

GRADE SEMESTER 1



Student's Book

School	
Name	
Class	

H. Q. Mitchell – Marileni Malkogianni

Academic Year 2018-2019





النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ قَطَرٌ سَتَبْقَى حُصرَةً سَيرُوا عَلَى نَهْجِ الأُلَى سِيرُوا عَلَى نَهْجِ الأُلَى قَطرٌ بِقَلْبِي سِيرَةٌ قَطرٌ بِقَلْبِي سِيرَةٌ قَطرُ الرِّجَالِ الأَوَّلين قَطرُ الرِّجَالِ الأَوَّلين وَحَمَائِمٌ يَصوْمَ السَّلاَمُ

قَسَمًا بِمَنْ نَشَرَ الضِّياءُ تَسْمُو بِسرُوحِ الأَوْفِياءُ وَعَلَى ضِياءِ الأَنْبِيَاءُ عِسزٌ وَأَمْجَادُ الإِبَاءُ حُمَاتُنَا يَسوْمَ النِّسَدَاءُ جُمَاتُنَا يَسوْمَ النِّسدَاءُ جَوَارِحٌ يَسوْمَ الفِسدَاءُ



SYLLABUS Grade 3 – first semester

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 1 Nice to meet youl p.8	I'm He/She/It's We/You/They're Are you? Yes, I am./No, I'm not. / Yes, we are./No, we aren't. Is he/she/it? Yes, he/she/it is. / No, he/she/it isn't. Are they? Yes, they are. / No, they aren't. I'm not He/She/It isn't We/You/They aren't I/You/He/She/It/We/You/They can/can't Can you? Yes, I can. / No, I can't.	Physical appearance Feelings Action verbs Adjectives	l blends /pl/ plane /bl/ blonde /kl/ clap /gl/ glue /fl/ fly	₽₽ ₽₽
Module 2 Me and my famfly p.22	I/You have got a/an He/She has got a/an We/They have got a/an Have you got? Yes, I/we have. / No, I/we haven't. Has he/she/it got? Yes, he/she/it has. / No, he/she/it hasn't. Have they got? Yes, they have. / No, they haven't. I/You/We/They haven't got He/She/It hasn't got I → my you → your he → his she → her it → its we → our you → your they → their This is a → These are That is a → Those are Whose (robot) is this? It's (Ron)'s. Whose (dolls) are these? They're (Tina)'s.	Family members Physical appearance Clothes and accessories Toys Parts of the face and body	r blends /pr/ pretty /br/ brush /kr/ crayon /gr/ grey /fr/ fruit /tr/ tree /dr/ drive	
	Modules 1-2) p.36 I'm (studying) now.	Actions	s blends	
Module 3 What are you doing? p.38	He/She/It's (playing) now. We/You/They're (cleaning) now. Are you (eating)? Yes, I am./No, I'm not. / Yes, we are./No, we aren't. Is he/she/it (drinking water)? Yes, he/she/it is. / No, he/she/it isn't. Are they (watering the flowers)? Yes, they are. / No, they aren't. What is (he) doing? (He) is reading a book. What are (they) doing? (They) are eating. I'm not (eating). He/She/It isn't (drinking water). We/You/They aren't (cooking). read → reading make → making get → getting What's the time? It's (two) o'clock. / It's half past (six).	Free-time activities Time Sports	/sm/ smile /sn/ snake /sp/ spider /st/ stop /sk/ skate /sk/ scarf /sl/ sleep /sw/ swim /skw/ squirrel	

		Grammar	Vocabulary	Phonics	QNCF competencies
Modu Her ther p.52	eand	Where's? behind, in front of, next to, between I→mine you→yours he→his she→hers it→- we→ours you→yours they→theirs Look! (That) is a (ball). Whose (ball) is it? It's (his). You must/mustn't	Places in a town Action verbs Sea animals Rules Numbers 20-100 Road signs	ch /tf/ chimp peach chair sh /f/ sheep shirt fish	₽
TOP T	IME! 2 (Modu	les 3-4) p.66			
Modu Day day p.68	le 5 J by	I always (go shopping) on (Mondays). He/She sometimes (goes shopping). We/You/They never (go to school at the weekend). Do you always? Yes, I/we do. / No, I/we don't. Does he/she? Yes, he/she does. / No, he/she doesn't. Do they? Yes, they do. / No, they don't. I don't He/She doesn't We/You/They don't What do you do? I'm a What does he/she do? He's/She's a	Free-time activities Everyday activities Occupations	/s/ paints claps /z/ reads swims /z/ teaches washes	
p.82	Cursive Writing				
p.87	Now I can section				
p.92	Games				
p.95	Word list				
p.97	Grammar Reference				

QNCF COMP	PETENCIES		
@	A T PB		5
Creative and Critical Thinking	Literacy	Numeracy	Communication
•20•	@	م	
Cooperation and Participation	Inquiry and Research	Problem Solving	

Contents

1 Nice to meet you!	8
2 Me and my family 2	2
OP TIME! 1 3	6
3 What are you doing? 3	8
4 Here and there 5	2
OP TIME! 2 6	6
5 Day by day 6	8
Cursive Writing 8	2
low I can section 8	37
iames 9	2
Vord list9	5
Grammar Reference9	7













Nice to meet you!

In this module you can:

Song

- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Top Stars

- follow and identify the main idea of short texts (L1.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)
- describe objects using suitable words and phrases (S2.2)

Our world

- follow and identify the main idea of short texts (L1.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short, simple texts (L2.1)
- follow and respond to simple short questions (L2.4)
- ask about and express ability (S2.4)

Story

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

CLIL

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify details in short, simple texts (L2.1)
- participate actively in simple word level reading games (R5.1)

Let's play

 ask about and express ability (S2.4, W1.5)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- spell familiar, high-frequency words accurately by segmenting them (W2.2)
- blend sounds to read a wide range of high-frequency words (R3.4)

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- use capital letters and full stops appropriately in guided writing at sentence level (W2.3)
- communicate basic personal information using short, simple statements (W1.1)
- check the use of capital letters and full stops (W3.2)

Round-up

- participate actively in simple word level reading games (R5.1)
- follow and identify details in short, simple texts (L2.1)

Cursive writing

 use recognisable cursive writing in written work (W3.1) Tip!

Draw or stick pictures of the new vocabulary items in your notebook to help you learn them. Write the words underneath the pictures several times to practice the spelling of these words.



















pretty

funny

young

old

tal

short

2

Who can you see in the pictures? Listen and say. Then read and match. 🌣 🔐 📢)

I'm tall.
He/She/It's funny.
We/You/They're young.



Who is it?

Who is it? Who is it?

She's pretty. She's pretty. She's short. She's short. It's my sister, Court. Hello, Court! Hello, Court!

Who is it? Who is it?

He's young. He's young. He's tall. He's tall. It's my brother, Paul. Hello, Paul! Hello, Paul!

Who is it? Who is it?

They're old. They're old. They're funny. They're funny. They're my cats, Lou and Danny. Hello, Lou! Hello, Danny!



3 Play a guessing game. Go to page 92.



He's young and short. Who is it?

Yes!

(It's Tom.



When doing speaking activities, try to speak in English. Don't be afraid to make mistakes.

TOP STARS





scared



bored



clean



dirty



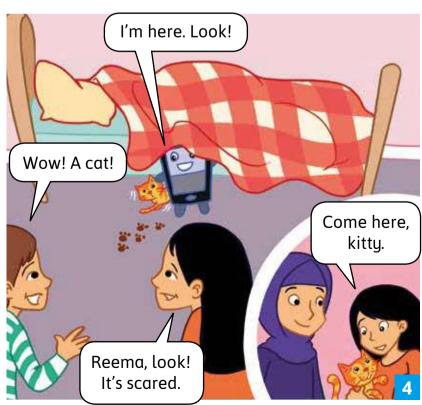
tired

Read the story quickly to get the main idea. Then, read the story carefully to get specific details.









Tip

Before you

the pictures

listen, look at



Are you angry?

Yes, I am.

No, I'm not.

Yes, we are.

No. we aren't.

Is he/she/it tired?

rYes, he/she/it is. No, he/she/it isn't.

Yes, they are.

Are they bored?

No, they aren't.

I'm not angry.

He/She/It isn't tired.

We/You/They aren't bored.



1. Is she bored?

Yes, she is.

No, she isn't.



Yes, she is.

No, she isn't.

3. Is it clean?

Yes, it is.

No, it isn't.

4. Is it scared?



Look at the pictures. Listen to three dialogues and tick (✓). Then check your answers with a partner. 🍄 📢)





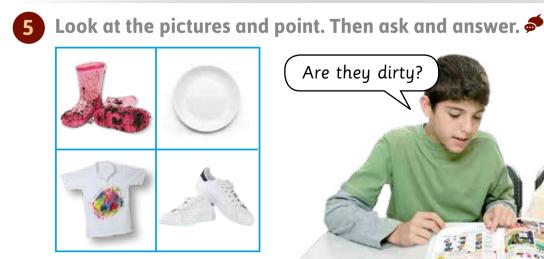








Yes, it is. No, it isn't.





OUR WORLD



talk



play basketball



count



paint



draw

2 Look at the pictures. What can the animals do? Listen and answer. Then read and match. There is one extra picture.

Tip!

Before you read, try to predict what the text is about with the help of the title and the pictures.

What can you do?

This is Kulap. It's an elephant.

It's 7 years old. It's from

Thailand. Kulap can draw.

It can paint too.

Can you paint

and draw?



This is Tim. It's a parrot.
It's from the USA.
It's 10 years old. It can talk and it can count to ten. It can play basketball too! Look! It's funny!
What about you?
Can you count to ten and play basketball?





3 Look at activity 2 again. Read and put a ✓ for can or an × for can't. ♣

talk		
count to twenty		
draw	/	
paint		
play basketball		

LCOIN P

I/You/He/She/It/We/You/They can draw.
I/You/He/She/It/We/You/They can't paint.

Can you play basketball?

Yes, I can. No, I can't.

- Listen to Susan talking about the things she can or can't do. Circle the correct answer. Then check your answers with a partner.
 - **1.** Susan **can / can't** play basketball.
 - 2. Susan can / can't count to twenty.
 - 3. Susan can / can't draw.
 - 4. Susan can / can't paint.



Listen to the woman's questions and tick (✔) what you can or can't do. Then talk in pairs. ♣ ◄>



Yes. I can.

No, I can't.



Yes, I can.

No, I can't.



Yes, I can.

No, I can't.



When speaking, use vocabulary and language you've learnt in the lesson.



Yes, I can.

