →

› 1.7 Reflection

Think about what you have studied in this unit. Answer the questions.



- What topics did you like and why?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What activities did you like and why?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What did you find challenging and why?  
 \_\_\_\_\_  
 \_\_\_\_\_

# 1

# Our community

## > 1.1 Why are all families special?

### 1 Vocabulary Family names

Find and **circle** nine family names.



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

### 2 Use the words in Activity 1 to complete the sentences.

- |                                |                                 |
|--------------------------------|---------------------------------|
| a My _____ is my mum's sister. | d My _____ is my dad's brother. |
| b My _____ is my uncle's son.  | e My _____ is my dad's mum.     |
| c My _____ is my dad's dad.    |                                 |

### 3 Use the words from Activity 1 and the phrases below to make sentences about your family and friends. Remember to use the correct form of the verb!



My little brother is keen on football.

---



---



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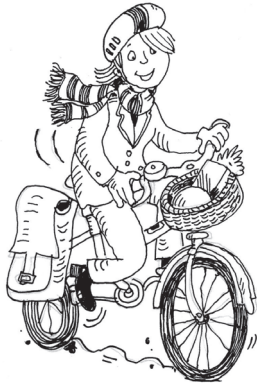
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4 Use of English Using too, both and but

Look at the activities this family likes to do.

Complete the sentences using **too**, **both** and **but** to compare and contrast.



Mum: go cycling,  
make cakes,  
play violin

Grandma:  
make cakes, read,  
tell stories

Dad: play chess,  
go fishing,  
play violin

Grandpa:  
go fishing,  
tell stories

- a Mum and Grandma **both** like making cakes .
- b Grandpa goes fishing and he likes \_\_\_\_\_ **too**.
- c Mum goes cycling, **but** Dad \_\_\_\_\_ .
- d Mum and Dad **both** \_\_\_\_\_ .
- e Grandma likes telling stories and \_\_\_\_\_ **too**.
- f \_\_\_\_\_

Challenge ★

5 Write sentences about your family using **too**, **both** and **but**.  
Then draw your family tree.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## > 1.2 -ing vs infinitive

### Language detective

When there are two verbs together in a sentence, some verbs are followed by the infinitive (**to** + verb): for example, *want, hope, learn, plan, remember, forget, choose*. Verbs with this pattern often describe *thinking and feeling*.

We want **to go** on holiday next summer.

Other verbs are followed by **-ing** (verb + **-ing**): for example, *like, love, enjoy, prefer, hate, finish, practise*. Verbs with this pattern often describe *likes and dislikes*.

Evie enjoys **playing** football at the weekend.



### Focus

1 The Novak family are sport-mad! Read and **circle** the correct words in the sentences.



- Mum and Dad want **to go** / **going** on a cycling holiday.
- Evie hopes **to start** / **starting** football training next year.
- At school Martha is learning **to play** / **playing** basketball.
- What do they enjoy **to do** / **doing** at the weekend?
- Max prefers **to watch** / **watching** rugby to playing it!
- Remember **to take** / **taking** your karate kit to class today, Max!

## Practice

- 2 Find and correct nine mistakes in Faye's message. Underline and then write the corrections.



My name's Faye and I'm from Canada. I live with my family in a house by a big lake. I like play outdoors a lot, especially in the summer when it's warm.

My family loves doing activities – we don't like sit still! We all enjoy to swim in the lake and have picnics in the woods nearby.

My sister is learning paint – she likes painting animals the best. My mum loves take photographs and my dad likes do most sports, especially running.

I want know about where you live and what you like doing. I hope hearing from you soon!

- |   |                |   |       |   |       |
|---|----------------|---|-------|---|-------|
| 1 | <u>playing</u> | 4 | _____ | 7 | _____ |
| 2 | _____          | 5 | _____ | 8 | _____ |
| 3 | _____          | 6 | _____ | 9 | _____ |

Get it right!



Remember to use **to** + verb or **-ing**. Don't use both.

I want to ~~painting~~ **paint** my bedroom.

