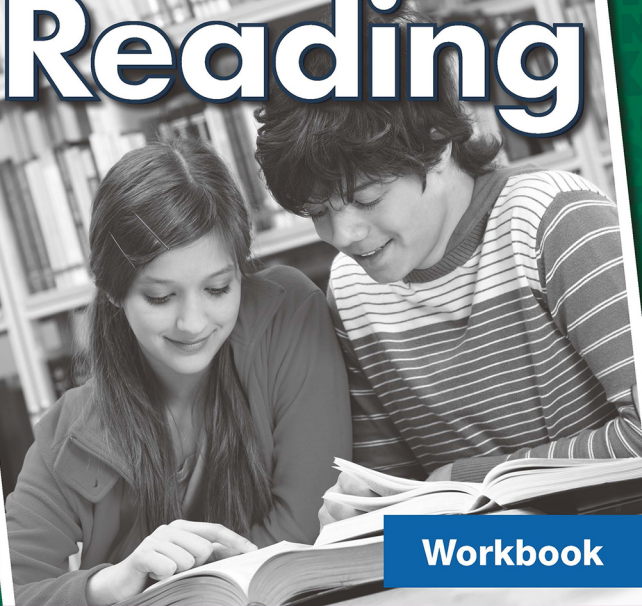


Advanced
1

Flying[🦋] Reading



Workbook

A* List

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I. WORD SMART

A. Look at the clues and match them with the correct words.



a set of lines and shapes

contract



to get a large number of something

unique



an agreement on paper

pattern



being the only one of its kind

collect

B. Write the correct words to complete the sentences.

instead of
prevent
whole

- 1 I don't want to play soccer. Let's play baseball _____ soccer.
- 2 Teddy finished the _____ pizza. There's nothing left.
- 3 Please close the door to _____ the dog from running out of the house.

after all
identify
in charge of

- 4 Peter is _____ washing the dishes. He has to do it after every meal.
- 5 I didn't believe you at first, but you were right _____.
- 6 It was too dark to see him well. I couldn't _____ who he was.

II. STRUCTURE SMART

Underline the part that tells the action of the word(s) in bold.

Example: Paul asked **his mother** to make a sandwich.

- 1 He asked **the man** to put down his handprint.
- 2 The teacher asked **us** to write down everything.

III. COMPREHENSION CHECK

Look at Part 1. Write the correct paragraph number for each picture and circle the correct words. Then, do the same for Part 2.

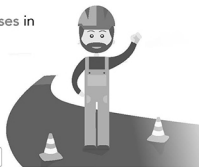
Part 1: P1 & P2

I was the first.



a P ☐

- 1 Fingerprints are special colors / patterns that can be found on fingers.
- 2 People use fingerprints to identify / study a person.
- 3 William was in charge of building roads / houses in India in 1858.
- 4 William had a worker print his hand / finger instead of writing his name on the contract.



b P ☐

Part 2: P3 & P4



a P ☐

- 1 William collected people's handprints / footprints.
- 2 William found out only handprints / fingerprints were needed to identify a person.
- 3 William's new job was giving out food / money to old and sick people.
- 4 After William, more / fewer people used fingerprints.



b P ☐

I. WORD SMART

A. Look at the clues and match them with the correct words.



facts or
information

•

•

data



the place where
something happens

•

•

security



protection;
safety

•

•

sensor



a tool that finds
something, like heat, light,
sound, or movement

•

•

scene

B. Circle the correct words to complete the sentences.

- 1 My backpack is **save** / missing / useful. I've looked everywhere, but I can't find it.
- 2 **Criminals** / Crimes / Scenes stole a lot of money from a bank yesterday. Police are now looking for them.
- 3 Police are trying to find out who started the fire. They're working on the **sensor** / case / data.
- 4 You don't have enough money to buy those shoes. You need to **identify** / useful / save some more money.
- 5 My smartphone is very **useful** / missing / criminal. I read books, listen to music, and take pictures with it.
- 6 Stealing someone else's money is a serious **case** / crime / security.

II. STRUCTURE SMART

Underline the part that tells the purpose of the words in bold.

Example: Most students **use computers** to do homework.

- 1 Police **use fingerprints** to solve cases.
- 2 Alice **studies hard** to get good grades.

III. COMPREHENSION CHECK

Look at Part 1. Write the correct paragraph number for each picture and check (Y) for Yes or (N) for No. Then, do the same for Part 2.

Part 1: P2 & P3



a P ☐

- 1 Schools have a list of criminals' fingerprints. (Y) (N)
- 2 Police try to find fingerprints at crime scenes. (Y) (N)
- 3 All computers have fingerprint sensors. (Y) (N)
- 4 The fingerprint sensors in smartphones protect users' data. (Y) (N)



b P ☐

Part 2: P4 & P5



a P ☐

- 1 Students can save money using fingerprints in schools. (Y) (N)
- 2 Students can borrow books more quickly by using fingerprint sensors. (Y) (N)
- 3 There are many ways to identify people. (Y) (N)
- 4 Fingerprints are one of the best ways to identify a person. (Y) (N)



b P ☐

Flying English

is optimized for after-school English class in Elementary Schools. It helps students speak, listen, read, write and express English with confidence in and out of class with meticulously-structured systematic learning roadmap from phonics to English conversation.

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