No, I can't.



Can you play

basketball?

No, I can't.









fly



run



walk



jump



swim



climb

















Can it run?

No, it can't.

Can it fly?

Yes, it can.

Is it a parrot?

Yes, it is!



Choose an animal from activity 2 and write what it can and can't do. Then present it to the class.

It can _____

It can't _____

It's α(n) _____





Science 🔎













hear

smell

touch

taste

2 Look at the pictures below. What do you think the text is about? Listen and complete the sentences. Then match the pictures to the sentences. ♣ ♦ 🖜

My five senses

























chtou



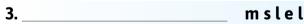


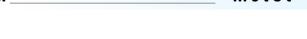
1. taste astet





e s e







e h a r





- Look at the pictures. What do you think the story is about?
 - Listen and say the characters' names.
 - Read, and answer Who's Mr Spot? Where's Mr Spot? • ♦ 👭 📢)







thirsty



fat

Hello, Mrs Brown! Are you OK?



- 1. Mr Spot is a cat.
- **2.** Mr Spot is thirsty.
- 3. Tom is funny.
- 4. The kids want to help Mrs Brown.
- Can you think of a different ending for the story?

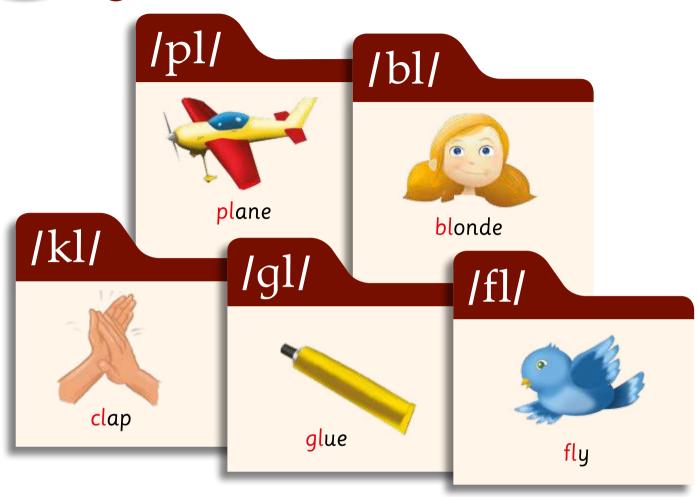




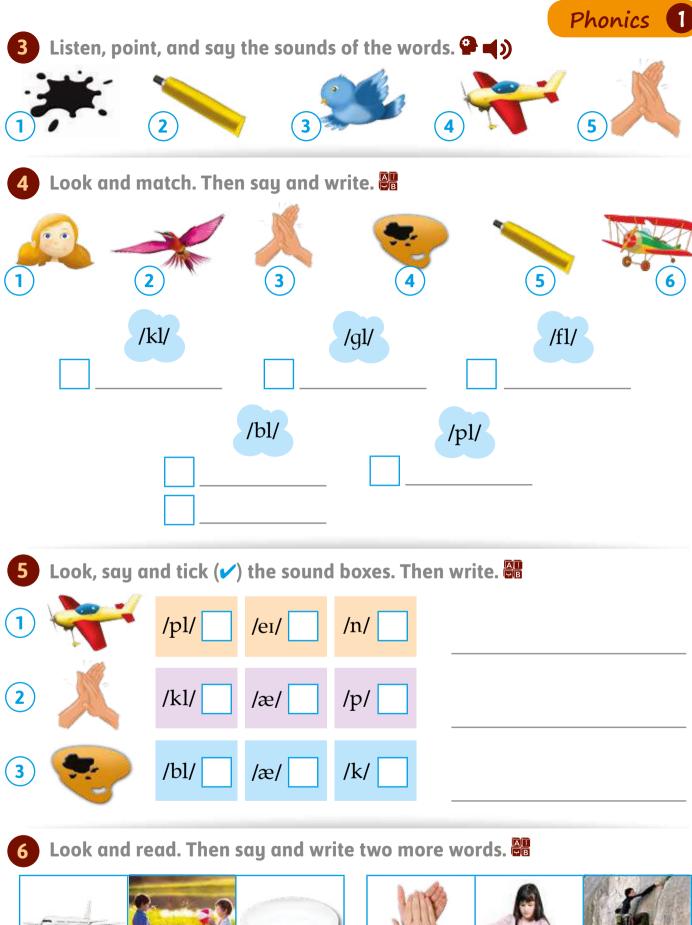
WHERE'S MR SPOT?













1 What can Amir do? Read and answer. 🔐

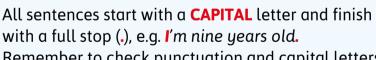


2 Answer questions about yourself. 🍜

What's your name?	
How old are you?	
What can you do?	
What can't you do?	

- 3 Read and correct.
 - 1. m tall.
 - 2. it is scared
 - 3. they can paint
 - 4. it can't swim

Writing tip



Remember to check punctuation and capital letters in your writing.

Now write about yourself. Use your notes in activity 2. Make sure you use capital letters and full stops where needed. Then present it to the class.

Hello! I'm	
I'm	_ years old.
I can	
and	
I can't	

Read and match.

ROUND-UP



1. Can you draw, Karim?

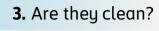


A. Yes, it can.



2. Is Salim scared?

B. No, they aren't.





C. Yes, I can.



4. Can it run?

D. Yes, they are.

5. Are they tired?



E. No, he isn't.

- Look and write.
 - **1.** she / tired ?



3. they / angry?



She's bored.



2. he / hungry ?



4. they / scared?

Look at the pictures. Listen to four dialogues about what they can or can't do and circle Yes or No. Then check your answers with a partner. 🌣 📢







No

No Yes

Yes No

Go to p.87 for the

Now I can... section.



Me and my family

In this module you can:

Song

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify details in short, simple texts (L2.1)
- communicate very basic personal information (S1.1)

Top Stars

- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)

Our world

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short, simple texts (L2.1)
- describe objects using suitable words and phrases (S2.2)

Story

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)

Let's play

 describe objects using suitable words and phrases (S2.2)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- spell familiar, high-frequency words accurately by segmenting them (W2.2)
- blend sounds to read a wide range of high-frequency words (R3.4)

Cursive writing

 use recognisable cursive writing in written work (W3.1)

Round-up

to the main idea of

follow and identify

details in short, simple

short texts (R1.1)

texts (L2.1)

understand and respond

TOP TIME! 1

- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- participate actively in simple letter or word level reading games (R5.1)
- introduce self using fixed phrases (S5.1)

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- connect, with support, words and proper names using 'and' (W2.1)
- communicate basic personal information using short, simple statements (W1.1)
- express basic preferences using short, simple statements (W1.2)

le













son/grandson

daughter/ granddaughter

uncle

aunt

cousin

2 Look at the pictures. What do you think the song is about? Listen and answer. Then read and write the names in the

correct boxes. P 🌣 🔠 📢

I/You have got / I/You've got a cousin.

He/She has got / He/She's got an uncle.

We/They have got / We/They've got a daughter and a son.

My family

My name is **Drew**. This is my mum And this is my dad. I've got a cousin, An uncle and an aunt. I love my family What about you? What about you?

2 My name is **Sue**. This is my daughter. And this is my son. They're my stars. They're number one! I love my family What about you? What about you?

3 Mu name is **Stu**. I am a Grandad. And I am old. My granddaughter is pretty And my grandson is tall! I love my family What about you? What about you?







Look at the phrases in the box and talk about your family in pairs. 🗪

My grandad has got one/two/ three son(s)/daughter(s)... I've got one/two uncle(s) and one/ two aunt(s)...

I've got one/two/three cousin(s).



My grandad has got three sons and one daughter. I've got two uncles and an aunt. I've got three cousins.

TOP STARS













straight hair

blonde hair

curly hair

moustache

beard

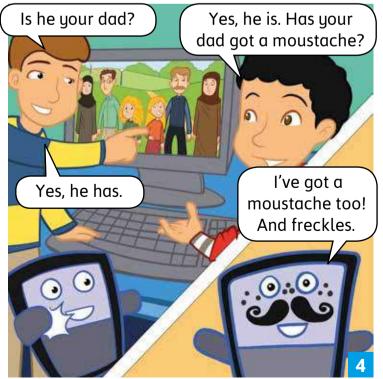
freckles

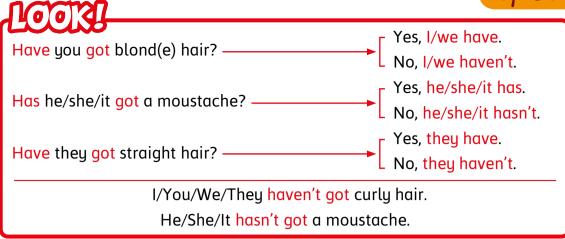
Where are the children? Listen, read and answer Has Rashid's dad got a moustache? 🌣 🔠 👈











- Read, look, and circle the correct answer.
 - **1.** Has she got blonde hair?



Yes, she has.
No. she hasn't.

2. Has she got straight hair? Yes, she has. No, she hasn't.



3. Has he got a moustache?Yes, he has.No, he hasn't.



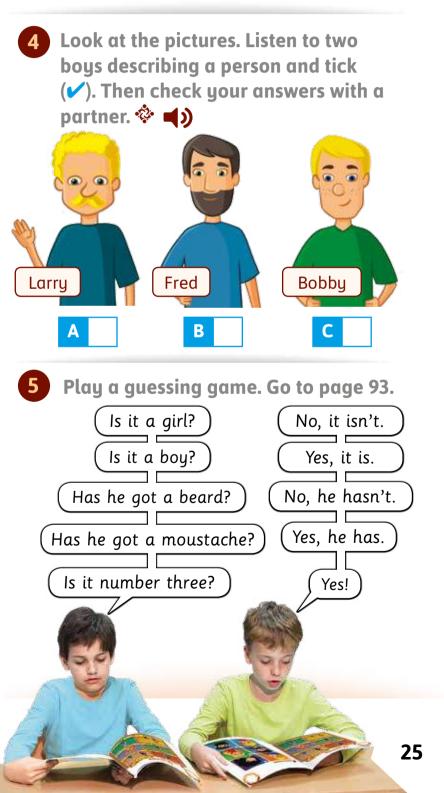
4. Has he got a beard?Yes, he has.No. he hasn't.



5. Has he got freckles?



Yes, he has. No, he hasn't.





2 Look at the pictures below. What do you think the text is about? Listen and answer. Then read and write the correct names in the boxes. ** * ** ** ** ** ** ** ** ***

These are our clothes!