## Challenge



- 3 Write a reply to Faye's message in Activity 2 in your notebook, telling her about you and your family and friends. Tell her about your likes and dislikes. Use the verbs below to help you.

enjoy

like

learn

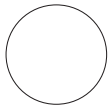
love

hope

want

## > 1.3 Adverbs of frequency

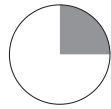
### Language detective



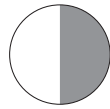
never



hardly ever



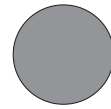
sometimes



often



usually



always

Adverbs of frequency show how often something happens.

I **always** go to school by bus.

I am **never** late.

Eva **sometimes** has a swimming lesson at the weekend.

Eva's swimming lessons are **usually** one hour long.

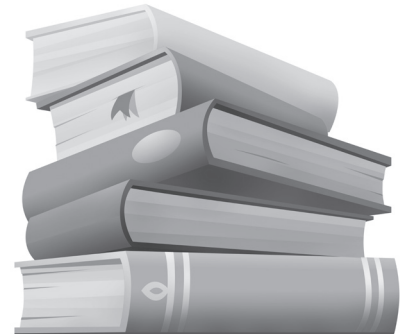


### Focus

#### 1 Be a language detective!

**Circle** the adverb of frequency in each sentence.

- The school cook **usually** serves vegetables every day.
- The librarian **always** helps us in the library.
- I am **hardly ever** late for football practice.
- The school nurse is **often** busy on Sports Day.
- The class teacher **sometimes** brings prizes to class.
- The caretaker **never** forgets to close the school gate.



### Get it right!



Remember that the adverb goes **before** the main verb but after the verb to be.

Always I have loved playing football. ✗ I have **always** loved playing football. ✓

He usually is at maths club. ✗ He **is usually** at maths club. ✓

## Practice

2 **Circle** the correct words in the sentences.

- a Our caretaker **usually opens** / **opens usually** the school at 8 a.m.
- b Our PE teacher **rides always** / **always rides** his bike to school.
- c Our headmistress **stands often** / **often stands** at the school gates in the morning.
- d We **sometimes see** / **see sometimes** our class teacher in town at the weekend.
- e My best friend **is hardly ever** / **hardly ever is** absent from school.
- f Our school **is never** / **never is** quiet because it is near a busy road.

## Challenge



3 Tick (✓) the jobs you do in your house. Use your dictionary to help you.

wash the dishes	<input type="checkbox"/>	sweep the floor	<input type="checkbox"/>
feed the pets	<input type="checkbox"/>	clean your bike	<input type="checkbox"/>
wash the car	<input type="checkbox"/>	lay the table	<input type="checkbox"/>
make your bed	<input type="checkbox"/>	tidy your bedroom	<input type="checkbox"/>

4 Write sentences about what jobs you do in your home. Use adverbs of frequency.

I always make my bed.

---



---



---



---

## > 1.4 Organise a community event

# Santa Cruz Beach Buddies present **THE BIG BEACH CLEAN-UP!**

Sat 11 May

9 a.m. – 2 p.m.

- **Come and join us!**
- **Work together to clean up our beach!**
- **Interested? Call Kate on 0765 233 455 or email [kate@bbcleanup.com](mailto:kate@bbcleanup.com)**

Meet us at ...

Ali's Café, Pier 1, Big Beach, Santa Cruz

Bin bags and litter pickers provided!

Find out more about Santa Cruz Beach Buddies at: [www.santacruzbeachbuddies.com](http://www.santacruzbeachbuddies.com)



### 1 Read the leaflet and answer the questions.

- Underline the name of the event.
- What is the problem at Big Beach?  
What is the reason for the event?  
\_\_\_\_\_
- When is the event happening?  
Circle the date and time.
- Where does the event start?  
\_\_\_\_\_
- Who can you contact if you are interested in taking part? How can you contact her?  
\_\_\_\_\_

#### Language focus

##### Imperatives

Use imperatives to encourage people to do things.