This is Jane.
Look at her boots.
They are purple.
She's got a skirt and
a dress too. That's her
handbag. It's funny!

Where are my shoes?

This is Jim.
His jeans are blue.
Jim has got a T-shirt and
shoes too. His T-shirt
is yellow, and his shoes
are green.

It's hot today! Where's my hat?

This is Emily.
Look at her hat.
It's yellow. Her dress is green.
Emily has got a watch too.





This is a dress.



→ These are dresses. 🥞



 $\begin{array}{ccc} I & \rightarrow & my \\ you & \rightarrow & your \end{array}$

it \rightarrow its we \rightarrow our

he → his

you → your

she → her

they → their



- 1. Jane is hot / cold.
- **2.** Jane has got boots. They are **green** / **purple**.
- 3. Jim has got green shoes / boots and a yellow T-shirt / hat.
- **4.** Emily has got a watch / skirt.
- 5. Emily has got a dress / T-shirt too.

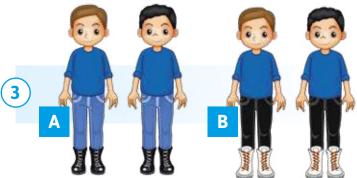




4 Look at the pictures. Listen to three descriptions and circle A or B. Then check your answers with a partner.







Work in pairs to describe your partner. Then say in turns.

This is Tom. His T-shirt is green. His jeans are blue. His shoes are black and white.





Choose a toy for each child. Then ask and answer in pairs. 🗲



big new small old funny straight hair



It's Sally's. It's got straight hair. Its dress is pink.

Science 🔼





- Listen and say the characters' names.
- Read and answer Whose kite is it? What is making the noise? 🍄 🍪 🚚 📢)







Read and write T for True or F for False.

2

- 1. The ball is Jen's.
- 2. Kate can walk.
- 3. The girls are scared.
- 4. The girls want to help the cat.
- Can you think of a different title for the story?

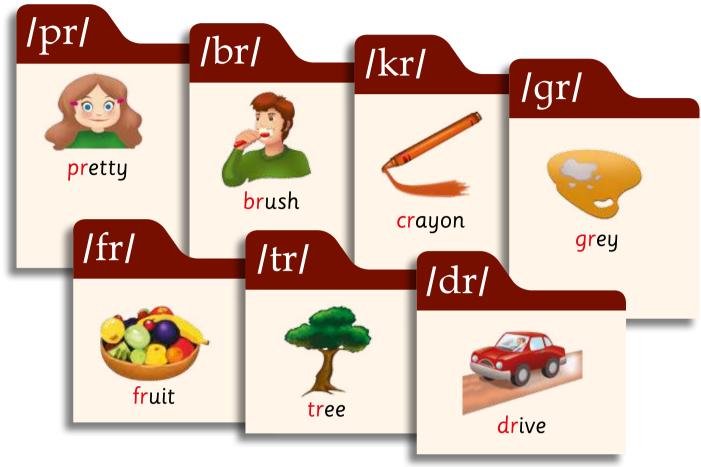






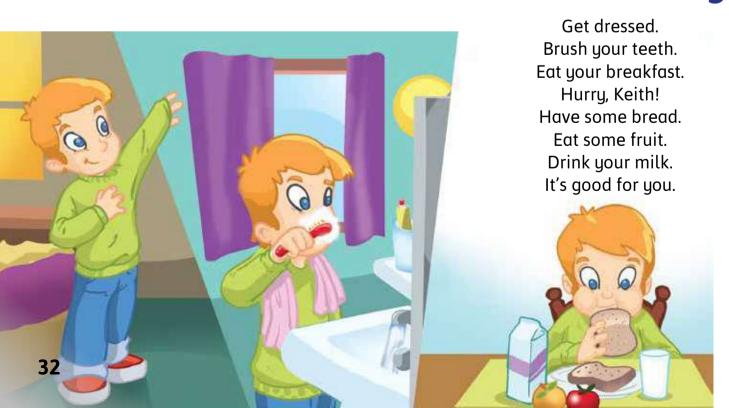
to help animals?





2 Listen and say. Then circle the r blends. 🔐 📢

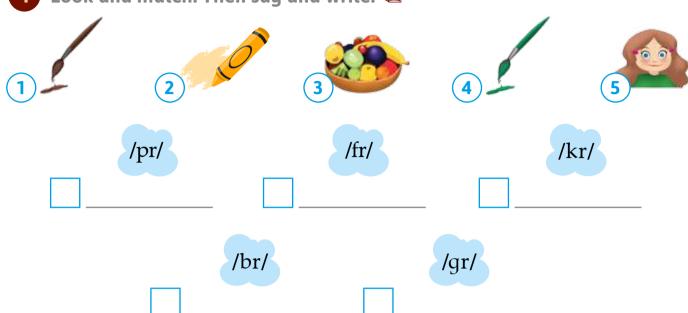
In the morning



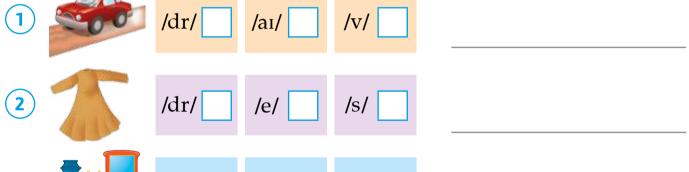
3 Listen, point and say the sounds of the words. 🍄 📢



4 Look and match. Then say and write.



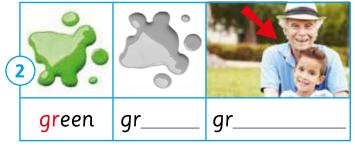
5 Look, say and tick (✔) the sound boxes. Then write. ♣





6 Look and read. Then say and write two more words.





PROJECT

What's Harry's favourite toy? Read and answer.



This is my brother. His name is Harry. He has got blond hair and blue eyes. He has got a robot, a kite and a ball. His favourite toy is the robot.



2	Answer questions about yourself.	
	Have you got a brother/sister?	
	What's his/her name?	
	What colour hair has he/she got?	
	What colour eyes has he/she got?	
	What toys has he/she got?	

3 Add commas (,) and and where necessary. 1. A cat has got two eyes _____ two ears <u>and</u> a nose. **2.** He has got a cat ____ a parrot. 3. Mary ____ Tania have got straight hair. **4.** She can run ____ jump _

climb __ swim.

What's his/her favourite toy?

Writing tip



We use **commas** (,) to separate items in a list, and we use 'and' before the final item. e.g. He has got a robot, a kite **and** a ball.

We, also use 'and' to connect proper names. e.g. Afaf and Fatima are my friends.

Now stick or draw a picture of a family member. Then write. Use your notes in activity 2. Then present it to the class.

This is my	
His/Her name is	
He/She has got	
He/She has got	
His/Her favourite toy is	

2

1 Read and circle.

It can walk and it can talk. It is blue and black. What is it?





He's got a moustache and a beard. His T-shirt is green. Who is it?





It's got big ears
and a small nose.
It can jump.
What is it?





2 Read and write. Then circle.

has got have got

- 1. Harry <u>has got</u> a robot.(His)/ Her robot is new.
- 2. My cat _____ a ball. Our / Its ball is red and blue.
- 3. You _____ a doll. Her / Your doll is pretty.
- **4.** We _____ a kite. **Their / Our** kite is big.

Look at the pictures. Listen to four descriptions of people and write their names in the boxes below. Then check your answers with a partner.

Kate





Tony



Mike Pat



1. _____

2. _____

3. ____Mike_

4. _____



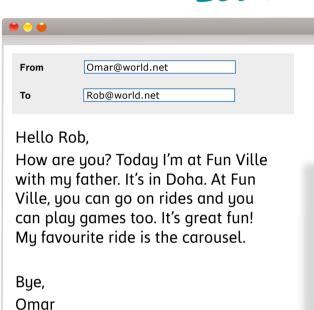


ride

carousel

2 Look at the pictures and the layout and guess what type of texts they are. Then read, and answer Where are Omar and Rob? What can they do there?

Let's have fun!







From	Rob@world.net
То	Omar@world.net

Hi Omar,

I'm fine, thank you. Today I'm with my uncle at Legoland in Berkshire. Lego is my favourite toy. At Legoland, you can go on rides and play with Lego all day. My favourite ride is the train ride.

Bye, Rob

3	Read	and	write	0	for	Omar	or	R	for	Rob.	A
	neuu	ullu	AAIIIC	U	101	Olliul	UI.	П	101	NUD.	ب

- **1.** He is at Fun Ville.
- 2. He is with his father.
- 3. Lego is his favourite toy.

- **4.** His favourite ride is the carousel.
 - **5.** He is with his uncle at Legoland.

4 Who is who? Read and write the names.

This is Donald. His jeans and shoes are black. His T-shirt is brown. He's got a beard. His cousin is Tom. Tom has got a moustache. His jeans are black too, but his shoes are brown. And look! That is Tim. His jeans are grey and his T-shirt is red.







1. _____

2. _____

3. _____

5 Find the words. Then write them next to the correct picture.

2.

5.

S	h	0	е	S	а	d	S	е
k	i	р	r	W	S	h	m	а
С	а	r	0	u	S	е	l	r
S	j	m	u	S	u	0	l	S
h	S	r	i	d	е	а	S	i
y	i	g	S	b	f	y	u	n
j	S	а	u	0	S	m	l	y
b	е	а	r	d	f	b	n	S
е	S	а	g	S	h	j	k	0











6 Draw a picture of your family.
Then present it to the class.
Use the prompts in the box.

My name is ...
I live in ...
I have got ...





Hello! My name
is Waleed
and I live in
Al Wakrah. I
have got two
brothers.



What are you doing?

In this module you can:

Song

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short, simple texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Top Stars

- follow and identify the main idea of short, simple texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short, simple texts (L2.1)
- follow and respond to simple short questions (L2.4)

Our world

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short, simple texts (L1.1)
- follow and identify details in short, simple texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Story

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify details in short, simple texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

CLIL

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short, simple texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- ask and express basic preferences (S1.2)

Let's play

- understand and respond to details in a short sequence of simple sentences (R2.1)
- describe objects using suitable words and phrases (S2.2)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- spell familiar, high-frequency words accurately by segmenting them (W2.2)
- blend sounds to read a wide range of high-frequency words (R3.4)

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- describe very familiar objects using suitable words and phrases (W1.3)

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)

Cursive writing

 use recognisable cursive writing in written work (W3.1)

SONG

1



She's studying.



She's cleaning.



They're watching TV.



He's reading.

What are they doing?



1

She's watching, watching, watching TV now. He's reading, reading, reading a book now.

The sun is up and it's a beautiful day. Let's go to the park and play.





He's riding, riding, riding his bike now. He's painting, painting, painting a picture now.

The sun is up and it's a beautiful day.
Let's go to the park and play.



They're studying, studying, studying, studying for school now.

They're cleaning, cleaning, cleaning their room now.

The sun is up and it's a beautiful day.
Let's go to the park and play.

GOOKI

I am / I'm studying now.

He/She/It is / He/She/It's playing now.

We/You/They are / We/You/They're cleaning now.







3 Play a game by miming some actions.

You're reading a book!



3 TOP STARS











She's planting a tree.

I'm feeding the fish.

They're eating.

He's drinking water.

He's watering the flowers.

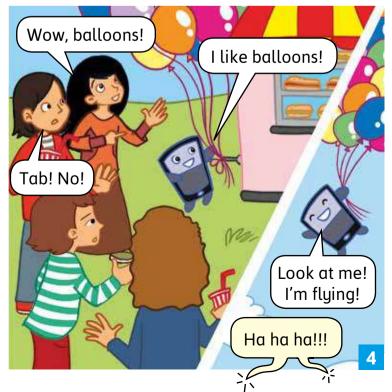


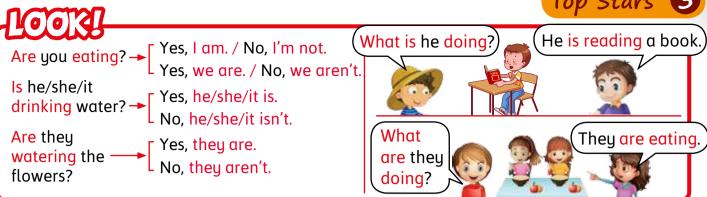
- Listen and answer: Where are the children?
- Read and answer: What are the girls doing? 💠 🔠 📢)











- Read activity 2 and circle the correct answer.
 - 1. Are the children at the park?
 - **A.** Yes, they are.
 - **B.** No, they aren't.
- 2. Are the girls in frame 1 planting trees?
 - A. Yes, they are.
 - **B.** No, they aren't.
- 3. Is Reema watering the flowers?
 - **A.** Yes, she is.
 - **B.** No. she isn't.

- 4. Are Moza and Hasna eating?
 - **A.** Yes, they are.
 - **B.** No, they aren't.
- 5. Is Tab flying?
 - A. Yes. he is.
 - B. No, he isn't.
- Look at the pictures. Listen to four dialogues about what the people are doing and number (1-4). Then check your answers with a partner. 🌣 📢

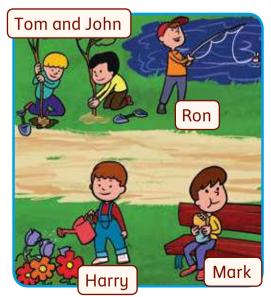








Look at the picture. Listen to the woman's questions and tick (✔) Yes or No. Then talk in pairs. 🍑 📢)







Yes

No



Yes

No



Yes

No

What is Ron doing?

He's fishing.

OUR WORLD



She's making a cake.



He's having breakfast/



It's sleeping.

It's Saturday!



More ▼

Saturday 09:30

Alan: Good morning, Jake! It's a beautiful day here in San Francisco. My mum is making a chocolate cake now. Look! I'm not wearing my hat. I'm wearing my grandad's hat. What are you doing?



Saturday 09:45

Jake: Good morning, Alan! It's sunny here in Los Angeles too! I'm having a big breakfast now.
Look at my cat, Lily! It's sleeping on the sofa. Oh, and that's my mum. She isn't cooking. She's watering the flowers! Mum, say cheese!



GOOK

I'm not eating.

He/She/It isn't drinking water.

We/You/They aren't cooking.

read → reading

make → making

get → getting

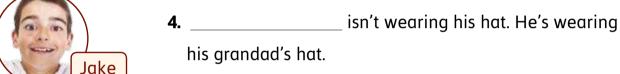
Read activity 2 again and complete the sentences.



1. _______'s mum is making a cake.

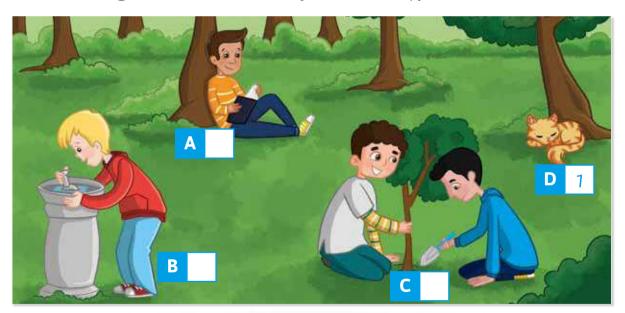
2. _____ is having breakfast.

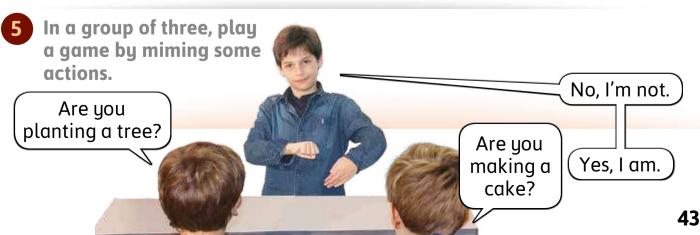
3. _____ has got a cat.



5. ______'s mum isn't cooking.

Look at the picture. Listen to four descriptions and number (1-4). Then check your answers with a partner. ❖ ◀)





3

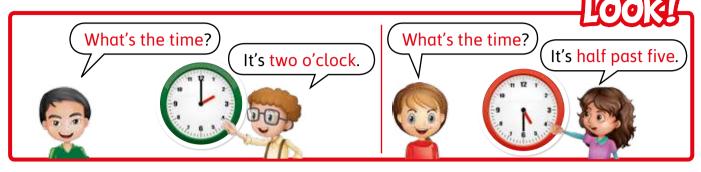
LET'S PLAY



It's two o'clock.



It's half past six.



2 Read and draw.

1. It's four o'clock.



2. It's half past six.



3. It's half past nine.



4. It's ten o'clock.



3 Play a guessing game. 🍜





PE







player



kick



throw



He's wearing a helmet.

Football vs American football

UK / United Kingdom

What are they doing? They are playing football. Look at the ball. It's black and white. The players are wearing shorts and T-shirts. You can't touch the ball with your hands! You

can only kick it!

USA/United States of America

Look! They are playing football too, but this ball isn't black and white. It's brown. The players are wearing helmets. They are fast!

In this game, you can touch and throw the ball!



3 Read the sentences and tick (✔) UK or USA.

	UK	USA
The players are wearing shorts.		
The ball is brown.		
The players are wearing helmets.		
You can't touch the ball with your hands.		
The ball is black and white.		

4 Talk in pairs.

What's your favourite sport?

Where do you play it?

My favourite sport is football.

I play football in the park.



PROJECT WORK



Work in groups. Choose a traditional game from your country and present it to your class.

STORY

Look at the pictures. What do you think THE the story is about?

- Listen and say the characters' names.
- Read and answer Can the grasshopper skateboard? What happens at the end of the story? 🎱 💠 🔠 📢)







Later... Are you planting flowers? No, I'm not. I'm planting a tree. It's very big. I can't help you now. I'm playing football.



grasshopper



He's fishing.



food.



skateboarding.

- Read and answer the questions.
- **1.** What is the grasshopper doing in picture 3?
- 2. What is the ant doing in picture 4?
- 3. What are the ants doing in picture 5?
- Are you more like the ant or the grasshopper? Discuss.

GRASSHOPPER AND THE ANT



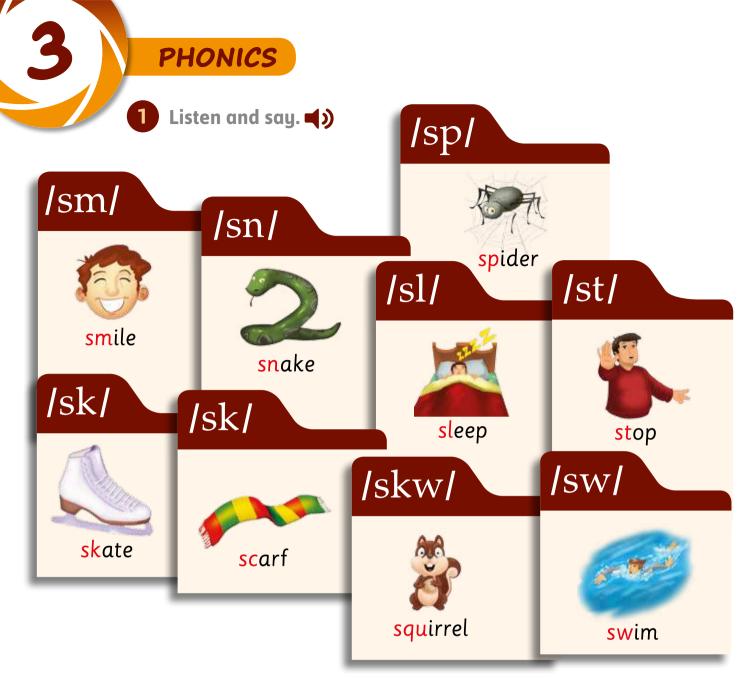




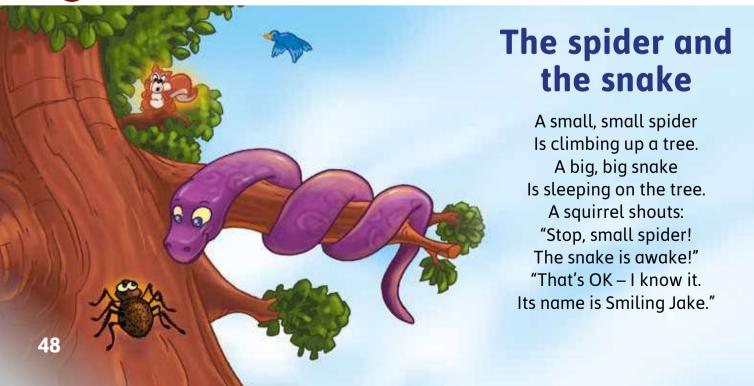


Thank you, Ant! You are a good friend!