**Buy** your ticket now!

**Come and join** us!

**Enjoy** a day out!



2 **Use of English** Underline all the examples of imperatives in the leaflet.

3 Complete the slogans with the correct verb.

a Help us clean up the forest.

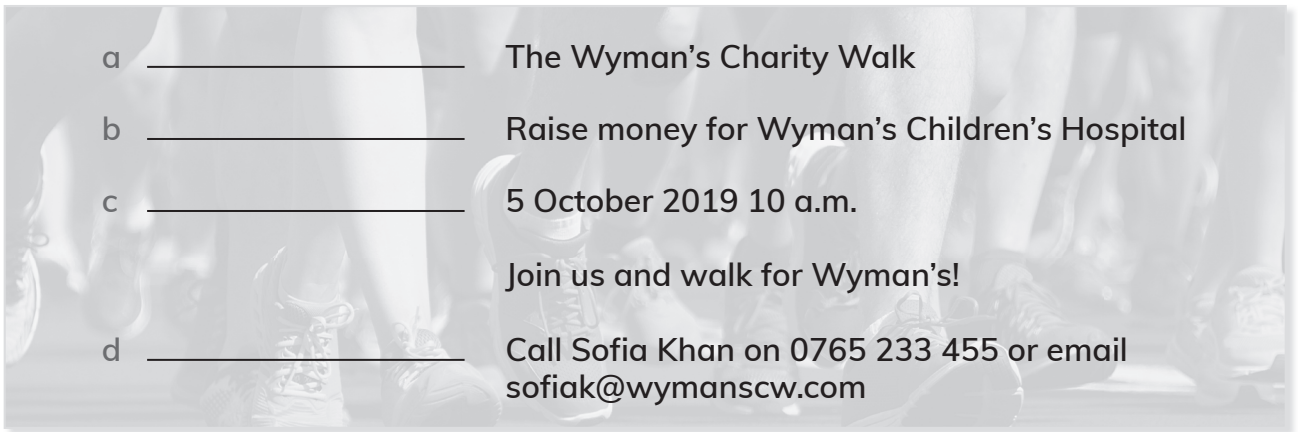
b \_\_\_\_\_ fun and raise money at the same time!

c \_\_\_\_\_ all the fun at Nova Park!

d \_\_\_\_\_ the first to fill a bin bag!



4 Complete the leaflet with the headings below.



5 Write three sentences for the Wyman's Charity Walk. Use imperatives. Use the verbs from Activity 3 to help you.

Join us and walk for Wyman's!