7



2 Listen and say. Then circle the s blends. 🔐 📢



3 Listen, point and say the sounds of the words. 🍄 📢













4 Look and match. Then say and write. 🔐













/sk/

/skw/

/sl/

/sm/

/sp/



5 Look, say and tick (✓) the sound boxes. Then write. ♣





/sn/





2



/sw/



/m/

3



/st/



/p/

6 Look and write the correct blend. Then point and say the words.



___ile



___eep



irt



ake

PROJECT

1 Look at the pictures and say what you think the text is about. Then read, and answer What are Pat and Nat doing?

I'm Nora and these are my pet cats, Pat and Nat. Pat is eating and Nat is sleeping. Look at me! I'm reading a book.





2 Stick or draw pictures of yourself and your favourite pets. Answer the questions. Then write about the pictures and present them to the class.

A. Answer the questions.

What are your favourite pets?

What are their names?

What are they doing in the pictures?

What are you doing in the picture?

B. Write. 季

 I'm _______ and these are my ______

 _______, _____ and ______

 and _______

 Look at me! I

ROUND-UP

They're watering the flowers.

We're eating. She's having lunch. He's watching TV. She's drinking lemonade. I'm planting a tree.



1. We're eating.



2.



3.



5.



Listen to four dialogues and number (1-4). Then check your answers with a partner. 🌣 📢







Ask and answer.



Tom



Billu





Matt

Is it a boy?

Is it a girl?

Is she studying?

Is she watching TV?

No, it isn't.

Yes, it is.

Yes, she is.

No, she isn't.

It's Anna.

Yes!

Go to p.89 for the Now I can... section.



Here and there

In this module you can:

Song

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Top Stars

- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short texts (L2.1)

Our world

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- write short, simple one-step instructions (W1.4)
- communicate a short sequence of simple one-step instructions (S2.3)

Story

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

CLIL

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)

Let's play

 participate actively in simple word level reading games (R5.1)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- spell familiar, high-frequency words accurately by segmenting them (W2.2)
- blend sounds to read a wide range of high-frequency words (R3.4)

Cursive writing

 use recognisable cursive writing in written work (W3.1)

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- write short, simple one-step instructions (W1.4)

TOP TIME! 2

- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and respond to a short sequence of simple one-step instructions (L2.3)
- follow and identify the details in short texts (L2.1)
- participate actively in simple word level reading games (R5.1)

SONG













people

library

bank

pet shop

tou shop

Where's the toy car?







next to

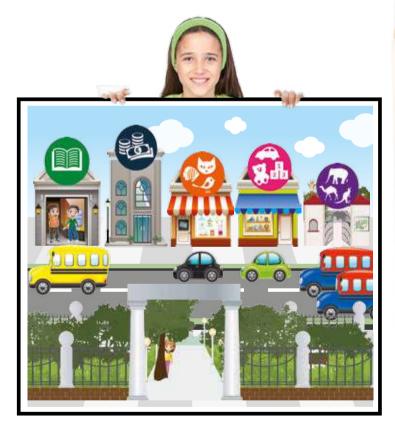
between



- Look at the picture, listen and answer: What do you think the song is about?
- Read and answer: Where's the library? Where are the school buses?







Look at activity 2. Ask and answer with your partner.

Where's the zoo?

It's in front of the pet shop.



This is my town!

This is my town. People, cars here and there, People, cars everywhere!

Where's the library? Mark is there with Frank. Where's the libraru? It's next to the bank!

Where are the school buses? Look! They're red and blue. Where are the school buses? They're in front of the zoo!

Where's the pet shop? Where's the pet shop? Look! It's between the bank and the toy shop!

> Where am I? Can you see me? I'm in the park. I'm behind a tree!

It's next to the toy shop.

Where's the black car?

TOP STARS











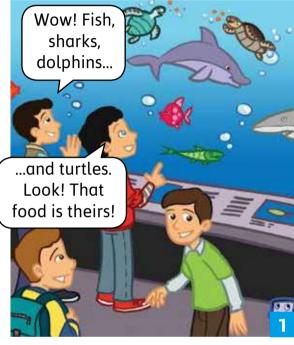
shark



help find aguarium • Listen and answer: Where are the children?

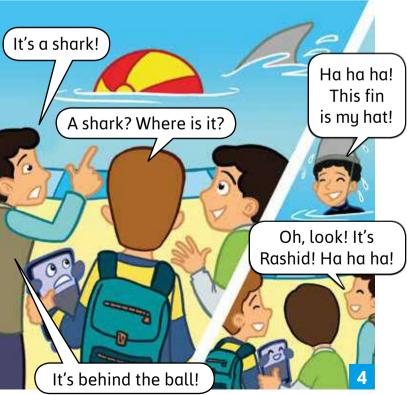
• Read and answer: Who can't find his camera? 🌣 🔠 📢











l → mine

you → yours

his

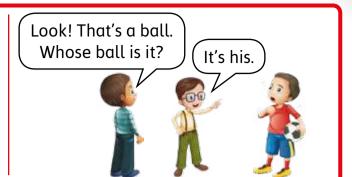
we → ours you → yours

they → theirs

he →

she → hers

it → -



- Read activity 2 and write T for True or F for False.
 - **1.** There are fish in the aguarium.
- Т
- 2. Karim can't find his camera.
- **3.** The shark is in front of the ball.
- **4.** The fin is Karim's hat.
- Listen to three dialogues and circle A or B. Then check your answers with a partner.









OUR WORLD









be quiet

throw rubbish

take photos

rubbish bin

museum

2 • Look at the notices below, what do you think the statements are about?

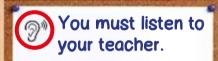
• Read and match the notices (1-2) with the places (A-B). 🍄 🔠 📢

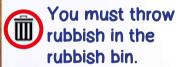


There are rules
in the classroom and
the places we visit.
We must read the rules
and follow them.
Here are some rules.

















3 Read, look and circle Yes or No. P



- 1. You mustn't eat. Yes/ No
- 2. You mustn't listen to your teacher. Yes / No
- 3. You mustn't be quiet. Yes / No
- 4. You mustn't touch. Yes / No



Listen to three dialogues and tick (✓). Then check your answers with a partner. ❖ ◂)



Work in groups of three. Make your own classroom rules. Then present them to the class. €





LET'S PLAY

20 twenty

21 twenty-one

22 twenty-two

23 twenty-three

24 twenty-four

25 twenty-five

26 twenty-six

27 twenty-seven

28 twenty-eight

29 twenty-nine

30 thirty

40 forty

50 fifty

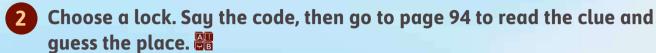
60 sixty

70 seventy

80 eighty

90 ninety

100 a hundred





Social Studies





Go straight.



Turn right.



turn left.



Stop.



Cross the street here.

- Listen and answer: What do you think the text is about?
 - Read and answer: What do the red signs show us? 🍄 🔐 📢)





What do you know about signs?

Signs are everywhere.

You must look at the signs and read them.

Red signs: You must or mustn't do something.

Blue signs: You can or must do something.

Now look at the signs (A-E) and match them with the sentences (1-5).









- 1. You must turn left.
- D
- 2. You must stop here and look!
- 3. You mustn't turn right.
- **4.** You mustn't turn right or left. You must go straight.
- **5.** Cross the street here.



PROJECT WORK



Work in groups. Choose some signs from your country and present them to your class.





shopping centre



restaurant



bookshop

- 2 Look at the pictures. What do you think the story is about?
 - Listen and say the characters' names.
 - Read and answer Where are the children?
 Where's the bookshop?

Fred and Kevin are at the shopping centre.

So, where are we going?

Let me see... Let's go to the bookshop.



- Read again and correct the sentences.
- **1.** The boys are going to a restaurant.
- **2.** The boys must turn right at the supermarket.
- **3.** Fred's uncle is in the TV show.
- What do you think happens next in the story? Discuss.

I can't read this. Oh, excuse me, sir. Where's the bookshop?



You must go straight and turn left at the supermarket. The bookshop is next to the restaurant.

WE'RE ON TY!











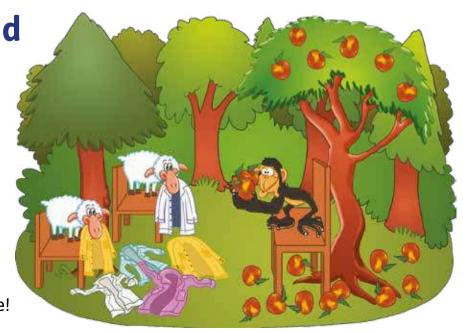


Listen and say. Then circle the /tʃ/ sounds and underline the /ʃ/ sounds. 🔐 📢)

The chimp and the sheep

Look at the chimp.
It's got peaches.
It is on the chair,
And peaches
Are everywhere!

Look at the sheep.
They've got shirts.
They are on the chairs,
And shirts are everywhere!





3 Listen and circle. Then point and say. P ()



ch sh



ch sh



ch sh



ch sh



ch sh

4 Read and say. Then write the words.



(1) _____oe



wat_____



3 _____ild



4 bru_____



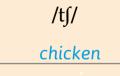
5 _____irt

5 Look, point and say. Then write the words in the correct bubble.



shoes

/ʃ/















PROJECT

1 Look at the notice and read. Where can you see a notice like this? Circle the correct answer and complete the title.

At the



You must be quiet.



You mustn't take photos or run.

You must throw rubbish in the rubbish bin.





В



Now think of a different place. Then stick or draw signs and write a notice about what you must or mustn't do there. Then present it to the class.

8

At the ____

You must ____

You must

You mustn't _____ or

ROUND-UP

4

1 Look and write the places. P

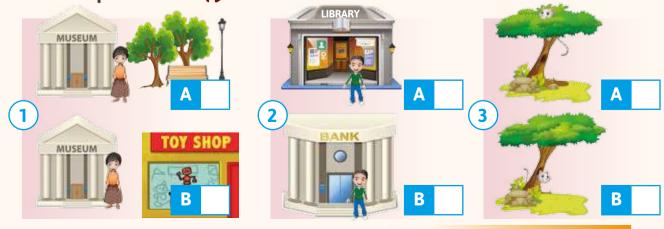
pet shop bank library aquarium toy shop

- **1.** pet shop
- 2. _____
- 3.
- 4.
- 5.





3 Listen to three dialogues and tick (✓) A or B. Then check your answers with a partner. ❖ ◂)



Go to p.90 for the Now I can... section.





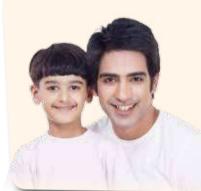
mosque

Read the title of the text. What do you think it is about? Read and answer. Places



It's six o'clock on Monday in Doha, Qatar. Salim and his father are at the Mall of Qatar in Al-Rayyan. They're looking round the shops. Salim is looking for new shoes for school. Salim's favourite place in the shopping centre is Kidzmondo. You can play and have great fun there! Salim's uncle and cousin are at the Mall of Qatar too! They are at a restaurant. They're drinking some lemonade.





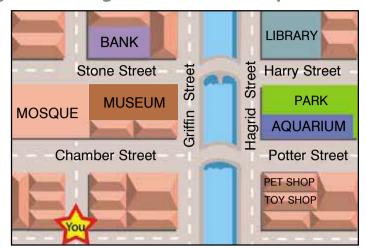
It's seven o'clock on Monday in Muscat,
Oman. Jassim is at the Muscat Grand Mall
with his father. They're on the train ride.
They're looking at the shops and the people.
Jassim's favourite place in the shopping
centre is the Climbing Wall. You can climb a
big wall there. It is great fun! Jassim's uncle
and cousin are at the shopping centre too!
They're eating ice cream.



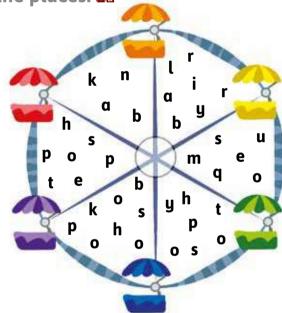
3	Read	and	write	т	for	True	or	F	for	False	Αj
J	neuu	ullu	WIILE		101	Hue	UI		101	ruise.	В∥ب∣

- **1.** Salim is looking for jeans.
- 2. Salim's uncle and cousin are at a restaurant.
- **3.** It's six o'clock on Monday in Muscat, Oman.
- **4.** Jassim is at the Muscat Grand Mall in Muscat, Oman.
- **5.** Jassim's favourite place in the shopping centre is the Climbing Wall.

4 Listen to the directions and trace the route on the map. Then answer Where are you? Check your answer with a partner. 🍑 🌣 📢)



5 Find the places.



- **1.** _____ bank
- 2. _____
- 3.
- 4. _____
- 5.
- 6. _____
- 6 Read and write the words in the correct category.

shoulders jeans dress doll ankle robot T-shirt computer game feet skirt head kite





Day by day

In this module you can:

Song

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- participate actively in simple word level reading games (R5.1)
- communicate or find out basic personal information (S1.1)

Top Stars

- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and indentify details in short texts (L2.1)
- communicate or find out basic personal information (S1.1)

Our world

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and indentify the details in short texts (L2.1)

Story

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

CLIL

- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Let's play

 understand a known word or phrase by making use of pictures on the page (R4.1)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- spell familiar, high-frequency words accurately by segmenting them (W2.2)
- blend sounds to read a wide range of high-frequency words (R3.4)

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements and questions (W1.1)

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- participate actively in simple word level reading games (R5.1)
- follow and indentify the details in short texts (L2.1)

Cursive writing

 use recognisable cursive writing in written work (W3.1)

SONG



1











go shopping

go cycling do karate

play cricket

pray

• Look at the title of the song, listen and answer: What do you think the song is about?

• Read and answer: What does the boy do at the weekend? •

Every day

I pray every day

On Sundays, Mondays, Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays too.
I always play cricket too. It is cool!
What about you? What about you?

2 On Sundays and Mondays, my best friend does karate. He sometimes does karate on Thursdays too. He likes karate. It is cool!

What about you? What about you?

At the weekend, we never go to school.

We go cycling together and do our homework too.

We like weekends. They are cool!

What about you? What about you?

TOOK!

I always go shopping on Mondays.

He/She sometimes goes shopping.

We/You/They never go to school at the weekend.

Weekdays

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY



Talk in groups of three.
Then report your answers
to the class.

At the weekend, I always do my homework. I sometimes go cycling. I never do karate.

WEEKEND

WEEL	LIVE				
	Name	always 🛑	sometimes	never	3 2
	Bill	do my homework	go cycling	do karate	
1.				***	
2.				***	
3.					

4 Look at activity 2 again and rewrite the sentences by changing the words in blue with activities you like.

5

TOP STARS











get up early

drive a car

have a lesson

take the bus

walk to school

- 2 Listen and answer: Where are the children?
 - Read and answer: Does Karim take the bus to school? 🌣 🔐 👈









rooki

Do you	alwans	act ur	- parlu2
you you	utwuys	get up	eurty:

Yes, I do. / No, I don't.
Yes, we do. / No, we don't.

Does he/she walk to school?

Yes, he/she does. / No, he/she doesn't.

Do they drive a car?

Yes, they do. / No, they don't.

3 Read the text again and answer the following questions.

1. Does Karim always brush his teeth? Yes, he does.

2. Does Karim always walk to school?

3. Does Karim sometimes ride his bike to school? _____

4. Does Karim get up early at the weekend?

Listen to three dialogues about what different people do and tick (✓). Then check your answers with a partner. ❖ ◂>>





Tick (✔) the things you do every day or at the weekend. Then ask and answer. ❖

Your

		You	friend
		Yes No	Yes No
EVERY DAY	get up early pray have breakfast take the bus go to school		

		Yes No	Yes No
	pray		
Z	go cycling		
KE	go shopping		
WEEKEND	play cricket		
	do my homework		

Do you get up early every day?



Yes, I do. / No, I don't.

Your

5

OUR WORLD

1











cook

farmer

farm

taxi driver

hotel

2 Look at the pictures. What do you think the text is about? Listen and say. Then read and match. (**)

People at work

This is Jane. She's a cook. She doesn't work at a restaurant. She works at a hotel. On Saturdays, she doesn't work. She waters the flowers in her garden.

This is Bob. He's a farmer.
Every day, he gets up
early. He feeds the
animals on his farm. He
has got sheep, cows
and chickens. He
hasn't got horses.
On Fridays and
Saturdays, he
doesn't work
on the farm.
He drives a
taxi. He's a taxi

driver.





- Read the text again and correct the mistakes using the negative form.
- **1.** Jane works at a restaurant.

 Jane doesn't work at a restaurant.
- 2. Jane works on Saturdays.
- 3. Bob drives a bus.
- 4. Bob works on the farm on Fridays.



I don't drive a car. He/She doesn't get up early. We/You/They don't walk to school.

Listen to a dialogue between two men and tick (✓). Then check your answer with a partner. ❖ ◀)





5 Play a guessing game.











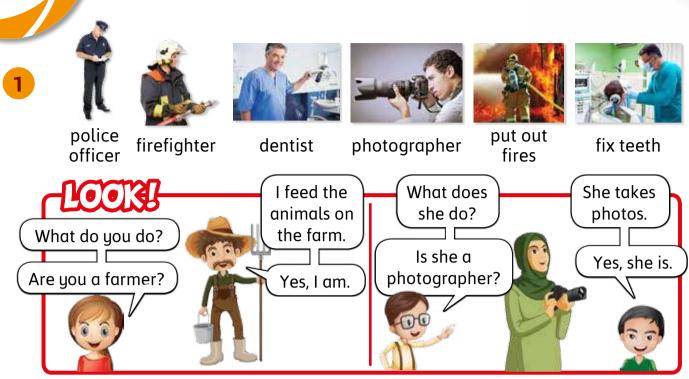


It's a man. He doesn't drive a bus.
He doesn't drive a taxi. Who is it?

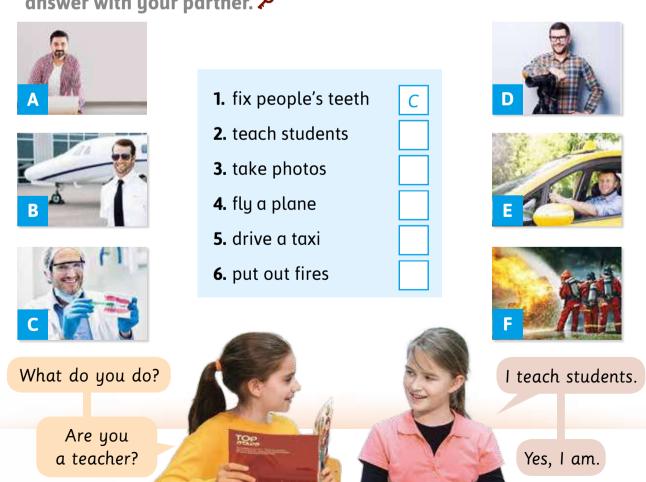
Yes.

It's A. He's a farmer.

5 LET'S PLAY



2 Match the pictures to the phrases. Then play a guessing game. Ask and answer with your partner.



Social Studies

1



food place







playground build

Look at the pictures. What do you think the text is about? Listen and say. Then read, and answer Which organisation builds hospitals?

You can help!

Do you want to help other people?

The Qatar Charity helps many people around the world. It helps them to find a home, food and water. They also build schools and hospitals. Qatar charity teaches people to work together and help each other. It wants to make the world a happy place for people.





Do you want to have a clean town?

People in 'Clean Up the World' clean beaches, parks and playgrounds. They sometimes plant trees and flowers. They help people clean their town too!

Do you want to help children and be a Big Brother or a Big Sister to them?

People in 'Big Brothers Big Sisters' help children.
They go to museums and shopping centres with their 'brother' or 'sister'! They play at parks and do their homework together too! It is great fun to be a Big Brother or a Big Sister.



Read activity 2 and write QC for Qatar Charity, C for Clean Up the World or B for Big Brothers Big Sisters.

OC

I. We build schools.	1. We	build schools.	
-----------------------------	--------------	----------------	--

- **2.** We clean our town.
- **3.** We play in the park.
- 4. We plant trees.

	ICCT V	MODIC
PKOJ	IECT \	N ORK '

Work in groups. Choose another organisation and present it to your class.

STORY

2 Look at the pictures. What do you think the story is about?

- Listen and say the main character's name.

Tom is a firefighter. He goes to work every day and sometimes at the weekend too. Every day, he gets up early and takes the bus to work. He always wears his uniform and his helmet.



Tom is sad.





fire



uniform



helmet



save



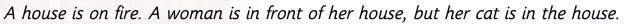
stay

- 3 Read and answer.
- 1. What does Tom do?
- 2. What does Tom always wear?
- 3. Where is the cat in picture 4?
- How do you think
 Tom feels at the end?
 Choose and say why.

angry happy sad bored funny



FIRE! FIRE!

















Listen and say. Then circle the /s/ sounds with red, the /z/ sounds with blue and the /1z/ sounds with green.



Busy Bob

He runs, he stands and then he walks.
He reads, he writes and then he talks.
He rides his bike, he flies his kite.
He sits and watches people go by.
He plays, he swims, he catches fish.
And then he eats his favourite dish!