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

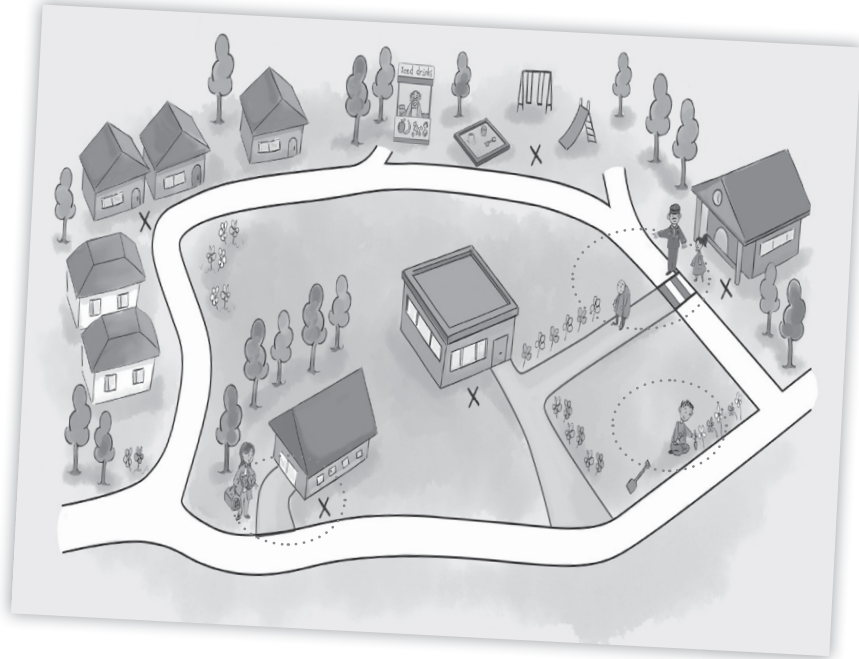
**Challenge** ★

6 Create a leaflet to help a place or a charity that you know.

## > 1.5 The Treasure

1 What is a treasure hunt?  
Tick (✓) the correct answer.

- a  A fun game where you look for things that are interesting or special.
- b  A fun game where you look for things that are expensive.



2 Read the story again and put the sentences in order.

- a The children talk to Mr Polat, the ice cream seller, in the park. \_\_\_\_\_
- b The children don't find any treasure but have a great time looking for it. \_\_\_\_\_
- c The teacher, Mrs Damla, gives the children a Treasure Hunt for their weekend homework. \_\_\_\_\_ 1
- d Omer and his friend, Azra, decide to do the Treasure Hunt together. \_\_\_\_\_
- e Then the children ask the gardener if he has seen any treasures. \_\_\_\_\_
- f Omer sees the first 'X' on the Treasure Hunt map – it's his house. \_\_\_\_\_
- g On Monday, in school, Omer realises that the real treasures are all the nice people in his community. \_\_\_\_\_
- h The children ask the librarian if she has any treasures in her library. \_\_\_\_\_
- i On the way home, they ask the funny policeman if he has seen any treasures. \_\_\_\_\_
- j Then the children ask the vet, who is carrying some kittens. \_\_\_\_\_

3 Who are the community workers in the story? Match the sentence halves.

- |  |                                    |
|--|------------------------------------|
| 1 Mr Polat, the ice cream seller, lets Omer  | a outside the community centre.    |
| 2 The librarian gives Omer and Azra          | b is caring for some sick animals. |
| 3 The policeman helps                        | c a book to read and cakes to eat. |
| 4 The gardener is planting beautiful flowers | d the children to cross the road.  |
| 5 The vet                                    | e pay for his ice cream tomorrow.  |

4 Vocabulary Community helpers

Write the words in the correct part of the Venn diagram.  
Add two community helpers (more if you can!).

At school      Outside school

vet      teacher      shop assistant

police officer      nurse

caretaker      gardener

cook      librarian

5 Values Who is a treasure in your community?

Write sentences about them. Write their name and draw their picture in the box.

_____	
_____	
_____	
_____	
_____	

## > 1.6 Check your progress

### Test yourself!

Choose the correct answers and write in the space.



- 1 Sana is the daughter of Mrs Ahmed's daughter – Sana is Mrs Ahmed's \_\_\_\_\_ .  
a niece                                      b granddaughter                                      c cousin
- 2 Aunt Jo goes to concerts all the time because she is \_\_\_\_\_ on classical music.  
a like    b fond    c keen
- 3 I like playing chess and Dad likes playing it \_\_\_\_\_ .  
a but    b too    c both
- 4 I look a lot like my sister. We've \_\_\_\_\_ got long dark hair and brown eyes.  
a both    b too    c all
- 5 You play \_\_\_\_\_ with an egg-shaped ball.  
a football    b basketball    c rugby
- 6 I hope \_\_\_\_\_ from you soon.  
a hearing    b hear    c to hear
- 7 He enjoys \_\_\_\_\_ in the lake.  
a to swim    b swimming    c swim
- 8 Paulo \_\_\_\_\_ does his homework, so he always gets into trouble.  
a usually    b always    c never
- 9 Sam \_\_\_\_\_ plays football on Saturdays – he never misses a match.  
a hardly ever    b always    c never
- 10 Ezra is a great basketball player and usually \_\_\_\_\_ lots of baskets in competitions.  
a scores    b throws    c stretches
- 11 Don't \_\_\_\_\_ all the fun at the Family Fun Day!  
a missing    b miss    c to miss