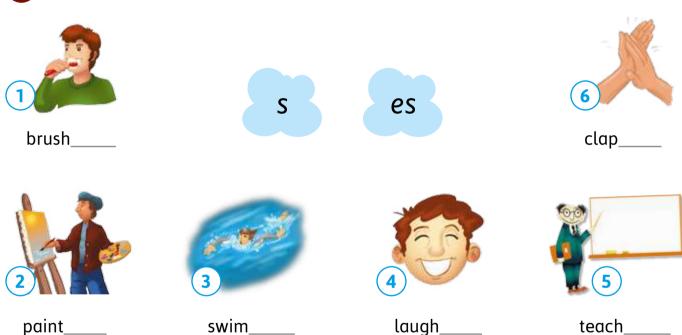




Which one doesn't belong? Read and circle. The say the sounds of each word.

- **1.** swims sleeps stands **4.** sails teaches runs
- 2. watches sits puts 5. stops packs wears
- **3.** flies laughs writes

5 Look, read and write.



6 Look and read. Then say and write one more word.



What does Fred do at the weekend? Read and answer.

-What-do-you-do-at the weekend?

My name's Fred. At the weekend, I don't get up at six, and I don't go to school. I always play football with my friends. I sometimes go cycling too. Look at me!



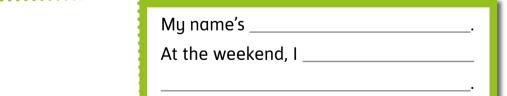
- Read and put the words in the correct order.
 - 1. play / I / every day / cricket I play cricket every day.
 - 2. to school / walks / She
 - 3. is / photographer / a / He
 - 4. doesn't / a / bus / He / drive

Writing tip



In English, we always put the subject of a sentence before the verb. e.g. I walk to school every day.

Now draw and write about yourself. Then present it to the class.



I always _____

too. Look at me!

ROUND-UP

5

1 Look and write. P



- 2 Read and match. Then write.
 - 1. Does Ellie walk to school?
 - 2. Do your brothers get up early?
 - 3. Does Tim play cricket?
 - **4.** Do you go to the shopping centre on Fridays?
- В
- A Yes, he ______.
- B No, she <u>doesn't</u>.
- C Yes, they ______.
- - D No, I ______.
- 3 Listen and circle A or B. Then check your answers with a partner. ❖ ◀》





WEDNESDAY	WEDNESDAY
play cricket	do karate

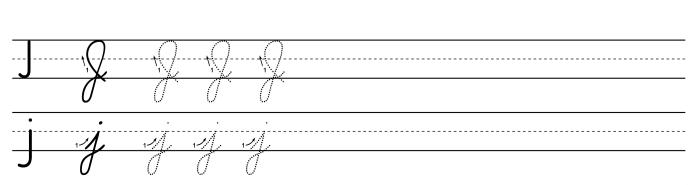
Go to p.91 for the Now I can... section.

CURSIVE WRITING

	1 سر	~ 1	~ 1	~ 1	
		,	····	,	
- 4-1	<i>[</i>	//	-/	/	

CURSIVE WRITING





3

CURSIVE WRITING

K	1/2 (1/2 (1/2 (1/2 (1/2 (1/2 (1/2 (1/2 (
	0
K 1/1	
1	L I I
11/	
A A //	
	R-HHH
m 1/	N ATTUATTU
17	
<u>n</u> 1/1	N 1/101/101/10
	}
O 1/	T NO NO NO

CURSIVE WRITING



P	P	
p	1/10	1/21/21/2
	2	
q	1/G	11 11 11 11 11 11 11 11 11 11 11 11 11
R	R	
r	11/	101010
S		
<u>S</u>	1/2	
T	<u></u>	
+	2→1	

5

CURSIVE WRITING

	<u> 1 </u>
<u>u</u>	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	nrama
<u>\</u>	
<u>V</u>	NO 10 10 10
<u>\\</u>	
W	1/10 1/10 1/10
X	
X	1/X 1/X 1/X 1/X
<u>Y</u>	<u> </u>
	<u>0 0 0 0 0 </u>
y	NY NANA
7	
	- 6 - 6 - 6
Z	1/2, 1/2, 1/2, 1/2,
	1

Say the adjectives and tick (\checkmark) .



1. pretty ightharpoonup



2. funny 🟠



3. young 🏠



4. old



5. dirty 🟠



6. angry 🕎



7. tired **1**



8. bored



9. short 😭



10. tall 🏠



11. fat

Say the senses and tick (✓).

Say and tick (✔).

4. play basketball 🏠



1. talk 🖈



2. count 🏠



3. paint **^**





6. fly 😭



1. see 😭 **4.** hear 🕎







5. draw 🕎

7. run ☆ **8.** walk ☆ **9.** jump ☆



10. swim 🏠



2. smell **^**



5. touch **^**





12. hungry **13.** thirsty **1**



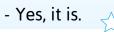


3. taste 😭



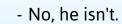


- Is it clean?





- Is he scared?





He can play basketball.



- Can it climb?

- No, it can't.

Say the family members and tick (\checkmark).











1. son/grandson 2 **2.** daughter/granddaughter 3 **3.** uncle 2 **4.** aunt 2 **5.** cousin 2



1. straight hair 🏠





2. blonde hair 🏠



3. curly hair 🕎



4. moustache



5. beard



6. freckles

Say and tick (✔). 3 Say and tick (✔).



1. handbag 🏠



3. watch



5. boots $\stackrel{\wedge}{\bigtriangleup}$



7. skirt



9. jigsaw puzzle 🕎



2. T-shirt 🕎



4. shoes



6. jeans 🏠



8. kite

4 Say and tick (✓).





3. nose 🕎



5. ears **^**



7. knee 🕎



2. eyes 🟠



4. mouth **\(\frac{1}{2} \)**



6. shoulder \updownarrow



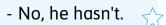
8. feet **\(\frac{1}{2} \)**

Read and tick (🗸).





- Has he got a beard?





Jim

- Whose robot is this?

- It's Jim's.



Those are dresses.





- Has he got a moustache?

- Yes, he has. 🕎







Say the actions and tick (\checkmark).





1. She's studying. **2.** She's cleaning.



3. They're watching TV.



4. She's planting a tree. 🕎



5. He's reading. W



6. I'm feeding the fish.



7. They're eating. 8. He's



drinking water.



9. He's watering the 10. She's making flowers.



a cake. 🕎





11. It's sleeping. Arr **12.** He's wearing a helmet. 🏠



13. I'm skateboarding. 🏠



14. He's having breakfast/lunch/ dinner. 🏠

Tell the time and tick (\checkmark).





Say and tick (✔).





1. player \diamondsuit **2.** kick \diamondsuit **3.** throw \diamondsuit





4. ant \$\frac{1}{2}\$ 5. grasshopper \$\frac{1}{2}\$

Read and tick (🗸).



He is cleaning his desk.





- Is Larry watering the flowers?

- Yes, he is.





- Is Liam eating?

- No, he isn't. He's watching TV.



- What's the time?

- It's nine o'clock.



Say the places and tick (\checkmark).



1. library



2. bank 🕎



3. pet shop



4. toy shop



5. aquarium $\stackrel{\wedge}{\sim}$



9. bookshop \updownarrow

Say the rules and tick



6. museum 🏠



7. shopping centre \updownarrow



8. restaurant



Say and tick (✔).



1. people 🏠



2. look 🟠



3. help 🟠



4. find **^**





3. Don't turn left. 🏠

2. Turn right. 🏠

4. Stop. 🕎







5. shark \diamondsuit **6.** dolphin \diamondsuit **7.** camera \diamondsuit **8.** be quiet \diamondsuit





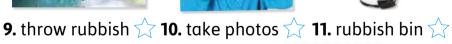
5. Cross the



street here.









Read and tick (✔).



The cat is behind the pet shop.



You must listen to your teacher.



There are a hundred books in the library.



We are brother and sister. This ball is ours.





1. go shopping \updownarrow



2. go cycling



3. do karate



4. play cricket \updownarrow



5. pray 💢



6. get up early



7. drive a car \diamondsuit



8. have a lesson \updownarrow

Say and tick (✓).



9. take the bus



10. walk to school



11. put out fires



12. build **^**

2. hotel



13. fix teeth $\stackrel{\frown}{\searrow}$



14. save 😭



15. stay 🏠







1. cook 🟠



2. farmer 🏠



3. taxi driver 🏠





3. food **\(\frac{1}{2} \)**

5. playground \updownarrow





6. dentist



7. photographer ightharpoonup



7. uniform \diamondsuit



8. helmet

Read and tick (🗸).

4. police officer \updownarrow



I always play



cricket on Saturdays.



- Does your sister walk to school?





They don't play volleyball. They play football.

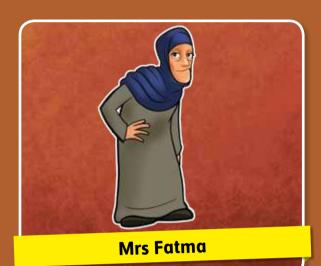


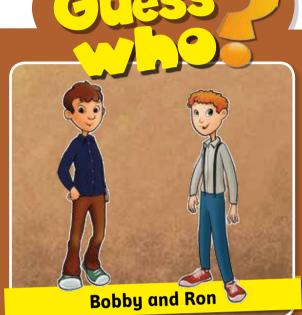
- What does he do?

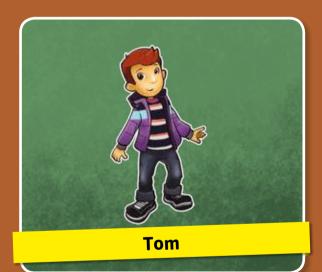
- He's a farmer.

Games



















Module 2 / Top Stars



Module 4 / Let's Play

43-50-24You can see dolls,

balls and toys

there.

35-67-100

You can see books there. You must be quiet when you're there, too!

30-89-71You can see fish, dolphins and sharks there.

56-62-90
You can see cats, rabbits and birds there. You can buy them there, too!

88-20-40You mustn't touch and you mustn't take photos when you're there.



Word list



Module 1

Song

pretty (adj.) funny (adj.) young (adj.) old (adj.) tall (adj.) short (adj.)

Top Stars

angry (adj.) scared (adj.) tired (adj.) bored (adj.) clean (adi.) dirty (adj.)

Our world

talk (v.) play basketball (phr.) count (v.) paint (v.) draw (v.)

Let's play

fly (v.) walk (v.) run (v.) jump (v.) swim (v.) climb (v.)

CLIL

see (v.) hear (v.) smell (v.) touch (v.) taste (v.)

Storu

hungry (adj.) thirstu (adj.) fat (adi.)

Module 2

Sona

son/grandson (n.) daughter/ granddaughter (n.) uncle (n.) aunt (n.) cousin (n.)

Top Stars

straight hair (phr.) blonde hair (phr.) curly hair (phr.) moustache (n.) beard (n.) freckles (n.)

Our world

handbag (n.) T-shirt (n.) dress (n.) shoes (n.) boots (n.) jeans (n.) skirt (n.) watch (n.)

Let's play

tous (n.) computer game (n.) jigsaw puzzle (n.) robot (n.) kite (n.)

CLIL

head (n.) eues (n.) nose (n.) mouth (n.) ears (n.) shoulder (n.) toes (n.) knee (n.)

Storu

teeth (n.) ankle (n.) feet (n.)

TOP TIME! 1

ride (n.) carousel (n.)



Module 3

Sona

She's studying. (phr.) She's cleaning. (phr.) They're watching TV. (phr.) He's reading. (phr.)

Top Stars

She's planting a tree. (phr.) I'm feeding the fish. (phr.) They're eating. (phr.) He's drinking water. (phr.) He's watering the flowers. (phr.)

Our world

She's making a cake. (phr.) He's having breakfast/lunch/ dinner. (phr.) It's sleeping. (phr.)

Let's play

It's two o'clock. (phr.) It's half past six. (phr.)

CLIL

player (n.) kick (v.) throw (v.) He's wearing a helmet. (phr.)

Story

ant (n.) arasshopper (n.) He's fishing. (phr.) It's carruing food. (phr.) I'm skateboarding. (phr.)



Module 4

Sona

people (n.) bank (n.) library (n.) pet shop (n.) toy shop (n.)

Top Stars

look (v.) help (v.) find (v.) aquarium (n.) shark (n.)

WORD LIST



Our world

be quiet (phr.) throw rubbish (phr.) take photos (phr.) rubbish bin (n.) museum (n.)

Let's play

Numbers 20-100

CLIL

Go straight. (phr.)
Turn right. (phr.)
Don't turn left. (phr.)
Stop. (v.)
Cross the street
here. (phr.)

Story

shopping centre (n.) restaurant (n.) bookshop (n.)

0

TOP TIME! 2

mosque (n.)



Module 5

Song

go shopping (phr.) go cycling (phr.) do karate (phr.) play cricket (phr.) pray (v.)

Top Stars

get up early (phr.) drive a car (phr.) have a lesson (phr.) take the bus (phr.) walk to school (phr.)

Our world

cook (n.)
farmer (n.)
farm (n.)
taxi driver (n.)
hotel (n.)

Let's play

police officer (n.) firefighter (n.) dentist (n.) photographer (n.) put out fires (phr.) fix teeth (phr.)

CLIL

food (n.) place (n.) playground (n.) build (v.)

Story

fire (n.) uniform (n.) helmet (n.) save (v.) stay (v.)

Grammar reference



Module 1

The verb 'be'						
Affirmative Negative			ative	Questions	Short answers	
Full forms	Short forms	Full forms	Short forms			
l am	l'm	I am not	I'm not	Am I?	Yes, you are. / No, you aren't.	
You are	You're	You are not	You aren't	Are you?	Yes, I am. / No, I'm not.	
He is	He's	He is not	He isn't	Is he?	Yes, he is. / No, he isn't.	
She is	She's	She is not	She isn't	Is she?	Yes, she is. / No, she isn't.	
It is	lt's	It is not	It isn't	Is it?	Yes, it is. / No, it isn't.	
We are	We're	We are not	We aren't	Are we?	Yes, you are. / No, you aren't.	
You are	You're	You are not	You aren't	Are you?	Yes, we are. / No, we aren't.	
They are	They're	They are not	They aren't	Are they?	Yes, they are. / No, they aren't.	

The verb 'can'						
Affirmative	Negative		Questions	Short answers		
	Full forms	Short forms				
I can run.	l cannot run.	I can't run.	Can I run?	Yes, you can. / No, you can't.		
You can run.	You cannot run.	You can't run.	Can you run?	Yes, I can. / No, I can't.		
He can run.	He cannot run.	He can't run.	Can he run?	Yes, he can. / No, he can't.		
She can run.	She cannot run.	She can't run.	Can she run?	Yes, she can. / No, she can't.		
It can run.	It cannot run.	It can't run.	Can it run?	Yes, it can. / No, it can't.		
We can run.	We cannot run.	We can't run.	Can we run?	Yes, you can. / No, you can't.		
You can run.	You cannot run.	You can't run.	Can you run?	Yes, we can. / No, we can't.		
They can run.	They cannot run.	They can't run.	Can they run?	Yes, they can. / No, they can't.		

[•] We use the verb can to express ability.



GRAMMAR REFERENCE

Module 2

The verb 'have got'					
Affirmative	Negative		Questions	Short answers	
	Full forms	Short forms			
I have got	I have not got	I haven't got	Have I got?	Yes, you have. / No, you haven't.	
You have got	You have not got	You haven't got	Have you got?	Yes, I have. / No, I haven't.	
He has got	He has not got	He hasn't got	Has he got?	Yes, he has. / No, he hasn't.	
She has got	She has not got	She hasn't got	Has she got?	Yes, she has. / No, she hasn't.	
It has got	It has not got	It hasn't got	Has it got?	Yes, it has. / No, it hasn't.	
We have got	We have not got	We haven't got	Have we got?	Yes, you have. / No, you haven't.	
You have got	You have not got	You haven't got	Have you got?	Yes, we have. / No, we haven't.	
They have got	They have not got	They haven't got	Have they got?	Yes, they have. / No, they haven't.	

• We use the verb have got to express possession, e.g. I have got a computer, and to describe people/ animals and things, e.g. Kelly has got blonde hair.

Subject Personal pronouns	Possessive adjectives
l	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Subject personal pronouns are used as subjects and go before the verb, e.g. Look at that girl. She's beautiful!
- **Possessive adjectives** always go before nouns without articles, e.g. *Her hat is green*.

These/Those

- We use these to point out people, animals or things that are close to us, e.g. These are my books.
- We use those to point out people, animals or things that are far from us, e.g. Those children are my friends.



Possessive Case

We use the possessive case 's to express possession.

We form the possessive case by adding 's to singular nouns, e.g. This is the girl's cat.

Whose...?

We use whose to ask about possession, e.g. Whose kite is this? \rightarrow It's Mat's.

Whose shoes are these? \rightarrow They're Lisa's.

Module 3

Present Progressive					
Affirmative Negative					
Full forms	Short forms	Short forms Full forms			
I am working.	I'm working.	I am not working.	I'm not working.		
You are working.	You're working.	You are not working.	You aren't working.		
He is working.	He's working.	He is not working.	He isn't working.		
She is working.	She's working.	She is not working.	She isn't working.		
It is working.	It's working.	It is not working.	It isn't working.		
We are working.	We're working.	We are not working.	We aren't working.		
You are working.	You're working.	You are not working.	You aren't working.		
They are working.	They're working.	They are not working.	They aren't working.		

Present Progressive		
Questions	Short Answers	
Am I working?	Yes, you are. / No, you aren't.	
Are you working?	Yes, I am. / No, I'm not.	
Is he working?	Yes, he is. / No, he isn't.	
Is she working?	Yes, she is. / No, she isn't.	
Is it working?	Yes, it is. / No, it isn't.	
Are we working?	Yes, you are. / No, you aren't.	
Are you working?	Yes, we are. / No, we aren't.	
Are they working?	Yes, they are. / No, they aren't.	

We use the **Present Progressive** for actions that are happening **now**, at the moment of speaking.

Formation of -ing

- most verbs take -ing, e.g. $talk \rightarrow talking$
- verbs ending in -e drop the -e before the -ing, e.g. come → coming
- verbs with one syllable ending in one vowel and one consonant, double the consonant before the -ing, e.g. swim → swimming.

GRAMMAR REFERENCE









Module 4

Possessive Pronouns

We use the possessive pronouns to show who something belongs to. The possessive pronouns are never followed by a noun, e.g. *This book is mine*.

Subject Pronouns	Possessive Pronouns
I	mine
you	yours
he	his
she	hers
it	-
we	ours
you	yours
they	theirs

must / mustn't

We use must / mustn't to talk about what is the right way to behave in certain places/situations.

Affirmative	Negative
l must eat.	l mustn't eat.
You must eat.	You mustn't eat.
He must eat.	He mustn't eat.
She must eat.	She mustn't eat.
It must eat.	It mustn't eat.
We must eat.	We mustn't eat.
You must eat.	You mustn't eat.
They must eat.	They mustn't eat.

GRAMMAR REFERENCE

Module 5

Present Simple			
Affirmative	Negative		
	Full forms	Short forms	
I play.	I do not play.	I don't play.	
You play.	You do not play.	You don't play.	
He plays.	He does not play.	He doesn't play.	
She plays.	She does not play.	She doesn't play.	
It plays.	It does not play.	It doesn't play.	
We play.	We do not play.	We don't play.	
You play.	You do not play.	You don't play.	
They play.	They do not play.	They don't play.	

Present Simple			
Questions	Short Answers		
Do I play?	Yes, you do. / No, you don't.		
Do you play?	Yes, I do. / No, I don't.		
Does he/she/it play?	Yes, he/she/it does. / No, he/she/it doesn't.		
Do we play?	Yes, you do. / No, you don't.		
Do you play?	Yes, we do. / No, we don't.		
Do they play?	Yes, they do. / No, they don't.		

Remember: study → stud ies	wash → washes watch → watches	go → go es	
Time Expressions on Mondays / Tuesdays, etc. every day / Monday, etc. at the weekend / at 8:00, etc.			
always I always brush my teeth in the morning.	She sometimes She sometimes goes to bed at 10:00.	never They never get up at 7:00 on Fridays.	
We use the Present Simple for habits and actions that happen regularly.			



Top Stars 3a Student's Book

H. Q. Mitchell - Marileni Malkogianni

Published by: **MM Publications**

www.mmpublications.com info@mmpublications.com

Offices

UK China Cyprus Greece Korea Poland Turkey USA Associated companies and representatives throughout the world.

Copyright © 2018 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

We would like to thank Shutterstock and 123RF for permission to reproduce copyright photographs.

Produced in the EU

ISBN: 978-618-05-3004-9



is a primary course that follows the modular approach and the requirements of the Common European Framework of Reference.





